

GOMPERS PREPARATORY ACADEMY

A UCSD Partnership



Charter School Renewal Proposal

Effective July 1, 2019

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Gompers Preparatory Academy

Charter Renewal Proposal

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Petition Amended: March 11, 2008

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Renewal Petition Approved: January 7, 2014

For the Renewal Term: July 1, 2019 through June 30, 2024

Presented to

Board of Trustees

San Diego Unified School District

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

As a public charter school authorized under California Education Code Section 47605 by the San Diego Unified School District (“SDUSD” or “District”), Gompers Preparatory Academy (“Gompers,” “GPA,” or “Charter School”) shall comply with all laws and regulations applicable to the operation and governance of public charter schools and the terms of this Renewal Petition. GPA affirms that it shall:

1. Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code § 47605(c)(1)]
2. On a regular basis, consult with its parents, legal guardians and teachers regarding GPA’s education programs. [Ed. Code § 47605(c)(2)]
3. Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code § 47605(d)(1)]
4. Not charge tuition. [Ed. Code § 47605(d)(1)]
5. Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ed. Code § 47605(d)(1)]
6. Admit all students who wish to attend GPA, and who submit a timely application, unless GPA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. [Ed. Code § 47605(d)(2)(A)-(B)] Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of GPA in accordance with Education Code Section 47605(d)(2)(C). [Ed. Code § 47605(d)(2) (A) – (C)]
7. If a student is expelled or leaves GPA without graduating or completing the school year for any reason, notify the superintendent of the school district of the student’s last known address within 30 days, and, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ed. Code § 47605(d)(3)]
8. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans

with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

9. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
10. Be deemed the exclusive public school employer of the employees of GPA for purposes of the Educational Employment Relations Act. [Ed. Code § 47605(b)(6)]
11. Ensure that teachers in GPA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ed. Code § 47605(l)]
12. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Reference Title 5 California Code of Regulations § 11967.5.1(f)(5)(c)]
13. At all times maintain all necessary and appropriate insurance coverage.
14. Comply with any and all other federal, state, and local laws and regulations that apply to GPA including but not limited to:
 - a) Maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.
 - b) Comply with any jurisdictional limitations to locations of its facilities.
 - c) Comply with all laws establishing the minimum and maximum age for public school enrollment.
 - d) Comply with all applicable portions of the Every Student Succeeds Act.
 - e) Comply with the Public Records Act.
 - f) Comply with the Family Educational Rights and Privacy Act.
 - g) Comply with the Ralph M. Brown Act with respect to meetings of the governing board for GPA as to the business of the Charter School.
 - h) Meet or exceed the legally required minimum of school days.



Vincent M. Riveroll, Director, Gompers Preparatory Academy

1/11/19

Date

THE SCHOOL MEETS THE STANDARDS FOR RENEWAL

The standards for charter renewal are found in California Education Code Sections 47605 and 47607.

A charter school “shall” meet at least one of four minimum criteria set forth in Education Code Section 47607(b) prior to receiving a charter renewal. However, three of the four criteria are based on the Academic Performance Index (API) system that the California Legislature suspended in 2013, and no longer apply as renewal standards. We therefore focus on the fourth criteria:

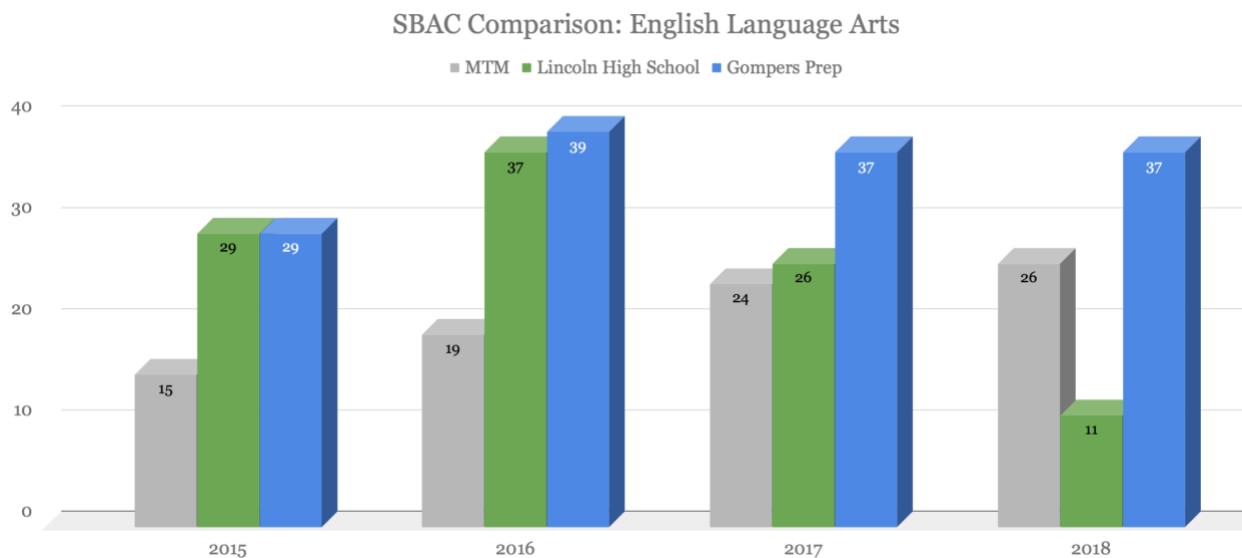
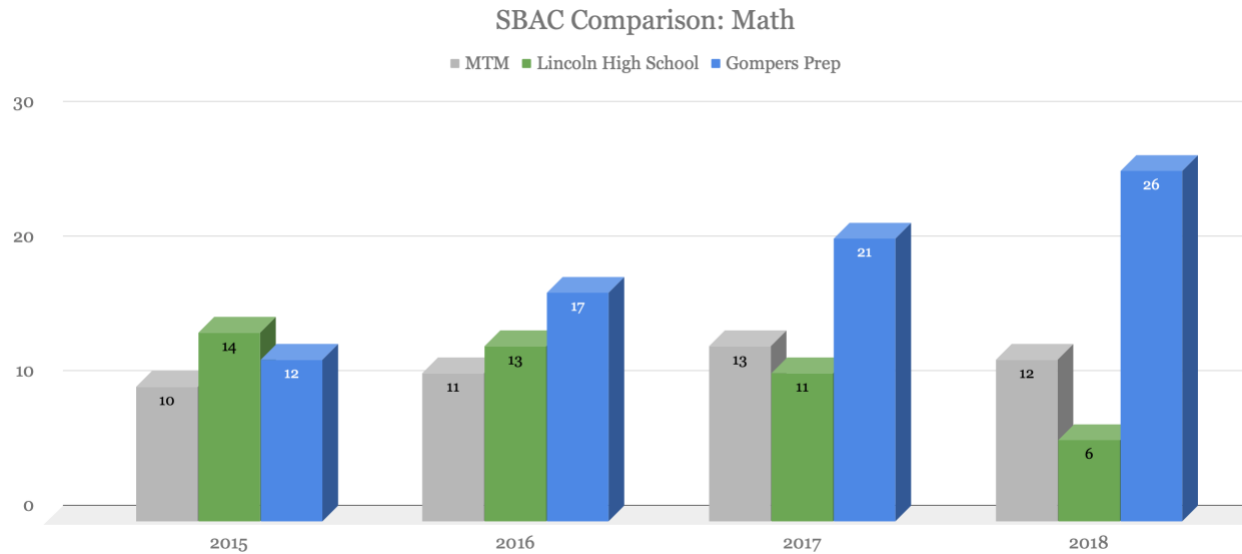
“...the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

Further, as a result of the suspension of API, the Legislature provided a new charter renewal standard as it relates to academic achievement in Education Code Section 52052(e)(4):

“Schools that do not have an API calculated . . . shall use one of the following:
(A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil groups.”

GPA meets all of the legal criteria for renewal of our charter under Education Code Sections 47607(b) and 52052(e)(4).

As the following charts indicate, GPA outperformed the local schools in both math and English Language Arts. Furthermore, the school has made progress in both subject areas over the course of the last three years, growing an average of 4.7% in math and 2.7% in English Language Arts each year.



In addition, the academic achievement increases among the numerically significant pupil groups at GPA are as follows:

Math:

- SPED: 2% increase from 2015-18 (Annual average: 0.67%)
- EL: 1% increase from 2015-18 (Annual average: 0.33%)

English Language Arts (ELA):

- SPED: 0% increase from 2015-18 (Annual average: 0%)
- EL: 3% increase from 2015-18 (Annual average: 1%)

EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” **Ed. Code § 47605(b)(5)(A)(i).**

“(ii) A description, for the charter school, of The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve these goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” **Ed. Code § 47605 Element (b)(5)(A)(ii).**

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria may be considered to meet college entrance requirements.” **Ed. Code § 47605(b)(5)(A)(iii).**

“Education is a human right with immense power to transform. On its foundation rest the cornerstone of freedom, democracy, and sustainable human development.”

--Kofi Annan, former Secretary-General of the United Nations

MISSION

The mission of Gompers Preparatory Academy, in partnership with the University of California, San Diego and our community, is to accelerate academic achievement for ALL students through a college preparatory culture and curriculum.

STUDENTS SERVED BY GOMPERS PREPARATORY ACADEMY

Gompers Preparatory Academy’s student population reflects the demographic diversity of greater San Diego, but with far more students than average living in households with incomes at or below the Federal poverty level. The following statistics represent the GPA student population for the 2018-19 school year. While student demographic data changes slightly from year to year, it is anticipated that GPA will continue to serve similar student groups in the coming years.

Over 95% of GPA students live within the attendance boundaries of San Diego Unified School District (SDUSD), with most students living in the community that surrounds the GPA campus.

For the 2018-19 school year, the student population demographics are as follows:

- 78% of students qualified for Free or Reduced Lunch (Nearly 65% of student population had household income below the Federal poverty level)
- 76% of students identified as learning English as a Second Language (20% English Language Learners and 56% Reclassified as Fluent English Proficient)
- 17% of students identified as Students with Disabilities and being served by an active Individual Education Plan (IEP)
- Ethnicity groups represented:
 - Asian: 4%
 - Native Hawaiian/ Other Pac Islander: .6%
 - Black or African American: 8.2%
 - White: .3%
 - Hispanic/ Latino: 86.5%
 - Two or More Race Categories: .4%

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21st CENTURY

Being an educated person in the 21st century requires more than a high school diploma or college degree. Without question, having knowledge and being informed are important, but that is just the tip of the iceberg. At GPA, our goal is to ensure that, in addition to basic knowledge, our students are curious and seek information independent of school assignments. We push them to embody a love of learning that will last a lifetime. This means they need to know how they best learn as an individual. After graduation, when school is no longer required, our goal is to have taught them the necessary skills to navigate the world and be both proactive and self-motivated in pursuing their passions and dreams. This requires the ability to think critically and engage with a variety of people and truly value diversity in both people and thoughts. At the core, we instill the REACH values in our students from the time they enroll and we believe these will carry them successfully through the 21st century and beyond.

GOALS FOR ENABLING STUDENTS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

Our REACH values encompass our goals for preparing our students to become and remain self-motivated, competent life-long learners and more. If our students leave GPA with the ability and skills needed to reflect out student learner outcomes, they will have accomplished our goal.

Respect:

- Positive interaction with any adult and able to articulate the school’s mission & core beliefs.
- Demonstrate responsibility in the learning community by adhering to the GPA Code of Conduct, Non-Negotiables and 5 Rules.
- Self-Respect- College prep uniform worn with pride.
- Honor cultural and individual diversity.

Enthusiasm:

- Attend school daily
- Demonstrate with confidence that college is part of their future.
- Participate in a variety of leadership opportunities.

- Discover an area of interest beyond the core academic classes.
- Mentor fellow students.

Achievement:

- Meet or exceed Common Core State Standards in English and Math.
- Read and write effectively in each subject area.
- Communicate effectively in academic language to express thoughts and ideas during classroom discourse and presentations.
- Use technology as a tool for learning.
- Enroll in rigorous AP courses.

Citizenship:

- Transfer academic literacy skills to greater world.
- Demonstrate character education through use of the “7 Habits of Highly Effective Teens.”
- Recognize the impact personal behavior and character has on our local and global community.
- Be knowledgeable about United States History and the democratic process.

Hard Work:

- Develop and implement individual goals and action plans for academic achievement at GPA and access to college upon graduation.
- Participate in additional academic supports, if needed.
- Demonstrate academic organizational and study skills.
- Put forth daily effort in all classes.

HOW LEARNING BEST OCCURS

The success of our students relies on the foundation of creating the required conditions for learning. We know that when students are battling issues outside of school, they are unable to focus their attention on academics. Creating the conditions for learning entails providing the necessary programs and supports for students. Our Family Support Center focuses much attention on creating the conditions for learning through - counseling, health services, wrap around services etc.

Once the conditions for learning have been addressed, we believe that learning best occurs when all students are provided access to rigorous A-G coursework. We understand that access is not enough to ensure learning, students must be provided with scaffolds, supports, supplemental programming and interventions when needed. At GPA we offer reading and math interventions, outside tutoring agencies, after-school tutoring, lunch tutoring, reading and math intervention programs, targeted software programs, learning centers, and outside agencies like San Diego Area Writing Project (SDAWP), all which support student learning.

EDUCATIONAL PHILOSOPHY

Charter schools are tasked with providing both a model and a remedy to the current crisis in education by “breaking the mold” (SB1448). Gompers Preparatory Academy is committed to serving students from low-income backgrounds who may be the first student in their families to

attend college and designing an educational and social program that allows all students access to a college pathway.

GPA seeks to provide a high quality college preparatory educational option to the Gompers community and other students who are under-represented in colleges and university settings. The school is open to all students, but the majority of GPA students live in the surrounding Southeastern San Diego community (zip codes 92102, 92105, 92114, and 92113, respectively).

With the goal of high school graduation and college entrance for all students, GPA equips students with *academic* literacy skills in Language Arts, Mathematics, Sciences, and Humanities, and *functional* literacy skills for communication in everyday life. Academic literacy is often the missing link for success of second language learners and students who are struggling to read and write at grade level. Functional literacy involves the ability of students to transcend social barriers through communication, diplomacy, global awareness, agency, and service to the greater community.

When we ask our youngest elementary school students what they want to be when they grow up, we never hear the words “high school drop-out”, “gang-member”, “in a job I hate.” In fact, we hear quite the opposite as our youngest children in the education system share their dreams of being astronauts, doctors, lawyers, teachers, scientists, inventors and the like. But something happens along the way and many students in our community lose their connection to school and adults and, in doing so, lose the link to their dreams. At GPA, teachers and staff work diligently to re-connect kids to school and adults, so that students can begin to dream again about their future in positive ways. Gompers Preparatory Academy believes that schools are about taking that dream and showing all students how to make it a reality for their lives in the 21st century.

GPA accomplishes this by creating “relevance, relationships and rigor” between students and their learning experiences. GPA believes that it is imperative to keep students connected to their future in positive ways and develop students who understand the individual contribution they can make to their families, local community and the world beyond. GPA believes students best learn when the following key educational beliefs are implemented:

- Each student must have a minimum of one school adult with whom they are connected in a positive way.
- The school environment must be well structured and safe so that students feel secure to attend and take risks in their learning.
- High expectations of learning and behavior must be held for each student.
- Advanced college preparation course work is available to all students who attend through a variety of student centered learning modalities and scaffolds, as needed. All students are required to take at least one AP course in their high school career at GPA.
- The development of citizenship is created through the direct teaching of personal character, healthy lifestyles, good judgment and ethical behavior.
- Students must see the relevance between the learning in the classroom and its application to their future college attendance and what is happening in the world.
- Each student should be able to seek and find the path to their highest life potential through their educational career.

- Students are taught how to become self-motivated, competent and life-long learners.
- All seniors complete a Senior Exhibition, presented to community members and staff, to show their readiness for graduation.

6-8 PROGRAM

Currently, GPA consistently enrolls 6th and 7th grade students from local schools exiting the 5th and 6th grades. In 2016-17, 66% of entering 6th grade students did not meet standards in English Language Arts and 72% did not meet standards in Math. In addition, of the entering students in Fall 2018, 18 % of the students are already identified as needing special education services and 32% are enrolled in English as a Second Language programs. Because the majority of our students enter our school with low academic skills and content knowledge, our goal is to give students access to the supports they need to accelerate their learning, while providing a rigorous, college-preparatory education. In order to do this, we have established a range of supports to meet the needs of all our diverse learners, and ensure that they can begin or continue to be successful in their 6-8 academic program, with the goal of preparing them within 3 years to be successful in rigorous classes and be ready to participate successfully in Advanced Placement classes in upper grades. Our data shows that the greatest need for entering students is in English and math. To meet this need, we have implemented pull-out programs, incorporated web-based programming, and designed a master schedule that provides additional learning support in English and Math. We provide professional development for our teachers to learn how to access reading across the content areas and implement a balanced literacy approach in Language Arts classrooms. Additionally, Science is integrating STEM (Science, Technology, Engineering, Math) concepts. Every teacher is trained to be a teacher of strategies to access reading and academic vocabulary across the content areas and teachers attend weekly professional development in literacy consistent with the Common Core State Standards to ensure their continued growth and learning.

Gompers Preparatory Academy's course requirements are aligned with and meet the requirements of state standards in each content area, including California's Common Core State Standards and the SMARTER Balanced Assessment. GPA teachers work in teams to create curriculum that integrates higher literacy demands across subject areas and grade levels to align with these new standards. GPA offers a longer school day and longer school year than traditional schools to allow for more time on task. This arrangement is necessary to provide additional scaffolds that are required for some learners.

Current Course Offerings, grades 6-8

	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
<u>Math</u>	Math 6 Accelerated Math 6	Math 7 Accelerated Math 7 Math 8	Math 8 Integrated Math 1
<u>English</u>	English 6 ESL	English 7 ESL	English 8 ESL
<u>Science</u>	Earth Science	Life Science	Physical Science
<u>History</u>	Ancient History	World History	US History
<u>Elective</u>	Ballet, Computer Applications	Ballet, Computer Applications	Ballet, Spanish I
<u>Physical Education</u>	ENS	ENS	ENS

(Exercise and Nutritional Science)			
<u>Learning Centers</u>	Enrollment based on IEP	Enrollment based on IEP	Enrollment based on IEP
<u>College Class</u>	Information on attending college, school wide character and culture program	Information on attending college, school wide character and culture program	Information on attending college, school wide character and culture program
<u>ENCORE</u> (After school program)	Academic Tutoring Performance Band, Choir, Dance, Athletics	Academic Tutoring Performance Band, Choir, Dance, Athletics	Academic Tutoring Performance Band, Choir, Dance, Athletics

9-12 PROGRAM

As a college preparatory academy, GPA ensures all students complete the necessary A-G requirements as outlined by the University of California and California State University systems to ensure that entering students:

- Can participate fully in the first year program at the University in a broad variety of fields of study;
- Have attained the necessary preparation for courses, majors and programs offered at the University;
- Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies; and
- Have attained essential critical reading, thinking and study skills.

The following general criteria have been satisfied for courses to meet the requirement:

- Be academically challenging;
- Involve substantial reading and writing;
- Include problems and laboratory work, as appropriate;
- Show serious attention to analytical thinking as well as factual content;
- Develop students' oral and listening skills; and
- Develop students' presentation of learning skills.

Alignment with State Standards

Gompers Preparatory Academy's course requirements are aligned with and meet the requirements of state standards in each content area, including California's Common Core State Standards and SMARTER Balanced Assessment. GPA teachers work in departments and grade level teams to create curriculum that integrates higher literacy demands across subject areas and grade levels to align with the new standards. Due to the expectation that every student is enrolled in advanced or AP course work, GPA offers a longer school day than traditional schools to allow for more time on task. Additionally, GPA offers after school tutoring and annual summer school. These arrangements are necessary to provide the additional scaffolds that are required for some learners. All GPA students are required to take a minimum of one Advanced Placement (AP) course. The freshman and sophomore course sequences allow for additional time in preparatory classes, that will equip students with the skills and supports needed for success in AP classes. Additionally, an "AP Intensive" course will be offered during summer school.

Current Course Offerings, grades 9-12

	Grade 9	Grade 10	Grade 11	Grade 12
Math 3 years	Integrated Math I Integrated Math II	Integrated Math II Integrated Math III	Integrated Math III Pre-Calculus Calculus	Pre-Calculus Calculus Discrete Math
English 4 years	English 1,2 ELD Support	English 3,4 ELD Support	American Literature 1,2 ELD Support	World Literature AP English Literature
Science 3 years	NGSS Biology	NGSS Chemistry	AP Chemistry Physics	AP Physics AP Biology
History 3 years	Social Justice 1,2	World History 1,2	US History 1,2 <i>AP U.S. History</i>	U.S. Gov't-Economics <i>AP U.S. Gov't/Economics</i>
Elective 1 year	Elective Choices: Art, ASB, Digital Animation, Digital Piano, Musical Production, Yearbook	Elective Choices: Art, ASB, Digital Animation, Digital Piano, Musical Production, Yearbook	Elective Choices: Art, ASB, Digital Animation, Digital Piano, Musical Production, Yearbook	Elective Choices: Art, ASB, Digital Animation, Digital Piano, Musical Production, Yearbook
Physical Education (Exercise and Nutritional Science) 2 years mandatory	E.N.S. or Athletics (those enrolled in C.I.F. Athletics may potentially waive out of E.N.S.)	E.N.S. or Athletics (those enrolled in C.I.F. Athletics may potentially waive out of E.N.S.)	E.N.S. or Athletics (those enrolled in C.I.F. Athletics may potentially waive out of E.N.S.)	E.N.S. or Athletics (those enrolled in C.I.F. Athletics may potentially waive out of E.N.S.)
Foreign Language 3 years mandatory	Spanish ½ (or ¾ if taken in 8 th grade) or Spanish for Spanish Spkr ½ (or ¾ if taken in 8 th grade)	Spanish ½ or Spanish ¾ or 5/6 or Spanish for Spanish Spkr ½ or ¾ or 5/6	<i>AP Spanish Language</i> Spanish ¾ or Spanish 5/6 or Spanish for Spanish Speakers	<i>AP Spanish Language</i> <i>AP Spanish Literature</i> Or Spanish 5/6
Technology (Not an "A-G" requirement) 1 year	One Computer Applications class between grades 7-12	One Computer Applications class between grades 7-12	One Computer Applications class between grades 7-12	One Computer Applications class between grades 7-12
Learning Center Literacy or Math (Not an "A-G" requirement)	Enrollment based on IEP	Enrollment based on IEP	Enrollment based on IEP	Enrollment based on IEP

Graduation Requirements:

1) Credit Requirements

Forty-four semester credits are required for graduation. Students are expected to meet the California (Common Core) State Standards in English, mathematics, science, history/social science, visual, performing, and practical arts, and physical education. Students who are credit deficient will not be permitted to participate in commencement or other senior activities. If a student becomes credit deficient they will be enrolled in either summer school and/or be reclassified to a lower grade level to ensure credit recovery. Students who do not have the necessary credits during the spring semester of their senior year are eligible to attend summer school the summer after the regular school year has ended.

Credit Requirements by Subject:**English:** 8 Semester Credits

Grade 9: Two credits; Grade 10: Two credits; Grades 11 and 12: Four credits, including 2 credits in a course that emphasizes American literature and two credits from a prescribed list of English courses. English as a Second Language (ESL) may be used to fulfill the eight-semester English requirement.

Mathematics: 6 Semester Credits

All students are required to pass six semester credits of mathematics including Integrated Math I and II, and will take one of the following additional math classes: Integrated Math III, Pre-Calculus, or Calculus.

Exercise and Nutritional Science (formerly known as Physical Education) or Athletics:

4 Semester Credits

Students must complete 2 units in Exercise and Nutritional Science (ENS) (or Athletics, Musical Production, Ballet, etc, as approved by GPA curriculum) in grade 9, and 2 units taken in grade 10, 11, or 12. Students who participate in CIF Athletics are potentially eligible to waive out of ENS requirement.

Science: 6 Semester Credits

One year of life science (biology or other University of California [UC]-approved laboratory science course in the 'd' subject area), one year of physical science (physics, chemistry, or other UC-approved laboratory science course in the 'd' subject area), and one additional year of UC-approved science coursework in the 'd' (laboratory science) or 'g' (elective) subject areas.

History/Social Sciences: 6 Semester Credits

Grade 9: Optional two credits in Social Justice; Grade 10: Two credits in world history and geography; Grade 11: Two credits in U.S. history and geography or advanced alternative; Grade 12: One credit in government and one credit in economics, or two credits in an advanced alternative.

Language other than English: 4 Semester Credits

Four semesters of a foreign language.

Visual or Performing Arts: 2 Semester Credits

Two semesters of visual or performing arts. Options currently include: art, digital animation, digital piano, and musical production.

Electives: Additional credits needed to reach a total of 44 credits may be earned by completing additional courses in the above areas and/or elective courses.

Advanced Placement (AP) courses: All GPA students are required to complete at least one AP course during their course of study.

3) Senior Presentations

All graduating seniors are required to create and present a Senior Presentation to an audience that

may include fellow students, GPA teachers/staff, GPA Board members, parents, and community members.

4) Computer Literacy

Students can fulfill this requirement in one of two ways: completion of a computer education course in grades 7-12 or completion of an approved course that incorporates computer education and computer applications.

5) Attendance

All students must attend 8 semesters in grades 9-12 for 5 block periods daily. GPA does not offer independent study courses with the exception of temporary absences. There are currently no off-site or web based courses.

6) Citizenship

Each student must maintain a record of responsible citizenship. To participate in high school athletics, senior activities, or graduation, students must meet a minimum standard of a 3.0 grade-point average (g.p.a.) in citizenship. Seniors may be denied participation in graduation exercises and other senior activities for zero tolerance violations or activities resulting in a five-day suspension as seniors. A senior with a citizenship grade below 3.0 or a suspension of fewer than five days must appeal to the school site appeal board to determine level of participation in senior activities. The citizenship g.p.a. is computed on a scale of E=4, G=3, S=2, N=1, U=0. A 2.5 grade point average is required to participate in co-curricular activities, including athletics.

7) Grade-Point Average (g.p.a.)

A grade-point average of 2.0 or higher in scholarship, computed on the basis of A=4, B=3, C=2, D=1, F=0, is required. A grade-point average for graduation is computed on courses completed in grades 9-12. (Students should consult their school counselors for information about computing grade-point averages for repeated courses.) For advanced placement (AP) and designated honors courses, the grade-point average is computed on a five-point scale: A=5, B=4, C=3, D=1, F=0. Students must take the College Board AP exam and attend all AP study sessions in order to receive weighted credit. Information on which courses are weighted is provided in the student support center. A 2.5 grade-point average on a four-point scale in scholarship is also required for participation in co-curricular activities, including interscholastic athletics. Parents or guardians shall be advised of the availability of state funds to augment the cost of advanced placement examination fees pursuant to Section 52244 (*California Codes, Education Code, Section 48980*).

8) Community Service

Each student will be required to complete a minimum of 30 hours of community service during each of his or her 9-12th grade years. Examples of community service performed by GPA students include tutoring youth who are recent refugees to US, community clean-ups, and serving meals to community members in need.

WASC ACCREDITATION/TRANSCRIPTS AND NOTICE OF CREDIT TRANSFER

The University of California has approved all core courses at GPA. We anticipate that courses offered at GPA are transferable to other schools. GPA is WASC accredited through June 2020 and we are conducting our next Self Study during the 2019-20 school year. Student transcripts

take a standard form for universal acceptance. Students and parents are informed of transferability of courses and college entry requirements in public meetings and school publications, including recruiting materials, parent and student handbooks, website text and occasional newsletters.

CURRICULUM AND INSTRUCTIONAL DESIGN

Our 6-12 curriculum and instruction model is based on a constructivist theoretical framework that emphasizes the social formation of mind, that is, the importance of social interaction in the development of individual mental processes. It emphasizes the importance of social practices, in particular the careful orchestration of talk and tasks, in academic learning. Tasks, in this context, range from hands-on, scientific and mathematical explorations to experiential learning that extends out to the local community, the work force, and the greater global community.

In GPA classrooms, students are expected both to master a body of authoritative knowledge (algorithms, formulae, symbolic tools, as well as abstract concepts and accepted theories) and to be able to talk and reason effectively with others. Sense-making and scaffolded discussion, calling for and elicited by particular forms of talk, are seen as primary mechanisms for promoting deep understanding of complex concepts and robust reasoning. Independent reading is built into each day in English Language Arts classrooms to support the reading lives of all students and build critical reading skills.

Shared reading and word study components of the Balanced Literacy model is utilized in all subject areas so that teachers' responsibility over the reading process is released and embraced by the students. Colloquially, this gradual release of responsibility is referred to as "to/with/by" because in the first segment of the process the teacher introduces a concept or skill *to* the students, during the next segment students practice the concept *with* the teacher's help, and finally they practice the concept independently *by* themselves, with the teacher's supervision. As students progress toward greater independence in their work, the teacher's role diminishes concurrently (Mooney 1990; Fountas & Pinnell, 1995).

Pedagogical Strategies

By employing a wide variety of instructional techniques, teachers are best suited to meet the individual needs of students. Varying instruction between whole group, small group, and individual instruction formats provide students the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency.

While GPA's college prep curriculum is designed to meet the University of California's "A-G" requirements, we added features to the curriculum that set GPA apart from other college prep schools. While GPA students gain exposure to features of college-level learning (i.e., lectures, high-demand note-taking, critical thinking and research papers), we recognize that in order to meet the wide range of learning needs of our students, our college prep curriculum requires support for all learners to access college level content. GPA teachers understand the various learning modalities represented in their students and apply appropriate teaching methodologies to meet their needs. Implemented effectively, content in grade level course work remains consistent from class to class but scaffolds that allow the students access to the content may vary from

room to room depending on the learning needs of the students in each classroom. GPA teachers plan lessons that engage all types of learners and differentiate for a variety of learning levels.

While all 6-12 courses employ a variety of pedagogical strategies, certain instructional models are unique to their content areas. Those are described below.

English/Language Arts (ELA) Instruction Model

The ELA curriculum is organized by backwards planning through pacing guides per grade level, individual teacher research, and weekly professional development around best practices in compliance with the Common Core State Standards for ELA, including the ELD standards for integrated and designated ELD. Literacy is the focus and all ELA teachers are becoming facilitators of reading, writing, thinking, and speaking. Students are exposed to a wide variety of texts from diverse sources, through the use of the GPA library, the classroom library, mentor novels per grade level, online literacy programs for progress monitoring of Lexile levels and through a variety of online resources. Teachers facilitate students learning through their knowledge of both depth (levels of cognition) and breadth (variety of genres) and their ability to guide students through close reading, independent reading, shared reading, critical thinking, and analytical writing. Students are expected to speak, read, write, and engage in discourse fluently and with purpose in various genres.

Foreign Language Instruction Model

The Foreign Language standards are taken from the American Council on the Teaching of Foreign Language (www.actfl.org/i4a/pages/index.cfm?pageid=3392).

Foreign language is best learned through immersion and theme-based instruction. Realia and relevant experience are primary components of effective language instruction. The 5 “C’s” for instruction of Communication, Cultures, Connections, Comparisons, and Communities are implemented. Students are expected to take a minimum of two years of a language other than English in grades 8-12.

Mathematics Instruction Model

The Mathematics standards are taken from the California Common Core State Standards (<http://www.cde.ca.gov/be/st/ss/documents/mathstandard.pdf>) and the National Council of Teachers of Mathematics (<http://standards.nctm.org>).

GPA teachers design courses with reality-based problems, rich in relevance, rigor, and literacy demands, and employ strategies that promote inductive reasoning, flexible thinking, and computation skills. It is our belief that with the appropriate supports, all students can successfully take Integrated Math I, II, and III and that preparation for college includes four years of math through Pre-Calculus, Calculus, or Discrete Math. The supports needed to move students at this pace varies, and GPA instructional design is responsive based on student need.

Recognizing the need for 21st Century approaches to teaching and learning, GPA provides every math student with computer access and a variety of web-based programming that supplements math instruction. Careful attention will continue to be given to the learning outcomes stemming

from web-based programs, and resources will be shifted and/or modified in order to meet student need, as demonstrated by data.

Science Instruction Model

The Science standards are taken from the California Common Core State Standards (<http://www.cde.ca.gov/be/st/ss/documents/sciencestnd.pdf>), the Next Generation Science Standards (<http://www.nextgenscience.org>), and the *National Science Education Standards* (National Science Teachers' Association, 1996).

Students of Science at GPA engage in hands-on, inquiry-based lessons on a regular basis. Using Next Generation Science Standards, teachers plan, using backward design, rigorous science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central phenomenon or question drives scientific explorations that elicit critical thinking as well as oral and written communication of ideas.

History/Social Science Instruction Model

The Social Science standards are taken from the California Common Core State Standards (<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>) and the California History Social Science Frameworks adopted in 2016 (<https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>)

Although the A-G requirements only call for two years of history/social science courses, GPA requires three years and makes available four years of history/social studies classes aligned with UC/CSU requirements and California State Standards. GPA places a high value on citizenship and democratic ideals in both school and society. To truly function as a global citizen in the 21st century, students need a strong background in history, social science, and government.

GPA history and Social Studies classes are taught in a hands-on, project-based manner, incorporating primary source documents, role-playing, technology, debate, historical simulations, and era-specific literature. Students will have three semesters of advanced coursework in World History and US History to prepare them for enrollment in AP courses.

Exercise and Nutritional Science (ENS) Instruction Model

The ENS curriculum is based on the California state standards for physical education (<http://www.cde.ca.gov/ci/pe>) and the American Alliance for Health, Physical Education, Recreation & Dance (www.aahperd.org). The emphasis is on developing individual students' fitness, rhythm, and sports skills while increasing students' desire to be active now and in the future. The program provides students with opportunities to investigate and apply a healthy lifestyle and emphasize choice of non-traditional fitness, leisure, individual and team sports as well as opportunities to improve skills in more traditional fitness and team activities. These learning opportunities culminate in students' researching, developing, implementing and monitoring their Individual Fitness Plan. ENS also supports the learning in literacy, science, and math by integrating cross-curricular concepts throughout the fitness plan process and using the approach of balanced literacy to support students' reading and writing needs.

Community Service

GPA believes that students having access to more advanced educational opportunities are required to be of service to their communities. In addition, community service provides access to comprehensive career information as they make decisions that guide their coursework and college choices. One way GPA students explore career paths is by engaging in community service; another is participating in a job shadow or career-related internship to fulfill the community service requirement.

COUNSELING SERVICES FOR STUDENTS

Beginning as early as sixth grade students begin receiving a variety of supports through a collaborative effort amongst counselors, teachers, parents and students. These efforts are geared to strengthen the scope of the student's social/emotional, academic and college lens. Counselor's work closely with parents and teachers to identify additional supports needed to ensure students overall success. Conducting and managing programs such as SST's and 504's allow students to develop skills both academically and behaviorally.

Counselors work with students through individual and/or through group or crisis settings. Counselors research, create and conduct structured lessons designed to provide all students with the necessary tools for academic success. Counselors meet with students to discuss and establish personal goals and develop both short-term and long-term goals. When outside services are required, Counselor's research and provide referrals for additional student and/or family assistance.

Counseling Description for 6th- 8th Grade

- Counselor implements programs that promote daily attendance and punctuality such as a "A Day Without A Tardy."
- Counselor holds At-Risk of Retention meetings to discuss academic concerns and possible risk of retention.
- Counselor mails out At-Risk of Retention Notifications to 8th grade students at-risk academically.
- Counselor holds Student Study Team (SST) meetings for students who are in need of additional educational supports.
- Counselor holds 504 meetings with student, teachers, and parents to discuss modifications and/or accommodations that are needed for a student to participate in the general education curriculum and school activities.
- Counselor monitor's student attendance through SARB/SART process.
- Counselor presents and promotes A-G requirements to all 8th grade students through 4-year plan presentation.
- Counselor hosts an 8th Grade Parent Night to promote A-G Requirements.
- College Counselor implements college and career exploration programs to develop a college going mindset among students.
- College Counselor facilitates quarterly in class presentations to promote A-G requirements and college/career options.
- College Counselor assists 8th grade students in creating an "A-G college road-map."
- College Counselor hosts parent nights to promote higher education options.
- College Counselor organizes college tours and fieldtrips.

Counseling Description for 9th -12th Grade

- Counselor schedules students in appropriate classes to meet all A-G required courses
- Counselor holds Transcript Review Meetings with parents and students to discuss academic progress and graduation requirements.
- Counselor mails out Academic Probation Notifications to all students at-risk academically.
- Counselor holds academic probation meetings with parents and students who are at-risk academically.
- Counselor holds SST meetings for students who are in need of additional educational supports.
- Counselor holds 504 meetings with student, teachers, and parents to discuss modifications and/or accommodations that are needed for a student to participate in the general education curriculum and school activities.
- Counselor monitors student attendance through SARB/SART process.
- College Counselor coordinates and register students for the PSAT, SAT, ACT, and EAP college entrance exams.
- College Counselor provides students with PSAT, SAT and ACT preparation resources.
- College Counselor coordinates college field trips and fairs.
- College Counselor coordinates an annual Southern California Overnight College road trip for 11th grade students.
- College Counselor provides students and parents with information regarding higher education systems (UC, CSU, Private, Out of State, and Community College).
- College Counselor promotes college and career awareness through programs such as “Colleges of the Month” and “Foundations 2020.”
- College Counselor hosts parent and student Financial Aid Nights.
- College Counselor collaborates with universities and colleges to provide resources to students and families.
- College Counselor facilitates career exploration in class workshops.

Counseling Description Specific for 12th Grade

- Counselor hand schedules each student in Senior Class to ensure accuracy.
- Counselor holds transcript reviews to coincide with scheduling to ensure students are on track to graduate.
- Counselor meets with families of students at risk prior to start of the year.
- Counselor regularly meets with seniors to address: grade point average requirements, community service requirements, attendance requirements, and credits needed to graduate.
- Counselor holds Senior Team Meetings bi-weekly to discuss students of concern.
- After Senior Team Meetings, Counselor holds weekly meetings with at-risk seniors based on grades.
- Counselor conducts Final Transcript check.
- College Counselor reviews and completes Community College, CSU, UC, and Out of State applications with seniors.
- College Counselor reviews and completes FAFSA and CAL GRANT applications with seniors.

- College Counselor holds weekly college application and financial aid workshops (Senior Fridays).
- College Counselor meets with families to discuss college and career options.
- College Counselor monitors academic grades to ensure that all seniors get admitted into a college or university.

INSTRUCTIONAL CALENDAR

GPA's instructional calendar exceeds the minimum number of minutes set forth in Education Code Section 47612.5, and the number of school days required by California Code of Regulations, Title 5, Section 11960.

PLAN FOR STUDENTS WHO ARE ACHIEVING BELOW GRADE LEVEL ACADEMICALLY

GPA utilizes many research-based instructional strategies and interventions with struggling students in the critical academic areas, such as reading, writing and math. In addition, the focus on continuous monitoring of progress on interventions allows teachers and students to analyze the effectiveness of each intervention and make necessary changes or switch to a new intervention. With these procedures in place, the intervention model at GPA helps many students fill in the gaps in their understanding, knowledge level, and production of work in the key academic subjects.

Intervention models are implemented at GPA with students who are struggling academically. Due to a multitude of factors related to language status and previous educational opportunities, many of the students who enter GPA as 6th and 7th graders lack basic skills and are performing significantly below grade level. Our students who are low achieving need specialized interventions to fill in their gaps in learning.

The intervention model that GPA uses is very similar to the Response to Intervention (RtI) model that is now part of a general education initiative (National Association of State Directors of Special Education) and focuses on accountability of educational results. This includes using research-based interventions with struggling students, continuous progress monitoring on interventions used, and using that data to determine the need for additional higher-level intensive interventions when there is an indication of lack of progress.

A. Identification of at-risk students

The mission of GPA is to accelerate academic achievement for ALL students. Understanding the importance of providing specialized supports that meet the learning needs of every student, GPA uses a variety of methods to identify student's strengths and weaknesses, including those of at-risk students. Students may be deemed "at risk" if they are displaying any of the following characteristics: 1) Grade point average falls below a 2.5 or student is receiving a "D" or an "F" in any core class; 2) State testing and assessment results are below proficient; 3) initial diagnostic assessments indicate skills in math or English are below grade level; 4) student has poor attendance; 5) student is not responding to academic interventions; and 6) student is displaying behavioral issues.

B. Supports for at-risk students

Many students who enter GPA in sixth and seventh grade are significantly below grade level in reading and math. GPA maintains an environment fostered by high expectations and rigorous instruction for all students. In order to provide for the academic success of all students, GPA includes a variety of structural supports within the instructional program to meet the different needs of each student, which is determined as the result of consultation with student's teachers, parents, and counselor. GPA support services include:

1. **UCSD Tutors:** In partnership with UCSD, university undergraduate students are assigned to assist struggling students in class and after class as needed.
2. **Targeted Small Group Instruction:** Teachers use whole group, small group, and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Further small group instruction is facilitated by the use of support resource teachers and/or UCSD tutors. Differentiated instruction to meet the needs of a diverse population is standard in GPA classrooms. Identifying and continuous monitoring of student progress helps act as a support for students who are struggling academically.
3. **Learning Center (LC):** These supplemental learning opportunities offered for mathematics and English provide students with engaging lessons that focus on fundamental concepts that translate into stronger understanding of current content in mathematics or English courses. Students with IEPs may be placed in the LC to receive the direct support of Special Education teachers. A variety of instructional methods and techniques are used to support students in acquiring grade level proficiency and provide greater access to advanced and AP classes.
4. **After School Tutoring:** Students who need additional academic supports may need more time to accomplish the demands of our rigorous curriculum. Providing specific after school tutoring helps support GPA students.
5. **WingSpan:** College counseling center provides support for students with everything related to entering college. WingSpan staff ensure students have access to college preparation activities, college information, and implement college preparatory curriculum for each grade level, 6-12.
6. **AP Study Sessions:** Students taking AP courses are offered AP study sessions after school and on Saturdays to support and grow their skill sets. This is a small group learning opportunity to help build skills and strengthen deeper level thinking strategies in anticipation of taking the AP exam and, more importantly, preparing for the transition to college.
7. **Summer Camp:** Veteran teachers teach a multi-week summer camp for incoming 6th graders and new 7th graders that has both academic and "college prep" school culture and components to their learning. Many of our incoming students are

performing below grade level before they enter GPA, so this gives them extra help in the transition to the increased academic demands of middle school.

8. **Academic Counseling:** Students identified as “at risk” are immediately supported through the Counseling department and Family Support Center (see below). Students and parents are assigned to an academic counselor who helps to create support plans to ensure students are on track to graduate from GPA. Parents are part of the process of creating an academic action plan in order to support the students at home. Students “at-risk” are monitored for academic improvement and provided the necessary support from all stakeholders at GPA.
9. **Family Support Services:** GPA maintains an on-site Family Support Center, which works to improve the lives of students and their families by providing counseling services, parent education classes, intervention programs, and other crucial supports.
10. **Student Support Team:** Any teacher, administrator, counselor, or other school official who feels the student will benefit from additional support may initiate the Student Support Team (SST). The SST panel consists of at least one teacher of the student, a school counselor and/or school psychologist, a parent/guardian and the referred student. The SST will meet to discuss the student’s academic and social progress, the reasons for referral, discusses possible solutions, and outlines a plan for providing additional supports for the student. Members of the SST panel monitor progress and meet periodically to determine if the SST plan is successful or if changes or updates are needed.

Sample Class Schedule for middle school student (8th grade) who is achieving below grade level academically:

	A DAY	B DAY
Period 1 7:30-8:50	Math 8 Co-teach Model ¹	Math 8 Co-teach Model
Period 2 8:52-10:12	Science 8	Science 8
Lunch: 10:14-10:49	Lunch	Lunch
Period 3 10:52-12:12	US History and Geography	US History and Geography
Period 4 12:16-1:36	Foreign Language	ENS
Period 5: 1:40-3:00	English Co-teach Model	English Co-teach Model

¹ Using this model, the general education and second classroom teacher work together to teach students with/without disabilities in a shared classroom. Both are responsible for instruction planning and delivery, student achievement, assessment, and classroom management. It stresses tiered assignments and products, differentiated learning strategies, modifications, and flexible grouping to better engage students and curricula.

Sample Class Schedule for high school student (9th grade):

	A DAY	B DAY
Period 1 7:30-8:50	Advanced English 1 Co-teach Model	Advanced English 1 Co-teach Model
Period 2 8:52-10:12	Integrated Math I Co-teach Model	Integrated Math I Co-teach Model
Period 3 10:16-11:36	Social Justice	Social Justice
Lunch: 11:39-12:14	Lunch	Lunch
Period 4 12:16-1:36	Foreign Language	ENS or Athletics
Period 5: 1:40-3:00	NGSS Biology	NGSS Biology

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Just as GPA provides significant supports to boost the performances of students who are low-achieving academically, GPA also meets the needs of gifted learners and academically high achievers in order to prepare them to compete in the global economy. Students with exceptionally high ability need challenging coursework. GPA coursework is advanced and Advanced Placement (AP) curriculum is geared toward meeting the needs of gifted students.

GPA is passionate about meeting the needs of gifted students. Gifted students come from all ethnic groups. Students who are intellectually gifted demonstrate many characteristics, including: a precocious ability to think abstractly; an extreme need for constant mental stimulation; an ability to learn and process complex information very rapidly; and a need to explore subjects in depth. Students who demonstrate these characteristics have unique academic needs that GPA meets through coursework and differentiated instruction.

GPA believes that curriculum based on effort and ability is far more effective than curriculum based on age. Giftedness occurs along a continuum. GPA teachers conduct informal whole class assessments on a regular basis. Gifted students are given parallel opportunities that are challenging based on specified criteria and diagnostic outcomes.

Acceleration is effective for many reasons and social maturity is rarely an issue. If a GPA student is ready for college work, GPA counselors work with the gifted student to provide additional AP courses or to consider an early college entrance program.

All core courses at GPA meet the rigorous standards for students who have proven to be high achieving. All students take Advanced classes and are required to take a minimum of one Advanced Placement course before graduation. GPA provides a variety of programs that allow students excelling academically to have additional opportunities to advance their education and knowledge including College Classes, summer independent reading courses, Advanced Placement Summer Intensives, college fairs, college tours, National Honor Society, Math Team, debate clubs, Associated Student Body (ASB) student council.

Sample Class Schedule for middle school student (8th grade) who is high achieving academically:

	A DAY	B DAY
Period 1 7:30-8:50	Integrated Math 1	Integrated Math 1
Period 2 8:52-10:12	U.S. History & Geography	U.S. History & Geography
Lunch: 10:14-10:49	Lunch	Lunch
Period 3 10:52-12:12	Foreign Language	ENS
Period 4 12:16-1:36	Science	Science
Period 5: 1:40-3:00	English	English

Sample Class Schedule for high school student (9th grade) who is high achieving academically:

	A DAY	B DAY
Period 1 7:30-8:50	Advanced English 9	Advanced English 9
Period 2 8:52-10:12	Integrated Math II	Integrated Math II
Period 3 10:16-11:36	Social Justice	Social Justice
Lunch: 11:39-12:14	Lunch	Lunch
Period 4 12:16-1:36	Spanish 1 or 3	ENS or Athletics
Period 5: 1:40-3:00	NGSS Biology 1/2	NGSS Biology 1/2

PLAN FOR ENGLISH LEARNERS

GPA anticipates that the English Learner population at our school will continue to hover around 25% in the coming years.

GPA's registration package includes the Home Language Survey (HLS) for students who have not previously completed one. GPA will administer the English Language Proficiency Assessments for California (ELPAC) at enrollment to new students when the HLS indicates that a language other than English is spoken in the home. Initial placement of English Learners (EL) is based on the student's overall ELPAC score.

Students in grades 6-8 who enter the school with ELPAC overall scores at Level 1 or Level 2 proficiency levels with a limited number of school enrollment years are placed into Structured English Immersion classes (ESL). Our EL students at these proficiency levels have access to a multitude of additional intervention and support programs, with the purpose of accelerating this group of student's language proficiency in order to enter mainstream ELA classes as soon as they can be successful. Examples include small class size, and daily EL Coordinator support in learning the English language.

Students who enter the school with ELPAC scores in the Expanding and Bridging language proficiency indicators are placed in Mainstream English classes and receive integrated and designated English Language Development in accordance with the ELD standards (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>) as they work in

conjunction with the Common Core Standards for ELA, with a focus on language based lessons using SDAIE (Specially Designed Academic Instruction in English) strategies. Scaffolds as needed are implemented in these classrooms and include examples of strategies such as accessing prior knowledge, pre-teaching vocabulary, use of visuals, use of study guides, graphic organizers, and modifying the language of classroom presentations and reading materials. Teachers are trained to understand the language objectives for their specific students in order to more effectively integrate language-learning objectives within standards based content English class.

As part of the School's monitoring program, the ELPAC is also administered annually to students who are identified as English learners. The school monitors students' ELPAC and CAASPP scores along with teacher recommendations to track student progress towards reclassification. The School hopes to reclassify EL students as soon as feasible and, to this end, has established a school-wide Literacy Enrichment program to support the use of academic vocabulary across content areas.

Reclassification can occur when a student successfully reaches the appropriate proficiency level on the ELPAC, receives a score of Standard Met on the SBAC ELA, and obtains teacher recommendation in conjunction with parent/guardian communication. Parental input into the English Language program takes place through parent meetings, annual written notification of their child's ELPAC score and course placement and membership on the site's English Language Advisory Council.

English Learners are provided access to every intervention program available to students at GPA with a heavy focus on ensuring they have access to supports through the use of 1) Academic language, the deliberate teaching of academic vocabulary throughout the curriculum to increase reading comprehension and access to higher level texts; 2) Language cohort model, in which English learners in mainstream English classes are grouped within a general education classroom. This allows the teacher to target language objectives tied to language development standards within the English content standards.

Native speakers of English acquire the ability to communicate effectively as part of the developmental process. Through a variety of course offerings with appropriate supports, additional time to learn the language in an extended day model, and teacher professional development in appropriate EL pedagogy, GPA seeks to discover and implement models of how to best accelerate the language development growth and provide access to mainstream English instruction ensuring EL students are moving toward high school graduation and completion of an a-g curriculum.

Sample Class Schedule for middle school student (8th grade) who is in a Structured English Immersion ESL program:

	A DAY	B DAY
Period 1 7:30-8:50	Math 8	Math 8
Period 2 8:52-10:12	ESL 1, 2	ESL 1, 2
Lunch: 10:14-10:49	Lunch	Lunch
Period 3 10:52-12:12	Science	Science
Period 4 12:16-1:36	ENS	Foreign Language
Period 5: 1:40-3:00	U.S. History and Geography	U.S. History and Geography

Sample Class Schedule for high school student (9th grade) who is in a Structured English Immersion ESL program:

	A DAY	B DAY
Period 1 7:30-8:50	Integrated Math I	Integrated Math I
Period 2 8:52-10:12	ESL 3,4	ESL 3,4
Period 3 10:16-11:36	Elective or Social Justice	Elective or Social Justice
Lunch: 11:39-12:14	Lunch	Lunch
Period 4 12:16-1:36	Advanced Biology	Advanced Biology
Period 5: 1:40-3:00	ENS	Foreign Language

PLAN FOR SPECIAL EDUCATION

In grades 6-12, classes are designed on a de-tracked model that combines high expectations and access to advanced placement courses for all students while providing numerous supports for students who may be struggling academically. A full-inclusion model has been implemented that allows students with Individual Education Plans (IEPs) access to all classrooms in the same manner that general education students are afforded.

Serving Special Education Students:

Families seeking an inclusive college preparatory environment are encouraged to consider GPA regardless of the nature or severity of the student's disabilities. Although the current Special Education population of GPA hovers near 15%, as a result of a high number of students enrolling with already existing IEPs, GPA believes that continued implementation of the RtI model will eventually reflect the 10% national average of identified special education students in a school. We are committed to working appropriately to search, identify, and provide supports and services such that students with special education needs are included and thrive at GPA.

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate public education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, our students with disabilities can expect access to appropriate special education and related services. As a public charter school, GPA is

responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)].

GPA complies with all State and Federal laws for special education, including Child Search/Find efforts. These efforts include:

1. The establishment of a Student Support Team process to exhaust all general education alternatives before a referral to Special Education is made;
2. The inclusion of testing procedures and the evaluation thereof, which allows for the pre-identification of children with disabilities including a responsiveness-to-intervention model of proactive support and determination of specific learning disabilities;
3. Enrollment procedures that check for existing IEP's;
4. Annual professional development for faculty regarding the identification of children with disabilities.

Initial Identification:

Initial identification follows the state guidelines for referral for testing beginning with a student support team recommendation for curricular or behavioral accommodations. We acknowledge that if a student's needs warrant such a referral, that referral for special education may be made directly without proceeding through the SST. As stated earlier in this section, a response -to-intervention model will be crucial in preventing the need for special education referrals, and for collecting and analyzing data for the purposes of improving instruction, assessing progress, and measuring responsiveness to intervention. Students who continue to struggle are referred to our School Psychologist for testing and evaluation, and the information collected through RtI practices is utilized. An IEP is developed for students who qualify for special education supports and services, in compliance with all provisions in IDEA 2004 (Section 300, Part B). The student and family will meet at least annually with the assigned Case Manager (a credentialed special educator) to review the current IEP, discuss progress on current goals, classroom work and determine new goals. Special education rights and responsibilities, self-advocacy, and self-determination will also be discussed. The school collaborates with the El Dorado SELPA to provide special education services detailed in each student's IEP. Specialized support services (e.g. speech pathology, occupational therapist, psychology, vision therapist) will be provided per the IEP. GPA works cooperatively with the SELPA to contract, as necessary, with fee-for-service vendors to meet additional specific student needs.

GPA shall comply with all programmatic and legal obligations for services for students with disabilities. This includes the following:

Initial Identification and Reevaluation

- Parents and public agency requests for initial evaluation [CRF 300.301(b)]
- Initial evaluations conducted within 60 days of signed parental consent for evaluation [CRF 300.301(c)]
- Reevaluations at least once every three years [CRF 300.303(a)]
- Evaluation before any change in eligibility [CRF 300.305(e)]

Individualized Education Plans (IEPs)

- Development of the IEP team, including general education teachers, parents, administrators and the student in accordance with person-centered planning [CRF 300.321(a)]
- Informing parents of the IEP team members [CRF 300.322(b)1]
- Post-secondary goals and transition services [CRF 300.320(b)]
- Ensure that the IEP is accessible to those responsible for implementation [CRF 300.323(d)]
- Annual review and tri-annual evaluations [CRF 300.30f(a)]
- Transfer of rights upon age of majority [CRF 300.320(c)]
- Notification of rights and procedural safeguards [CRF 300.504]

SELPA:

Pursuant to Education Code section 47641, GPA assures the District that it “will participate as a local education agency (LEA) in a special education plan approved by the State Board of Education.” As petitioners, we plan to continue to participate as an LEA in the El Dorado Charter SELPA, which began serving GPA during the 2009-10 school year. In the event the charter chooses to leave the El Dorado SELPA membership, GPA will secure other SELPA services and retains the right to have services provided by the San Diego Unified SELPA under one of its provided options for charter schools.

With the Reauthorization of IDEA 2004, access to and participation in the general education curriculum is required for students with disabilities. Therefore, special education services at GPA are delivered through teams headed by credentialed and licensed special educators with expertise in inclusive practices. Each special educator at GPA assumes two essential roles: Case Manager and Co-Teacher. Each student with an IEP is assigned a Case Manager annually. An intake process led by the Case Manager ensures that written plans are fully implemented. The Case Manager will implement diagnostic assessments and surveys. In addition, he/she will collaborate with the family and the student to complete a Student Profile documenting needed curricular, testing, and behavior accommodations. Annual IEP development is led by the student’s Case Manager each year. IEP teams are comprised according to IDEA guidelines. The Case Manager, School Psychologist, Nurse, and any other relevant experts will conduct tri-annual testing. The second essential role special educators assume is co-teacher. Each co-teacher is assigned by content area to design curricular accommodations and monitor progress toward IEP goals and objectives for all students with IEPs enrolled in the department. They engage in the planning and implementation of core classes. In this way, they build expertise in rigorous 6-12 course content. Students and general educators benefit from the experience of having a special educator readily available and knowledgeable in the content and the unique support strategies effective for students with disabilities. The Case Manager ensures students have access to all academic, social, and support programs available to them at GPA.

Sample Class Schedule for middle school student (8th grade) who has Special Needs:

	A DAY	B DAY
Period 1 7:30-8:50	Math 8 Co-teach model	Math 8 Co-teach Model
Period 2 8:52-10:12	English Co-teach Model	English Co-teach Model
Lunch: 10:14-10:49	Lunch	Lunch
Period 3 10:52-12:12	Science 8	Science 8
Period 4 12:16-1:36	ENS	Learning Center
Period 5: 1:40-3:00	U.S. History and Geography	US History and Geography

Sample Class Schedule for high school student (9th grade) with Special Needs:

	A DAY	B DAY
Period 1 7:30-8:50	English 1 Co-teach Model	English 1 Co-teach Model
Period 2 8:52-10:12	Integrated Math I Co-teach Model	Integrated Math I Co-teach Model
Period 3 10:16-11:36	NGSS Biology 1,2	NGSS Biology 1,2
Lunch: 11:39-12:14	Lunch	Lunch
Period 4 12:16-1:36	Spanish 1,2	Learning Center
Period 5: 1:40-3:00	ENS or Athletics	Art 1/2

In summary, the school will serve its special education students by:

- Implementing a co-teaching model;
- Innovative scheduling to allow for additional support classes;
- Extended school day;
- Optional extended time in courses;
- Literacy and Math Learning Centers with small group instruction;
- Individual case-managers with Special Education training;
- Accommodations and Modifications provided in regular education classes;
- Professional development for teachers regarding the identification of students with disabilities and best practices of providing education in the general classroom;
- Implementation of Response to Intervention model;
- Emotional and Social Supports provided by the Family Support Center.

PLAN FOR SPECIAL EDUCATION/504

GPA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with a Special Education Local Plan Area (“SELPA”) pursuant to Education Code Section 476451(a) in order to ensure that a free and appropriate public education is provided to all students with special needs.

GPA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”), and any other civil rights law enforced by the U.S.

Department of Education Office for Civil Rights (“OCR”). Furthermore, GPA will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by GPA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(b).

SELPA Affiliation

GPA has applied and been designated an independent Local Education Agency (LEA) member in the El Dorado SELPA for purposes of special education. GPA will make written verifiable assurances that it is an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall require a material revision of this charter.

GPA will assume full responsibility for providing special education and related services to eligible GPA students, in accordance with state and federal law.

GPA currently follows policies and procedures of the El Dorado SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. GPA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

Child Find

GPA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

GPA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or GPA staff member may request an initial evaluation at any time to determine if the child is a child with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. GPA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

GPA shall be solely responsible for compliance with state and federal Child Find requirements. GPA shall implement policies and procedures of the El Dorado SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. GPA’s internal method for referral for assessment will be the Student Study Team process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that GPA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. GPA shall respond to a written request for assessment within 15 days.

If GPA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission, or a hearing decision authorizing GPA to assess a student over the objection of his/her parent(s). The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

GPA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by GPA. The Assistant Director who oversees Special Education will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

GPA will follow the following assessment guidelines, unless a conflict exists with the El Dorado SELPA policies and procedures, in which case the SELPA policies and procedures will govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;

- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. GPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

GPA shall be solely responsible for ensuring that all aspects of the IEP are appropriately implemented. GPA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The school's Director or designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

GPA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by GPA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances;
- The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals; and
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When GPA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

GPA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, GPA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

GPA will offer a comprehensive inclusion program that includes specialized academic instruction classes, learning center supports, extended school year, and sheltered instruction for students with moderate to severe disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, GPA will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New GPA Students

GPA shall comply with Education Code Section 56325 with regard to students transferring into the GPA within the academic school year.

GPA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the GPA from another school within the same SELPA, GPA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and GPA agree to develop and implement a new IEP.

For students transferring to the GPA from another school within a different SELPA, GPA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time GPA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to GPA from a school outside of California, GPA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until GPA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by GPA, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

GPA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. GPA shall ensure that all special education staff hired or contracted by GPA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies. These staff, in collaboration with the site administration of GPA, will be the primary GPA representatives tasked with assuring that all aspects of the IEP are properly implemented. All teaching staff at GPA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for GPA Staff

GPA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

GPA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

GPA, in collaboration with its SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from GPA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Assistant Director who oversees Special Education. The Director who oversees Special Education will ensure that a central file with all special education

evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director who oversees Special Education will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at GPA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

GPA will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. GPA will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. GPA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

GPA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of GPA's alleged failure to provide FAPE to students enrolled at GPA. GPA may also initiate a due process hearing or request for mediation with respect to a student enrolled in GPA if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

GPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program of GPA. Any student, who has a physical or mental impairment which substantially limits a major life activity including but not limited to learning, is eligible for protection pursuant to Section 504 by the school.

GPA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the GPA shall be accessible for all students with disabilities in accordance with the ADA.

GPA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications and/or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term

substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school.” Ed. Code §47605 (b)(5)(B).

“Education is not the filling of a pail, but the lighting of a fire.”
--William Butler Yates

GPA is grounded in the belief that all students who are provided access to rigorous college preparatory course work with appropriate scaffolds in a personalized environment will result in a greater number of students graduating high school and eligible for admission and enrollment requirements for UC, California State University or equivalent four-year higher education institutions.

GPA believes that teaching students how to learn and how they learn best is as critically important, if not more, to their future as learning current content requirements. In the same way, teaching students how to be positive citizens in a global society is as important, if not more, to their current success as school citizens.

Analysis of data is conducted in the area of reviewing grade distribution for each grade level including examination of “A-G” course-taking patterns, mid-term and end-of-course exams, in-class assessments, AP courses and test taking patterns (PSAT, SAT, ACT). In addition, results from college applications, college acceptances, and college enrollments data is collected. This data will inform discussion at the school about changes that may need to be made in students’ individual support programs, inform course sequences and instructional methods.

SCHOOL OUTCOME GOALS ALIGNED WITH EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), GPA will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the new California Assessment of Scholar Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details GPA's goals as of this renewal petition submission, for all students pursuant to Education Code Section 52052, for each of the eight state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the Education Code, GPA's stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions GPA anticipates at this point in time.

GOMPERS PREPARATORY ACADEMY CHARTER/ LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

GOAL 1: MATH

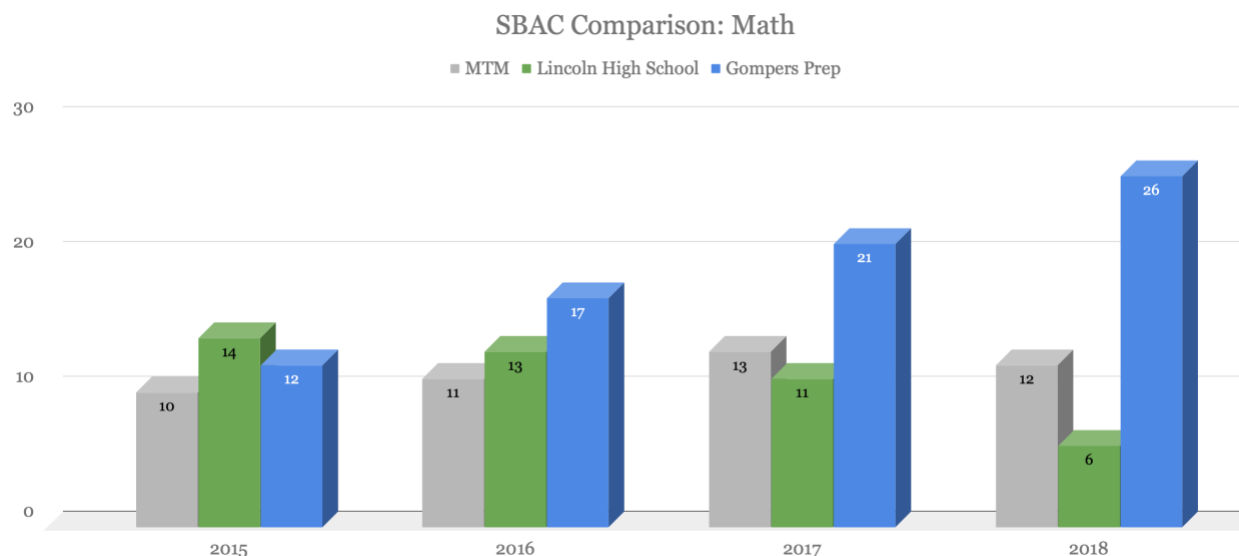
Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness. (LCAP Priorities 1, 2, 4 and 7)

Expected Outcomes:

- On an annual basis, the percent increase of all students meeting or exceeding grade level standards in Math will average 5%.
- On an annual basis, the percent increase of SPED students meeting or exceeding grade level standards in Math will average 5%.
- On an annual basis, the percent increase of EL students meeting or exceeding grade level standards in Math will average 5%.

Actual Outcomes (see SDUSD comparison schools data below) :

- All students: 14% increase from 2015-18 (Annual average: 4.67%)
- SPED: 2% increase from 2015-18 (Annual average: 0.67%)
- EL: 1% increase from 2015-18 (Annual average: 0.33%)



GOAL 2: English/Language Arts (ELA)

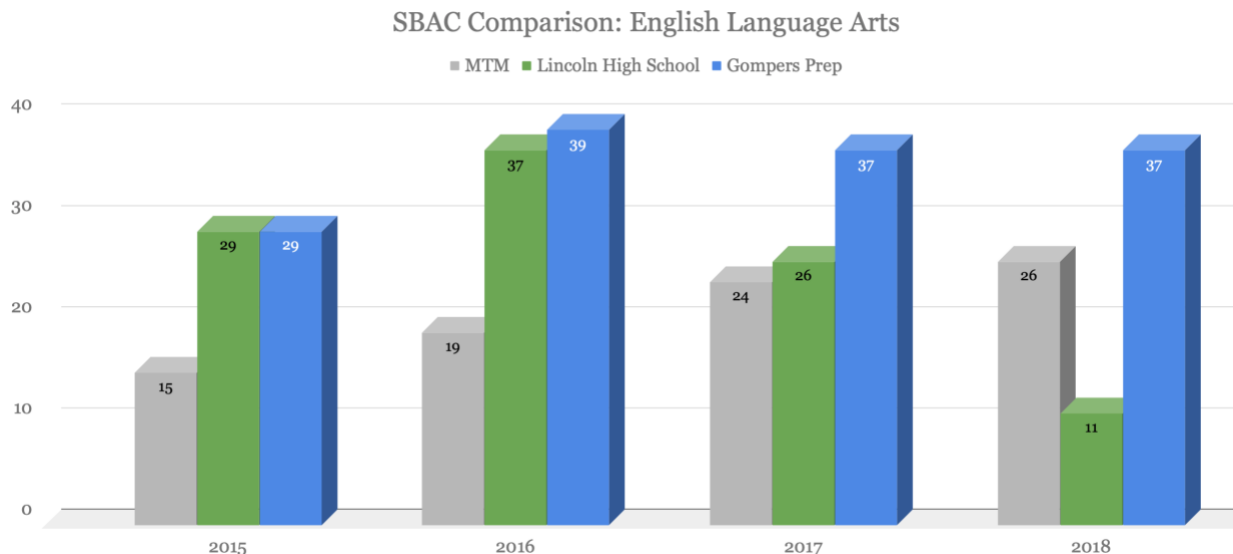
Enhance, develop, and organize programs and interventions within a vertically aligned ELA system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness. (LCAP Priorities 1, 2, 4 and 7)

Expected Outcomes:

- On an annual basis, the percent increase of all students meeting or exceeding grade level standards in ELA will average 5%.
- On an annual basis, the percent increase of SPED students meeting or exceeding grade level standards in ELA will average 5%.
- On an annual basis, the percent increase of EL students meeting or exceeding grade level standards in ELA will average 5%.

Actual Outcomes (see SDUSD comparison schools data below) :

- All students: 8% increase from 2015-18 (Annual average: 2.67%)
- SPED: 0% increase from 2015-18 (Annual average: 0%)
- EL: 3% increase from 2015-18 (Annual average: 1%)



GOAL 3: RIGOR

Develop and organize school-wide measures to increase academic rigor in all content areas. (LCAP Priorities 1, 2, 4 and 7)

Expected Outcomes:

- On an annual basis, the percent increase of all students meeting or exceeding grade level standards in Math will average 5%.
- On an annual basis, the percent increase of all students meeting or exceeding grade level standards in ELA will average 5%.
- On an annual basis, the percent increase of students passing their Advanced Placement (AP) exam will average 5%.

Actual Outcomes:

- All students meeting or exceeding grade level standards in Math: 14% increase from 2015-18 (Annual average: 4.67%)
- All students meeting or exceeding grade level standards in ELA: 8% increase from 2015-18 (Annual average: 2.67%)
- AP pass rates: 15.6% increase from 2016-18 (Annual average: 7.8%)

GOAL 4: ENGLISH LEARNERS

Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in emerging, beginning and expanding levels based on current CELDT and ELPAC data. (LCAP Priorities 1, 2, 4 and 7)

Expected Outcomes:

- On an annual basis, the percent increase of EL students meeting or exceeding grade level standards in Math will average 5%.
- On an annual basis, the percent increase of all students meeting or exceeding grade level standards in ELA will average 5%.
- On an annual basis, average ELPAC scores will increase by 5% (2018 is baseline year for ELPAC)

Actual Outcomes:

- EL students meeting or exceeding grade level standards in Math: 2% increase from 2015-18 (Annual average: 0.67%)
- EL students meeting or exceeding grade level standards in ELA: 3% increase from 2015-18 (Annual average: 1%)
- 2018 is baseline year for ELPAC

GOAL 5: SPECIAL EDUCATION

Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments. (LCAP Priorities 1, 2, 4 and 7)

Expected Outcomes:

- On an annual basis, the percent increase of SPED students meeting or exceeding grade level standards in Math will average 5%.
- On an annual basis, the percent increase of SPED students meeting or exceeding grade level standards in ELA will average 5%.

Actual Outcomes:

- SPED students meeting or exceeding grade level standards in Math: 0% increase from 2015-18 (Annual average: 0.0%)
- SPED students meeting or exceeding grade level standards in ELA: 1% increase from 2015-18 (Annual average: 0.33%)

GOAL 6: PARENT ENGAGEMENT

GPA parents will be aware and highly encouraged to be meaningfully engaged in their students' education and our school community. (LCAP Priority 3)

Expected Outcomes:

- On an annual basis, GPA will plan and promote the following parent engagement events. Events will be promoted in English and Spanish via Website, social media, parent phone calls, emails, and flyers the following parent engagement events). Attendance will be tracked via sign-in sheets and ticket sales:
 - Open House
 - Parent Preparatory Academy (2-4 times per year)
 - WingSpan College Admissions and Financial Aid parent workshops (2-4 times per year)
 - Parent-Teacher Conferences (2 per year)
 - Honor Roll Ceremonies (2 per year)
 - Musical Production shows (2-4 per year)
 - Presentation of Learning events for various departments (TBD)
 - Parent Teacher Student Connection (TBS, Parent-led group supported by GPA staff)

Actual Outcomes:

- All expected outcomes achieved for years 2015-16, 2016-17, 2017-18

GOAL 7: COLLEGE PREPARATORY SCHOOL CULTURE

Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion.

Expected Outcomes:

- The number of students suspended at least once during a school year will stay below 10%

Actual Outcomes:

- Annual rates achieved as follows:
 - 2015-16: 8.5%
 - 2016-17: 8.3%
 - 2017-18: 10.6%

GOAL 8: SAFE, WELCOMING, AND INNOVATIVE SCHOOL CAMPUS

The GPA campus will be a safe, secure, clean, welcoming, and engaging space for students and families and the student attendance rate will be high. GPA's facilities will be reasonably equivalent to neighborhood schools GPA students might otherwise attend. GPA will regularly evaluate the status of the school's instructional resources, including print and electronic, and adjust spending in these areas to ensure students have easy and regular access to standards-aligned instructional materials. (LCAP Priorities 1, 3, 5, and 6)

Expected Outcomes:

- Annual Average Daily Attendance will exceed 95%
- All facilities assessments conducted by the District, Risk Management insurers and/or contracted experts will rate the GPA facility in good repair and free of hazards
- Whole Site Modernization and new construction projects will be ongoing until all temporary classrooms on campus are removed and replaced with new buildings, new athletic buildings completed, campus-wide Air Conditioning installed, and Whole Site Modernization goals complete (restrooms, ADA, etc.)

Actual Outcomes:

- Annual Average Daily Attendance:
 - 2015-2016: 96.69%
 - 2016-2017: 96.18%
 - 2017-2018: 96.04%
 - (P-1 for 2018-19: 96.73%)
- All facilities assessments conducted by the District, Risk Management insurers and/or contracted experts during past 3 years have rated the GPA facility in good repair and free of hazards
- New Construction and Whole Site Modernization projects in progress and/or recently completed:
 - Prop 39e Campus-wide lighting replacement project--Completed December 2018
 - Campus-wide heating, ventilation, and air conditioning (HVAC) project--Estimated completion date January 2019
 - New construction of gymnasium, locker room, and athletic/dance facilities--Estimated completion date Summer 2020

GOAL 9: QUALIFIED TEACHERS

GPA will make every effort to ensure students are taught by the most highly qualified, skilled, and culturally-sensitive teachers possible. (LCAP Priorities 1, 4, 5, 6, and 7)

Expected Outcomes:

- All new GPA teachers will complete a new employee training program that includes a GPA Culture Camp where employees will learn about the history and current state of GPA and receive guidance on best practices in working with students and families in our community.
- GPA will aim to place highly qualified teachers in every classroom, with a goal of 95% of classes being taught by teachers who are “highly qualified” in the subject being taught.
- GPA will aim to place experienced teachers in every classroom, with a goal of the average number of years teaching experience being 4 or higher.

Actual Outcomes:

- All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus.

- 2017-18: 97% of teachers “highly qualified” in the subject they are teaching
- 2018-19 (as of CBEDS date): Average years of teaching experience for all teachers of record: 5.42 years

GOAL 10: INSTRUCTIONAL SCAFFOLDS/SUPPORTS

GPA students will have access to college role models through UCSD interns and tutors serving on site and providing tutoring and program support. Students who receive below a 2.5 GPA at the first reporting period or a “D” or “F” in a core content area will be highly encouraged to attend one or more intervention programs throughout the year (when funding available), including After School tutoring, Saturday tutoring, Winter Intersession, Spring Intersession, or Summer School. (LCAP Priority 1, 2, 4, 5, 6, and 7)

Expected Outcomes:

- On an annual basis, at least 30 UCSD interns and tutors will volunteer at GPA to serve as college role models and provide tutoring and program support.
- GPA teachers and staff will closely monitor student achievement and provide interventions to assist students who have fallen below 2.5 g.p.a. or earned a “D” or “F” in a core content area. As funding allows, GPA will make every effort to offer after school tutoring, intersessions, and summer school on an annual basis.

Actual Outcomes:

- Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-16, 2016-17, and 2017-18 school years.
- GPA has offered summer school every summer since 2012. GPA has offered several forms of additional interventions via after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the 2015-16, 2016-17, and 2017-18 school years.

GOAL 11: COLLEGE ACCESS

GPA will ensure ALL students have a strong commitment, are well informed, and are fully supported in earning a high school diploma “on time” with their 9th grade cohort. GPA will provide all students with the opportunity and support necessary to complete the rigorous A-G curriculum required for admission to universities in the UC/CSU systems. GPA will provide all students with the opportunity and support necessary to complete at least one Advanced Placement course during their high school years. GPA will provide all seniors with the support necessary to gain admission to a 2- or 4-year college after graduation. (LCAP Priorities 1, 2, 4, 5, 6, 7, and 8)

Expected Outcomes:

- Four-Year Cohort Graduation Data, as provided by the California Department of Education, will exceed the Federal target of 90% each year.
- GPA Counselors will annually track and support each student’s progress in completing all of the school’s graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each

pupil subgroup, will satisfy the requirements to graduate on time with their classmates.

- Student transcripts for all graduating seniors will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.)
- Student transcripts for all graduating seniors will indicate that at least 90% of seniors have successfully completed at least one AP course. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.)
- GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.)

Actual Outcomes:

- Four-Year Cohort Graduation Data for all GPA graduating classes:
 - 2018: 99.3%
 - 2017: 97.4%
 - 2016: 99.2%
 - 2015: 97.0%
 - 2014: 95.7%
 - 2013: 98.7%
 - 2012: 96.0%
- For all GPA graduating classes since the first graduating class of 2012, student records indicate that at least 90% of students in each GPA senior class, including each pupil subgroup achieved the following:
 - Satisfied the requirements to graduate on time with their classmates
 - Completed A-G requirements for admission to UC/CSU
 - Completed at least one AP course
 - Gained admission and/or enrolled in a 2-year or 4-year college

METHODS OF ASSESSMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way the information is reported on a school accountability report card.”

Ed. Code §47605(b)(5)(C).

*“Our progress as a nation can be no swifter than our progress in education.
The human mind is our fundamental resource.”*

--John F. Kennedy

GPA shall meet all statewide standards, including the Common Core State Standards, and take the CAASPP (or California Alternative Assessment), California Science Test (CAST) any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools (e.g., ELPAC, Physical Fitness Test).

Please refer to Element 2 for a description of the assessments GPA utilizes in its educational program, which are aligned to the eight state priorities and demonstrate multiple measures for each subject area. GPA affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

METHODS OF ASSESSMENT

GPA measures the extent to which all pupils have attained the skills, knowledge, and attitudes that reflect the educational program goals of the school. Pupil attainment is evaluated by compiling comprehensive documentation for each student which includes standardized test results (e.g., CAASPP, CAST, SMARTER Balanced Assessment, PSAT, Advanced Placement Testing, SAT, ACT, ELPAC, and Physical Fitness Test), interim assessments, computer software programming data (Achieve 3000, A.D.A.M., etc.), written projects, samples of classroom work, quarterly grades, high school transcripts, teacher recommendations, and information on other pertinent school activities. Students share their learning publicly doing presentations of learning and exhibitions that combine research, analysis, critical thinking, speaking, reading and writing abilities.

The school conducts pupil assessments as required pursuant to Education Code Section 60605, Section 47605(b)(5)(C), and other statewide standards or pupil assessments required for pupils in non-charter public schools, as applicable. Several times during the year, students will share their work with peers, staff, and family members during “Presentations of Learning.”

The school uses the Mathematics Diagnostic Testing Project assessments in high school math courses to assist teachers in making appropriate placement of students in math courses and to determine which interventions will enable students to perform well academically.

To identify and provide expanded learning opportunities to students identified as academically low achieving, GPA will closely monitor their academic progress as measured by standardized tests, teacher recommendations, samples of student work, and class grades. While our students who are low achieving academically will continue to participate in the School's normal academic program, individual academic plans are developed to assure that they receive the additional support needed to succeed at GPA. Interventions include access to college tutors supplied by UCSD, web-based intervention programs, and after-school tutoring by assigned teachers and tutoring support by Encore after school program.

Counselors will engage in bi-annual transcript analysis to ensure that students complete the A-G requirements needed to enter college. In addition, counselors and staff will track student enrollment in advanced and AP classes to measure student participation and success in these courses. During transcript review, if a student is determined to be below proficiency, the counselor will ensure that the student is provided additional academic supports.

The PSAT is administered to all students beginning in the 9^h and 10th grade as a way to familiarize students with the SAT, which they will take in 10th, 11th, and 12th grades.

All graduating seniors are required to create and present a Senior Exhibition to a committee composed of GPA educators, members of the community, and Board members or university educators.

USE AND REPORTING OF DATA

GPA will use formal and informal assessment data to design instruction, devise student supports, and guide professional development. GPA educators analyze and interpret annual data reports from the state in order to develop school-wide instructional foci.

In each content area diagnostic interim assessments are conducted to measure the progress students are making toward standards-based proficiency in core content classes. Through daily common collaborative planning time, instructors are analyzing student work to inform next steps in their instructional practice. Through the process of professional learning communities, necessary interventions for individual students are determined throughout the year. Grade level leads meet with their teams to support at-risk students and collaborate using formal and informal data. Grade level teams collaborate via shared secure online documents throughout the year to help staff best support students' needs.

On an individual level, student progress is reported regularly through our student information system (PowerSchool) portal, graded rubrics, progress reports, report cards, and parent-teacher conferences. Individual student data is used to assign students the appropriate academic supports.

GPA will involve our parents in the planning of the school program through quarterly parent conferences, parent engagement groups such as the Parent Teacher Student Connection, and School Site Council and Parent Preparatory Academy. GPA will communicate with parents through school mailings and completion of an annual School Accountability Report Card (SARC). These instruments will report our progress academically (e.g., CAASPP scores) and demographic information such as ethnic group breakdown, socio-economic levels, and English Language Learner percentages.

GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code §47605(b)(5)(D).

The GPA Board of Directors and Educational Leadership Team, who have demonstrated expertise in curriculum, instruction, assessment, finance, facilities, business management, organization, governance and administration, will govern GPA.

GOVERNANCE STRUCTURE

As authorized under Education Code Section 47604, GPA will be operated by Gompers Preparatory Academy, a California non-profit public benefit corporation that is organized and operated under the California Nonprofit Public Benefit Corporation Law for charitable and educational purposes pursuant to Internal Revenue Code Section 501(c)(3). The corporation is responsible for GPA’s operational management and shall operate within the terms and conditions specified in this charter and its governing documents. The Articles of Incorporation, Bylaws and Conflict of Interest Code are provided in the Appendix.

GPA operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between GPA and the District. Pursuant to Education Code Section 47604(c), the District is not liable for the debts and obligations of GPA, or for claims arising from performance of acts, errors, or omissions of GPA, so long as the District has complied with all oversight responsibilities required by law.

BOARD OF DIRECTORS

The GPA Board of Directors has the legal and fiduciary responsibility for the operation and management of the Charter School. The Board of Directors shall exercise final authority on all matters concerning the Charter School. The Board of Directors’ major roles and responsibilities are set forth in GPA’s Bylaws and include approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, overseeing the school’s fiscal affairs, approving the selection and evaluation of the Director, and to ensure that all provisions of charter school legislation will continue to be followed.

The GPA Director will have the authority and responsibility of managing the day-to-day operations of the Charter School including the selection of administrative, certificated, and classified personnel and implementation of the educational program.

The Board of Directors shall hold office for a term of three (3) years, which shall be renewable and staggered to ensure overlapping terms.

The membership of the Board of Directors has been selected to reflect a balance between the teaching and/or academic leadership staff, the greater community, parents, and the University of California San Diego (UCSD). There shall be no less than twelve (12) to and no more than seventeen (17) members, which shall be comprised of:

- No less than three (3) academic members involving one (1) Academic Leader Associated with GPA and two (2) teachers at GPA;

- No less than three (3) members drawn from the greater community;
- No less than three (3) current or recent parents/guardians of GPA students;
- No less than three (3) members from UCSD; and,
- The Director of GPA.

The current Board includes (see <http://www.gompersprep.org/about/board/> for Board Biographies):

- **Community Member/s:** Cecil Steppe, Jacqueline Nevels
- **Parent/s:** Maria Avalos (GPA parent), Michelle Evans (recent GPA parent), Myeisha Lobbins (recent GPA parent),
- **UCSD Representative/s:** Rafael Hernandez, Dr. Hugh Mehan, Dr. Mica Pollock
- **GPA Educator/s:** Peter Chodzko, Jeremy Hurlbert, Vincent Riveroll
- **Business member/s:** Michael Rodrigues, Anne Spitzberg

Through their successful participation as current members of the GPA Board of Directors and, for many, the founding Board, the members have demonstrated the skills and expertise in legal, human capital, accounting, public office, and education that ensures the success of the schools educational and operational program.

PARENT AND COMMUNITY INVOLVEMENT

Parent and community involvement in the governance of the school is assured by virtue of their participation in the Board of Directors and its subcommittees. In order to increase local participation in decision-making at the site level, GPA will periodically engage parents, teachers, and community leaders to provide input regarding issues of importance to the school. This may include, but is not limited to the Parent Teacher Student Connection (PTSC), Educational Committee, School Site Council, and through regularly scheduled Parent Preparatory Academy meetings.

Although parental involvement at the school is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, GPA.

BOARD MEETINGS

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act Government Code Section 54950 *et seq.*), shall take place as often as necessary but no less than 6 times per year, and shall be held at a location within San Diego Unified School District jurisdictional boundary.

The GPA Board currently meets bi-monthly on the third Tuesday of the month on the GPA campus. Meetings of the Board are open and meeting dates, times, and location are posted on the GPA Website (www.gomperscharter.org) and a prominent location visible at entrance to school (currently the window closest to the Welcome Center entrance door). Minutes of the Board meetings are taken and are maintained by the Board Chairman. The Minutes are public records and are available upon request. The Board has established a number of subcommittees to advise on distinct aspects of the education and operations of GPA (i.e. Finance, Education, Development and Board Affairs).

BYLAWS

The Charter School will continue to be governed pursuant to the Bylaws adopted by the Board of Directors, and as subsequently amended pursuant to the amendment process specified in the Bylaws. The current version of the Bylaws are included in the Appendix.

CONFLICT OF INTEREST

GPA and its governing Board comply with the Political Reform Act, Government Code Section 87000 *et seq.*; a Conflicts of Interest Code has been developed and approved by the Board. No officials of the Charter School, including designated employees, may make, participate in making or in any way use or attempt to use his/her official position to influence a Charter School decision in which he/she knows or has reason to know he/she has a disqualifying conflict of interest pursuant to the Political Reform Act, California Nonprofit Public Benefit Corporation Law, and GPA's Conflict of Interest Code. Board members and designated employees shall reveal all conflicts of interest as they arise in the course of Charter School business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required as stated in GPA's Conflict of Interest Code, which is included in the Appendix.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

California law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). If applicable, GPA shall form an English Learner Advisory Committee to be led by the English Learner (EL) Coordinator. Membership in the ELAC shall consist of lead faculty and parents of the EL scholars. The ELAC will advise the GPA Director and staff on ways to improve support for ELs and reach the reclassification goals for EL scholars as per the LCAP.

In addition, the EL Coordinator plans training, workshops, and parent gatherings to discuss progress and works to ensure that parents are best prepared to support English literacy at home.

EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” **Ed. Code §47605(b)(5)(E).**

GPA shall not discriminate against qualified applicants or employees on the basis of his/her actual or perceived race or ethnicity, color, religion, national origin, ancestry, citizenship, age, marital status, sex, gender, gender expression, gender identity, sexual orientation, physical disability, medical disability, medical condition, genetic information, pregnancy, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

GPA is committed to hiring the most qualified, dedicated, knowledgeable, passionate teachers and staff. Within the provisions of the law, GPA reserves the right to recruit, interview, and hire the best-qualified person to fill any of its position vacancies.

We will attend hiring recruitment fairs when needed and post all vacancies on Ed Join (www.edjoin.org). GPA will seek out teachers from institutions that prepare teachers of diverse ethnic and socioeconomic backgrounds, such as San Diego State University and the University of California, San Diego.

GPA will conduct background checks on employee candidates to provide for the health and safety of the school’s staff, faculty, and students. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the school will meet all requirements for employment set forth in applicable provisions of law, including applicable credential requirements in the Education Code.

The School’s key staff members (Director, Assistant Directors, and teachers) will meet the following qualifications:

Director/Superintendent Qualifications

Vincent Riveroll will continue to be the Director of Gompers Preparatory Academy.

The school’s director will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. The director will have the following qualifications:

Required qualification, skills, and abilities

- Communication and community-building skills
- Knowledge of curriculum development and project design
- Experience as a classroom teacher
- Proven track record of success in instructional leadership and teacher development
- Entrepreneurial passion
- Professional supervision and coaching experience

Minimum Required Educational Level:

- Bachelor's degree in education or related field

Minimum Required Experience

- Three years teaching and administrative experience
- Experience in performance assessment
- Experience working with underserved populations in an educational capacity

Assistant Directors

The Assistant Directors will assist the Director with day-to-day operations and instructional program, complete directorial duties in the absence of the Director, support teachers in classroom management, discipline, safety, and curriculum, provide direction to a variety of faculty, staff, and student programs and services, and participate in informal and formal classroom visitations and observations.

Minimum qualifications

- Bachelor's degree in education or related field
- 3 years successful experience teaching or providing direct services to students
- Successful school leadership experience

Required qualifications, skills, and abilities

- Knowledge of curriculum development, project design, and/or best practices in student support services
- Experience as a classroom teacher and/or direct provider of student services
- Proven track record of success in instructional leadership and staff/teacher development
- Entrepreneurial passion
- Professional supervision and coaching experience
- Educational experience working with underserved populations

Teacher Qualifications

Teachers are responsible for teaching their content areas in a manner aligned with Common Core State Standards and connected with real world parallels and evaluating student learning through a variety of assessments.

Required qualification, skills, and abilities (adapted from the five standards used for certification from the National Board for Professional Teaching Standards)

- Committed to students and learning
- Knowledge about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

Minimum Required Educational Level:

- Bachelor's degree and valid teaching credential, unless otherwise specified.

Additional Requirements:

GPA is built on the principle that failure is NOT an option for any child. In order to make this belief a reality, GPA staff members need to demonstrate the eight “Cs” of exemplary teachers. GPA professionals will:

- Be **Committed** to the work
- Be **Connected** to our students
- Be **Coachable** in order to grow as a professional and keep a focus on instruction that improves achievement
- Be **Collaborative** in order to share best practices
- Demonstrate **Character** that is worthy of a role model
- Develop **Content** mastery.
- Be **Creative** to ensure students are engaged in learning
- Be GPA **Culture** Experts and willing to teach all students how to become GPA Culture Experts to ensure success at GPA and beyond

GPA teachers will meet all requirements for employment set forth by state and local hiring laws and mandatory clearances, including the requirement that all teachers meet state certification and licensure requirements under the ESSA.

Counselors

The Counselor will promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school-counseling program that addresses academic, collegiate, career, and personal/social development for all students.

Minimum qualification

- Possess a B.A. degree and appropriate credential.

Required qualifications, skills, and abilities

- Work in collaboration with other counselors and administration on site and with collaborative partners to promote a positive college-going culture at GPA
- Work with school counselors and leadership team to develop, plan, implement, promote, and evaluate a comprehensive developmental counseling and guidance program
- Utilize and provide data to evaluate the needs of the school and of the individual students
- Possess strong oral, written, interpersonal and computer skills (Microsoft, Publisher and Excel)
- Act as a resource for other counselors, site staff, parents, students and collaborative partners to create a college-going culture

Special Education Support Teachers

Special Education Support Teachers provide support to teachers with special needs students in their classrooms.

Required qualification, skills, and abilities

- Instruct, assist, and supervise assigned students
- Demonstrate competency with content, if required
- Possess 1-2 years relevant experience in education

Office Support Staff

Office Support Staff will perform a range of clerical duties at the various service points on campus.

Required qualification, skills, and abilities

- Establish and maintain effective working relationships
- Read, apply, and explain rules, regulations, policies, and procedures
- Operate standard office equipment including computers and related software Applications
- Perform computational tasks with accuracy and speed

Recommended qualifications, skills, and abilities

- Properly use accounting or bookkeeping principles and procedures
- Interpret standard accounting and financial statements
- Type/keyboard at a net, corrected speed of 25 words per minute

Executive Assistant to the Director

Executive Assistant to the Director is expected to

- Assist with administrative detail; make special studies, prepare reports, and act as a resource to charter staff and community members
- Assist in the development, evaluation, implementation, revision, and interpretation of policies, programs, and procedures
- Coordinate departmental or school activities including in-service training programs and business arrangements for student body activities
- Maintain School's master calendar
- Perform related duties as assigned

Required qualification, skills, and abilities

- Communicate effectively orally and in writing
- Meet schedules and timelines
- Prepare reports, correspondence, statistical analyses, and financial statements
- Establish and maintain effective working relationships with all levels of staff, students, and the public
- Operate standard office equipment, including computers and related software applications
- Read, interpret, apply, and explain rules, regulations, policies, and procedures

HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.”

Ed. Code §47605(b)(5)(F).

In order to provide safety for all students and staff, GPA will implement a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies include:

CRIMINAL BACKGROUND

To assure the safety and well-being of its students and staff, each GPA employee and contractor is required to submit to a criminal background check and furnish a criminal record summary to GPA as required by Education Code Sections 44327 and 45125.1. New employees who do not possess a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The GPA Director monitors compliance with this policy and reports to the Board. The Board shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

In addition, GPA conducts criminal background checks as required by law, with the GPA Talent Services Manager serving as the primary contact with the Department of Justice and other relevant law enforcement agencies.

TUBERCULOSIS SCREENING

GPA school employees and contractors shall be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. GPA also requires tuberculosis screening of volunteers who will have frequent or prolonged contact with students, as described in Education Code Section 49406(m).

IMMUNIZATIONS

GPA requires the immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter school. Proof of immunization will be collected and filed by the school registrar. All students enrolled and staff will be required to provide records documenting immunizations, as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

PUPIL VISION AND HEARING

Students will be screened for vision and hearing as required by Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

MEDICATION AND FEMININE HYGIENE PRODUCTS IN SCHOOL

GPA adheres to Education Code Section 49423 regarding administration of medication in school. GPA shall stock the school's restrooms with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with the menstrual cycle) at all times and without charge in accordance with Education Code Section 35292.6.

LEAD TESTING OF SCHOOL WATER SYSTEM

GPA shall cooperate with the community water system and San Diego Unified School District to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, GPA will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of GPA students in accordance with Health & Safety Code Section 116277.

FOOD AND BEVERAGE ADVERTISING

GPA shall not advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code Section 49431.9.

SUICIDE PREVENTION

GPA maintains a Suicide Prevention Policy on student suicide prevention in accordance with Education Code Section 215.

SEXUAL HARASSMENT POLICIES AND PROCEDURES

GPA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon actual or perceived race, ethnicity, color, religion, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, immigration status, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. GPA maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GPA's sexual harassment policy.

MANDATED CHILD ABUSE REPORTING

Pursuant to Penal Code Sections 11164 and 11166, all GPA employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year.

The reporter needs to only "reasonably suspect that abuse or neglect has occurred." The GPA Director will provide professional development to make sure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

GPA staff will immediately notify the Department of Children Services and/or the police if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible to provide all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of DCS or law enforcement, GPA will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

FACILITIES

GPA complies with Education Code Section 47610(d) by utilizing San Diego Unified School District facilities that are compliant with the Field Act or with the state building codes. GPA is located at 1005 47th Street, San Diego, CA, 92102. The phone number for GPA is (619) 263-2171. Because it is located at a district-owned facility, the school's facilities comply with the building codes, and Federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements.

A school safety plan has been established and will be updated and Board approved annually. GPA will review campus emergency protocols annually and hold practice drills throughout the school year to ensure the students and staff members are well prepared for emergencies. GPA will submit school safety documents on an annual basis as required by the District.

OTHER POLICIES

GPA, in consultation with its insurance carriers and risk management experts, shall adopt and implement other health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff receive training in emergency response, including first aid, first responder training or its equivalent, sexual harassment, and child abuse reporting;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding specific student precautionary health screening, auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL OSHA, the California Health and Safety Code, and EPA; and
- Policies relating to the administration of prescription drugs and other medicines; and a policy establishing GPA as a drug, alcohol and tobacco free workplace.

RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

GPA observes all State and Federal laws pertaining to non-discrimination. GPA implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the San Diego Unified School District:

- Follow an enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Develop and share promotional and informational material about the school that appeals to the various racial and ethnic groups represented in the local community and district in which the charter school is located, which are primarily Hispanic, African-American, Asian or Pacific Islander, and Caucasian.
- Maintain a prominently featured Enrollment section on the GPA website that informs potential students and families of GPA’s application timeline and process, including an online application (with staff assistance provided at the GPA Welcome Center for families who need Internet access/instructions to complete the application)
- Develop and share promotional and informational materials in Spanish and/or other languages as needed to appeal to limited English proficient populations.
- Announce the School’s interest in seeking applications in publications the District provides for such purposes.
- When permitted by the District, visit elementary schools in the surrounding community to inform prospective students and parents of the GPA school option for grades 6-12.

GPA conducts a priority enrollment period beginning mid-October for the following school year for all interested students. Information about the application period, admissions process and, if necessary, lottery procedures, is available to the public in student recruitment materials, advertisements and forms, and the School’s public Website. (Please see Element 8 below for complete description of Admissions process).

GPA maintains auditable records of the activities and expenditures related to recruitment as well as the ethnic and racial balance of students enrolled in the school.

ADMISSIONS REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605].” Ed. Code §47605(b)(5)(H).

Charter schools, including GPA, are schools of choice. While GPA was established as a community school and predominantly educates students who live near the school campus, all students who desire a college preparatory based education are eligible to apply and attend. GPA is open to all students residing in California, on a space-available basis, in compliance with Education Code 47605(d)(2)(A). Further, admission to GPA is based on the following criteria:

- Agreement and signature of Student and Parent/Guardian Commitment form
- Agreement and adherence to the GPA Uniform Policy
- Agreement and adherence to the Zero Tolerance form
- All parents/guardians are assured that GPA adheres to the following:
 1. GPA does not charge a fee or tuition.
 2. GPA is nonsectarian in its programs, admission policies, employment practices, and all other operations.
 3. GPA does not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of these characteristics.
 4. GPA will not deny admission to any student based on special education or English language learning needs. In grades 6-12, special education is delivered in a full-inclusion environment.
- GPA will give preference to intents to enroll received during the priority enrollment period. This priority enrollment period is intended to be closely aligned to the District’s School Choice application window and currently occurs from mid-October to late November.
- School admissions preference will be given to the following students:
 - Siblings of current GPA students;
 - Siblings of GPA alumni;
 - Children of GPA alumni;
 - Children of the GPA teachers, staff, and founders identified in the original GCMS/GPA charter petitions (not to exceed 10% of enrollment);

ADMISSIONS TIMELINES

GPA will conduct a priority enrollment period in the fall that is closely aligned to the District’s School Choice application window (GPA priority enrollment period currently occurs from mid-October to late November). During this priority enrollment period, students who submit an application for admission will be added to the waiting list for the following school year.

If the desired grade level enrollment target is surpassed during the priority enrollment period, after the priority considerations have been met, the lottery procedure below will be initiated. If

the desired grade level enrollment is *not* reached after the close date, students will be enrolled in the order applications were received until the grade level enrollment target is achieved. Once grade level enrollment is reached, after the priority enrollment period has ended, a waiting list will be enacted. As students drop from GPA, students from the waiting list may be contacted to enroll, depending on the grade level and class sizes for the cohort the student would potentially be joining.

LOTTERY PROCEDURE (IF APPLICABLE)

Should GPA receive a number of enrollment applications from potential students in the priority enrollment period which exceed the number of spaces within a grade level, the school will conduct a random public lottery complying with applicable Federal and State laws, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- The school will enlist the services of the California Charter School Association, or another outside organization or agency, to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place within 30 days of closing the priority enrollment period.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- The lottery will take place on a weekday night or a weekend day when most interested parties who wish to attend, may do so.
- All interested parties will know, prior to the holding of the lottery, how many openings are available at each grade level.
- The following preference will be extended to potential students:;
 - Siblings of current GPA students;
 - Siblings of GPA alumni;
 - Children of GPA alumni;
 - Children of the GPA teachers, staff, and founders identified in the original GCMS/GPA charter petitions (not to exceed 10% of enrollment);
 - Residents of the District; and then
 - All other students.
- The representative of the outside organization or agency shall draw names from a single pool of ballots for each grade level.
- The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled, will be placed on the waiting list in the order drawn, except if the preference described above requires otherwise.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
- As space becomes available, the families of students are contacted by telephone and mail in lottery order. They are given five (5) school days to indicate their intentions to enroll. If the family fails to respond, or is no longer interested, the next student on the waiting list is contacted.
- All waiting lists terminate annually at the end of the school year.
- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record

copies of that confirmation.

INDEPENDENT FINANCIAL AUDIT

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Ed. Code §47605(b)(5)(I).

Gompers Preparatory Academy’s Board of Directors will form a finance/audit committee to oversee the selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. The members of the audit committee shall not have a direct, personal financial stake in the matters audited.

GPA will use an auditor that has experience working with charter schools. The auditor shall have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and reviews the school’s internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The audit committee will review any audit exceptions or deficiencies and report to the GPA Board of Directors with recommendations on how to resolve them. The Board will report to the District regarding how the exceptions and deficiencies have been or will be resolved. An audit exception or deficiency will be resolved to the satisfaction of the District.

GPA will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the San Diego County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year.

GPA will annually prepare the following reports to the District and the San Diego County Superintendent of Schools:

1. On or before July 1, a preliminary budget.
2. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
3. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year.

SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” **Ed. Code §47605(b)(5)(J).***

Gompers Preparatory Academy will regard suspension and expulsion as a last resort, with the rigorous “Intake Panel” as a major deterrent. The goal of these policies and procedures is to promote learning and protect the safety and well-being of the students and staff. Criteria for suspension and expulsion shall be consistent with all applicable state education codes. This policy shall serve as the GPA’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at GPA or at any other school, or at a GPA-sponsored event at any time including but not limited to: A) while on school grounds; B) while going to or

coming from school; C) during the lunch period, whether on or off school campus; D) during, going to, or coming from a school-sponsored activity.

GPA staff members enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures is printed and distributed as part of the GPA Code of Conduct and clearly describes all disciplinary actions.

Enumerated Offenses

Students may be suspended or expelled for any of the following offenses:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 189, or committed sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- q. Engaged in or attempted to engage in hazing of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence or use of hate language.
- v. Engaged in an act of bullying, including but limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel.
- w. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- x. Providing false information, plagiarism, or cheating.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

- a. **Authority.** Only the Director or the Director's Designee may suspend a student.
- b. **Informal Conference.** Suspension shall be preceded by an informal conference conducted by the Director or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists, or if the student or parent waives their right to a conference. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference due to an emergency situation, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense orally and in writing. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.
- c. **Notice to Parent/Guardian.** At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of the return following the suspension. This notice shall state the specific offense committed by the students. In addition, the notice may also state the date and time when the students may return to school. If the Director or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

- d. **Time Limits.** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per session. GPA does not offer appeals of suspensions. The limit may be extended only if the student has been recommended for expulsion and has been determined by Director or designee to be either disruptive to the learning environment or a threat or danger to others; in this case, the limit may be extended pending the results of the expulsion hearing. For suspension of ten (10) days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral officer within a reasonable number of days.
- e. **Students with Disabilities or Section 504 Services.** A student with an IEP or receiving Section 504 services may be suspended for up to ten (10) days total in a school year. An IEP team meeting shall be convened within ten (10) days of any decision to change the placement of disabled student for disciplinary reasons. If the IEP team determines the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or the conduct was the direct result of GPA's failure to implement the IEP, then the conduct shall be deemed a manifestation of the student's disability and the IEP team shall either conduct a functional behavioral assessment and implement a behavioral intervention plan, or review and modify an existing plan. The student shall be returned to the same placement unless GPA and the parent agree to change of placement. If the IEP team determines the conduct was not a manifestation of the student's disability or the result of GPA's failure to implement the IEP, then GPA may apply the relevant disciplinary procedures in the same manner as applies to students without disabilities.
- f. **Intake Panel.** Before the end of a student's suspension, the student, with his/her parent/guardian, must appear before a panel consisting of some or all of the student's teachers, dean of students, a representative from the family support center, members of the executive leadership team, and a student representative. This process is called "The Intake Hearing." The student must present a written response to the offense including why he/she is ready to be re-admitted to GPA. He/she will answer questions from a panel of the school officials. After the questioning, the panel will deliberate and approve the student's return to GPA with conditions that will facilitate the students' success in their school program (i.e. family support services, mentoring, community service, additional academic supports, etc.) If the student has an IEP or Section 504 services, his or her special education case manager will be present at the suspension panel intake hearing to ensure that appropriate accommodations for students who have difficulty reading, writing, talking, or reading are afforded.

Expulsion Procedures

- a. **Authority to Expel.** Only the Director or Director's designee may recommend expulsion or refer a student for an expulsion hearing; a student may be expelled by an Administrative Panel assigned by the Board as needed. The Administrative Panel should consist of at least three certificated panel members, to include one teacher of the pupil, Dean of Students, Assistant Director, and at least two Board members.
- b. **Hearing.** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Director or Designee determines that the Pupil has committed an expellable offense. The hearing will be presided over by the

Administrative Panel. Written notice of the hearing will be forwarded to the student and his/her parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and location of the expulsion hearing
 2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
 3. A copy of the School's disciplinary rules which relate to the alleged violation
 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 5. The opportunity for the student or his/her parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
 6. The right to obtain and inspect all copies of documents to be used at the hearing
 7. The opportunity to confront and question all witnesses who testify at the hearing
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- c. **Record of Hearing.** A record of the hearing shall be made and maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- d. **Presentation of Evidence.** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the Administrative Panel shall be in the form of an expulsion determination, which may be appealed to the Director, who will make the final determination regarding the expulsion. If the Administrative Panel decides against expulsion, the pupil shall immediately be returned to his/her educational program.
- e. **Written Notice to Expel.** The Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, to the student or parent guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student
 2. Notice of the right to appeal the expulsion.
 3. Notice of the parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. Student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605 (d)(3), upon expulsion of any student, GPA shall notify the Superintendent of the school district of the pupil's last known address within thirty (30) days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

- f. **Disciplinary Records.** GPA shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.
- g. **Appeals.** A parent may, within ten days of issuance of the Notice to Expel, provide written notice to the Director of an appeal to the GPA Director. If the parent does not appeal, the expulsion is final. If appealed, the Director shall consider the appeal. An appeal considers the record of the due process hearing with the Administrative Panel; it is not an additional hearing. The Director's determination is final. The Board of Directors may modify this procedure consistent with legal requirements.
- h. **Expelled Pupils/Alternate Education.** Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.
- i. **Rehabilitation Plans.** Students who are expelled from GPA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.
- j. **Readmission.** The decision to readmit a pupil or to admit a previously expelled pupil from another school district shall be in the sole discretion of the GPA Board following a meeting with the Director and the pupil and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the GPA Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon GPA's capacity at the time the student seeks readmission.
- k. **Special Education Expulsion Policy.** If a student who has been recommended for expulsion has an IEP, a manifestation determination meeting of the IEP team will be held to determine if the expellable offense was a manifestation of the student's disability or due to GPA's failure to implement the student's IEP, as discussed above. Case Manager, administrators, parent, teachers, and any other relevant individuals will convene to discuss conditions of the IEP and the expulsion offense.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled,

dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described above.

RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” **Ed. Code § 47605(b)(5)(K).**

GPA may elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal system. Enrollment in STRS is subject to the FTE requirement established by STRS. All employees not eligible for STRS will be considered eligible for PERS enrollment, subject to the FTE requirements established by PERS.

Positions eligible for STRS are as follows:

- School Director
- Teacher
- Counselor
- All other staff possessing California teaching credentials at the time of hire into an instructional assignment
- STRS members who elect to continue in STRS
- Substitute teachers (Teachers on Staff) who exercise right of election under the criteria established by STRS

If GPA requests such service, the District agrees to continue to include GPA’s monthly STRS and PERS reports with the District’s reports for submission to STRS and PERS. GPA will provide the data in the District required format with all required information. Furthermore, GPA will bear full responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions.

GPA may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457, or 401(k) plans.

All compensation, benefits and other terms and conditions of employment shall be determined and implemented in accordance with GPA policies, approved by the Board of Directors and updated as needed.

ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

GPA, as a charter school, is a school of choice and no child shall be required to attend. Subject to the attendance policies of their school district of residence, students choosing to not attend GPA may seek enrollment at other schools in their school district of residence or pursue an inter-district transfer.

GPA provides information about attendance alternatives to inquiring students, parents, and guardians. With the exception of students who have an IEP that calls for transportation to be provided by the school, transportation is the responsibility of the parent/guardian for students choosing to attend GPA.

EMPLOYEE LEAVE AND RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

There are currently five District employees working at Gompers Preparatory Academy under “On Loan” agreements with the District. The On Loan agreements for these employees are renewed on an annual basis by the District, and at the District’s discretion. Any new employees hired by GPA are charter school employees and will have no rights or benefits with the District by being an employee of GPA.

On March 9, 2010, the Board of Education directed the Superintendent to ensure that the leave and return rights of District employees who were currently working as “on loan” at Gompers Preparatory Academy-would be set forth in District policies, procedures, or collective bargaining agreements.

The on-loan District employees working at the charter school who wish to return to District employment must notify the District’s personnel department of that request on or before March 1st of their last school year of employment at the charter school. Return rights shall be limited to the position stated on the Personnel Agreement, or as determined by the District.

Current District employees who remain on loan at the charter school shall retain their seniority date and shall continue to accrue seniority while working at the charter school as set forth in District policies, procedure, or collective bargaining agreements.

The salary and health benefits of a District employee on loan from the District and working at the charter school shall be specified in the annual Personnel Agreement between the District and Gompers Preparatory Academy, and/or in the employment agreement between the employee and the charter school, or as specified in the charter school’s policies and procedures.

DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on the District, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Disputes Arising from Within the School

Disputes arising from within the school, including all disputes among and between parents, students, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the Charter School and in accordance with applicable the laws. Unless the dispute involves issues that are within the District’s oversight responsibilities, the District shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the School Director (or designee) or the GPA Board of Directors and/or for resolution pursuant to the school’s policies.

Disputes Between the School and the District

Both Gompers Preparatory Academy and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Disputes potentially leading to the revocation of the GPA charter shall be governed by Education Code section 47607. Consistent with Section 47607, in the event of a dispute between GPA and the District regarding the terms of this charter or any other issue regarding the school and District relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts.

In the event the initiating party believes the dispute related to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement the District provides the school. Within 30 days of sending written correspondence, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, both parties shall identify two representatives from their respective organizations who shall meet and attempt to resolve the dispute within 15 days, or longer if both parties agree. If this joint meeting fails to resolve the dispute, the District representative and the charter representative shall meet to jointly identify a neutral, third party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. The charter school and the district shall share the cost of the mediator equally. Each party shall be responsible for their own costs associated with dispute resolution, including attorneys’ fees.

In the event that the third-party mediation process does not result in the resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable amount of time to correct the violation, unless the

district indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. The District reserves the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, dispute procedures do not apply in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. The dispute resolution process permits oral notice, followed immediately by written notice.

CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(O).

In the event of closure, GPA will comply with Education Code Section 47605(b)(5)(PO), applicable California Code of Regulations, and California Department of Education’s guidance, including the *Charter School Closure Requirements and Recommendations* (January 25, 2011).

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

If the charter school ceases operation and the GPA Board of Directors determines that there is no successor charter school that can carry out the mission of Gompers Preparatory Academy, then the Board of Directors shall designate the entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of students, the District, the San Diego County Office of Education, the SELPA in which the school participates, the retirement systems in which the charter school’s employees participate and the California Department of Education.

The notice shall include the effective date of the closure (“Closure Date”), the party to contact for information related to the closure, the students’ districts of residence and the manner in which parents and guardians may obtain copies of student records, including information on completed courses and credits that meet graduation requirements.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. GPA shall provide the Authorized Closer with a list of students in each grade level and the classes they have completed, together with information about the students’ districts of residence.

Student records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provision of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings. On closure of the School, should the charter school cease operation, all assets secured from the appropriation of public funds, including private funds granted to or donated to the charter school, and all assets originally provided to the charter school by the District, shall be transferred to the District or to a charter school whose charter was authorized by the District. All other assets will be distributed in accordance with laws and regulations that govern the dissolution of non-profit public benefit corporations. The charter school must comply with Education Code section 47605(b)(5)(P), including the requirement that there shall be a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the Charter School is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, as well as California Code of Regulations, Section 11962 for the actions to be taken upon the closing of a charter school.

SCHOOL DISTRICT SERVICES

Where possible, and at a mutually agreed upon cost per child, the school does anticipate purchasing services from the District, as made available to charter schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding separate from this charter, one that establishes more specifically the financial and service relationship between the two parties. The school's purchase of goods and services, if any, from the District shall not negate the operational independence of the School from the District. Breach of the MOU shall not necessarily constitute breach of this charter.

Petitioner understands that current law mandates that the District provide oversight in compliance with Education Code Section 47604.32. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified in law to compensate for such oversight services.

FACILITIES

Gompers Preparatory Academy will request to continue to be located within the San Diego Unified School District utilizing the entire Gompers West Campus, 1005 47th Street, via Proposition 39 or alternative “in lieu of Prop. 39” facilities use agreements. It is understood that the Gompers facilities belong to the District. The Charter School cannot modify, construct, or reconstruct without District permission.

Additionally, the Charter School reserves the right to conduct non-instructional school business (without students present), such as Finance, Payroll, Talent Services, Philanthropy, at satellite locations, including GPA’s “Weaver Hall” leased office space located at 904 North 47th Street (Chollas View United Methodist Church).

INFORMATION EXCHANGE

GPA agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records. The records of the Charter School are public records under the California Public Records Act. The Charter School shall promptly provide the District, upon request, copies of any records of the Charter School, including financial, business, and enrollment records. The District may inspect or observe any part of the Charter School at any time. The District agrees it will not do so unreasonably.

GPA shall provide the District reports as required by Education Code 47604.32 including CBEDS, ADA Reports J 18/19, Budget J210 (preliminary and final), a School Accountability Report Card (SARC), and copies of the annual independent financial audit.

Gompers Preparatory Academy will utilize an appropriate student information system for attendance tracking and reporting purposes, however, reserves the right to use the District's SIS system if necessary, and with permission of the District. Attendance accounting procedures will satisfy requirements for SDUSD, SDCOE, and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies.

FUNDING

The Charter School will act as its own fiscal agent to the fullest extent of the law. The Charter School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

The Charter School will receive funding directly from the State of California through the County Treasurer and the San Diego County Office of Education in accordance with applicable law and the State's block program for charter schools. The District agrees it will transfer funds from the Charter School's Treasury account to the District only with specific permission from the Charter School. The District agrees to forward the Charter School's full share of local aid to the Charter School's account at the County Treasurer by the 15th of each month as required under Education Code Section 47635.

GPA acknowledges the Local Control Funding Formula and will abide the regulations outlined in Assembly Bill 97, Senate Bill 91, and Education Code Sections 42238.07, 42238.02(e), 42238.02(f). Additionally, the Charter School complies with all regulations stipulated by the requirements related to receiving Federal funds.

MANDATED COST RECOVERY

GPA will be responsible for recovering from the State all eligible mandated costs applicable to the Charter School.

CHARTER TERM AND CHARTER REVISIONS

The term of this charter renewal shall be for a five-year period beginning on July 1, 2019 and ending on June 30, 2024. While material revisions to the charter must be approved by the District's Board of Education, any proposed revisions to the charter will be presented to the District for determination as to whether the proposed revisions are material revisions that must be approved by the Board of Education. For those revisions requiring Board of Education approval, the District shall make efforts to bring all proposed material revisions to the Board within 60 days of submission, subject to the Board's meeting schedule.

LEGAL STATUS AND LIABILITY

The Charter School shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. As such, the Charter School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the Charter School.

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego Unified School District shall not be liable for the debts or obligations of the Charter School. The Charter School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the Charter School or Charter School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the Charter School or by its employees, officers, directors, subcontractors, agents and by District employees while assigned to and under the supervision of the Charter School during the term of this charter or any renewal thereof. The District will not be liable for any actions taken by the Charter School.

The Charter School will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the Charter School purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The Charter School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy are outlined in a Memorandum of Understanding ("MOU") between the Charter School and the District and a copy of this policy is available to the District upon request. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and GPA. The District and GPA agree to meet to discuss and resolve any issues or differences relating to the invalidated provisions in a timely and productive fashion.



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 *p.* (619) 263-2171 *f.* (619) 264-4342

Appendix A:

Local Control Accountability Plan

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Gompers Preparatory Academy

Contact Name and Title

Vincent Riveroll
Director

Email and Phone

vriverroll@gomperscharter.org
(619) 263-2171

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Gompers Preparatory Academy is an independent 501c3 public charter school providing a college preparatory path for neighborhood students in grades 6-12. GPA is located in Southeastern San Diego, an inner-city area where gang violence, drug abuse, unemployment, and poverty continue to be challenges faced by its community members. Despite overwhelming obstacles, GPA has experienced tremendous growth and transformation over the past 13 years. What once was a failing public school in 2004, is now a thriving college preparatory academy providing students with a rigorous A-G curriculum including AP coursework, as well as internship, athletic, and performing arts opportunities.

Our mission at GPA, in partnership with UCSD and our community is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our vision is to continue leading the charge for educational equity through strong leadership, consistent and intentional reflective practices, continued growth and improvement, and keeping students first in all that we do. GPA studies and shares its history with staff, students, and the community in order to effectively reflect and consistently improve. The past eleven years serve as a foundation for the next eleven years, where perseverance, dedication, commitment, and forward thinking will continue to drive GPA to the next level. The relationship between GPA and SDUSD has also grown and, what was once considered tenuous, is now temperate, as academic facilities and campus expansion plans break ground starting summer 2018.

A brief history is as follows:

- September 2004: Gompers Middle School (Grades 7-9) designated as Program Improvement Year 5 SDUSD school. Superintendent Bersin directs a workgroup to be formed to decide which option the school (staff and parents) will choose under the federal mandate of NCLB.
- March 2005: Workgroup addresses SDUSD to convert Gompers to a direct-funded independent public charter school.
- September 2005: Gompers Charter Middle School opens as a conversion charter, serving students in grades 7-9 to support closure of district high school in the community.
- September 2006: GCMS adds 6th grade and serves 6-9th grade.
- September 2007: GCMS serves grades 6-8, Lincoln HS re-opened.
- September 2008: GCMS approved to serve grades 6-9 to alleviate large number of 9th grade students in the community and in doing so, secure sole possession of the facility under Prop 39.
- January 2009: GPA Charter Petition Approved by SDUSD to serve grades 9-12 at the push of GCMS parents who do not want their children to attend the local district Lincoln High School.
- September 2009: Gompers Preparatory opens serving students in grades 9-10 (expanding by one grade level per year); GCMS continues to serve grades 6-8. Same leadership team for both schools.
- July 2010: Gompers Charter Middle School and Gompers Preparatory merge as one school to serve students in grades 6-12 under singular college preparatory focus.
- June 2012: GPA graduates its first class of seniors.
- June 2013 – Present: GPA graduates 100% of its seniors for six consecutive years; with approx. 90% of seniors gaining admittance to 4-year universities from 2016-present. Enrollment climbs to approx. 1300 in 2017-18 school year

THE COMMUNITY

GPA is situated in Southeastern San Diego, which is widely viewed as one of the most ethnically and economically diverse areas in the city. Over the past three years, slight shifts in community demographics include the White population increasing by 4.2%, and the African American population dropping by 4.6%. Overall, the Hispanic population continues to represent over 60% of the community's residents with 70% of children from ages 5-17 having Spanish spoken in the home and only 25% who speak English only in their home. In comparison to our GPA Self-Study data from 2014, an increase of 7.3% community residents have graduated from high school, while 69.1% of residents have completed high school and higher. This is 15.8% increase from 2014. This data has impacted GPA in an increased enrollment of the siblings of our former graduates representing the overall community change. In addition, in the class of 2017 we see a decrease in the number of first generation high school graduates in comparison with our class of 2012. GPA is seeing a stronger college going mind-set in the middle school students since the conversion. Almost 50 percent of the population within this community is under the age of 30. The median age is 30.3. In this community, 51 percent of the population is male and 49 percent are female. These demographics are typical for low- income, inner-city neighborhoods.

According to the economic indicator chart, the median household

income is \$41,575, which is an increase of approximately \$15,000, which is reflective of the demographics of the students attending Gompers Preparatory Academy. It is important to note that although we have seen an increase in the median household income, the per capita income is \$19,581, which is approximately three fifths of incomes reported in North County San Diego and two thirds of the state average.

The chart below depicts the types and rates of crime reported within this zip code compared with the national average. The legend found below the chart provides an explanation for the numerical values listed. For example, a value of “8” in the blue-color shaded bar represents that the crime rate is 3-5 times the national average. The crimes in this community depicted as such include: rape, robbery, larceny, crime against property, crime against people, and aggravated assault. It is important to note that the GPA community has a moderate to high risk factor for each of the crimes reported. This has a direct impact on the overall culture of the community and well being of its residents. GCMS opened its doors in the fall of 2005 (September 6, 2005) as a conversion charter school serving grades 7-9 its first year, grades 6-9 its second year, grades 6-8 its third year, grades 6-9 its fourth year and grades 6-8 it's 5th and final year and then merging with GPA grades 9-10 which opened in the 2009-10 school year. Prior to GCMS opening, Director Riveroll and his leadership team instituted a strategy of school improvement that incorporated restructuring and re-culturing the former Gompers campus. This was in response to a previously chaotic learning environment and a physical facility that suffered from years of neglect. Initial restructuring took place at the Gompers campus during the summer of 2005 prior to student arrival.

Restructuring involved:

- Hiring highly qualified teachers through a national search versus a post and bid process (SDUSD). Applicants underwent a rigorous 3-phase interview process conducted by the “hiring committee,” that also included modeling a lesson plan and submitting an essay in response to an issue/scenario. All hired applicants were required to demonstrate how they would model the school’s mission and vision.
- Staff Development/Professional Development: Prior to the school’s opening, all staff underwent “culture camp,” a 2-week induction that included the history of the grass-roots movement that led to GCMS, visiting model room environments, learning common classroom protocols and school culture management.
- REACH Values: Adopted from a leadership team visit to Connecticut’s Amistad Academy (Amistad Academy REACH Values) Respect, Enthusiasm, Achievement, Citizenship and Hard work.
- Implementation of School Uniforms.
- Development of the School Mission and School Beliefs and Non-Negotiables.
- Reaching out to the neighborhood businesses with “REACH bucks” to promote the adoption of the REACH Values in the community.
- Implementing a culture of respect. Eye Contact, handshakes, students respond "Yes ma'am", "No Sir". Implementation of Ron Clarks “5 Rules”, The Essential 55: An Award Winning Educator’s Rules for Discovering The Successful Student in Every Child (2003).
- De-tracking: Tracking, systematically placing students in classrooms with peers who perform academically similar to them, whereby high-achieving students are placed in college-preparatory classrooms while low-

achieving students are placed in remedial course, was eliminated at Gompers. The school subscribes to the belief that all students can succeed, therefore eliminating tracking, whereby “both low and high achieving students benefit from being exposed to one another in the classroom.” (Hoxby)

- Creating Safe & Adequate Facilities that are free from overcrowding and most classrooms had a 28:1 student to teacher ratio. At-risk students in even smaller afternoon support classes for reading and math. Throughout the day, the school security staff along with school administration patrols the hallways and bathrooms with zero tolerance for truancy, disorder, gang affiliations and fighting.

- School wide bullying philosophy launched based on children’s book and song “Don’t Laugh at Me”.

- School wide “College Classes” with school culture and character education implemented by grade level in place of school assemblies. Students enter auditorium silently and take notes during college class.

- Staff implement a “70 as 1” philosophy that has all certificated and support staff implementing the school code of conduct and school culture plan as one united front.

- Partnering with UCSD CREATE for professional development, research, providing board of director members, EAOP office and providing college tutors and teaching interns for GCMS classrooms.

- Hiring a parent engagement coordinator to increase parent involvement and education about the college preparatory program.

Staff engaged in professional development weekly with a heavy focus on room environment and student engagement strategies. The academic master

schedule initially included a longer school day, block schedule for academic core subjects including a daily rotating A/B schedule, College Class, Advisory, and at the end of the day with Encore where students needing additional supports could receive them and on track students could participate in extra-curricular events during the school day. Initially the daily bell schedule was adjusted so that all students would start each school day with 90 minutes of English and Math instruction with two teachers in every classroom followed by a one-hour lunch break. However, adjustments have been made to accommodate the academic needs of GCMS students based on assessment results (interim assessments, CELDT, CST results) and feedback from department chair representatives.

The focus of the first several years of the charter were immersed in setting the conditions in which student learning, long gone from district-run Gompers Middle school, could take place upon. To have the proper context for the decision making that went into the amount of effort and energy placed into re-culturing the school in the first several years, you have to picture a school before the charter that resembled the schools found in movies such as “Dangerous Minds” and “Stand and Deliver.” School facilities and curriculum materials were insufficient, 90% of the 750 students at the time were entering the school at the 7th grade level below or far below basic on standardized testing (STAR testing results 2004-05) and reading and engaging in math 3 to 5 grade levels below their age level. Zero percent of the 7th graders were proficient on the STAR writing test (STAR writing results 2005). Locally, 52 rival gangs laid claim to most of our students by the 8th grade (Bruckner 2006) in which 17 gang related funerals (Garcia 2004) took place the year before the charter and a 50% drop out rate awaited middle school students who would attend district school Gompers

Secondary School (SDUSD School Report Card GHS 2003). It was these facts that made the politics of the district to derail the success of this charter school, which required GPA to pull both financial and personnel resources away from the most deserving students in the city to combat their efforts that make those responsible without conscience. Ultimately, it would all serve as fuel for the community, parents, students and staff to create a strong school culture that exists today and the bedrock for the continual systemic growth trend upward in standardized test scores 6 of 8 testing years and non-standardized measures of achievement each year of both GCMS and GPA charters reported later in this report.

On September 6, 2005, Gompers Charter Middle (GCMS) opened its doors to the community as one of the first conversion charter school in San Diego Unified.

After 3 years in operation, Gompers parents began to demand to school leadership that GCMS develop a high school based on the GCMS college-preparatory model because they refused to enroll their child at the designated feeder high school, Lincoln.

GOMPERS PREPARATORY ACADEMY (2009-PRESENT)

Gompers Preparatory Academy opened its doors in September 2009 serving ninth and tenth grade students under a separate charter from GCMS. In 2010, GCMS and GPA merged to form GPA, an example of a “bridge school” as defined by the California Department of Education. Gompers Preparatory Academy currently serves predominately neighborhood students from the Chollas View community in grades 6-12 and reached full capacity in 2011-12 graduating its first senior class. GPA is a college- preparatory, direct-funded, 501c3 independent charter school currently serving 1,246 students. The SDUSD

granted the school its second 5-year charter term in the 2013-14 school year.

The majority of our students reside in the Southeastern San Diego neighborhoods (zip codes 92102, 92105, 92114, and 92113).

Current enrollment data indicates an increase of 308 students from 2012 (first year as a 6-12 configuration) to the present. This implies increased retainment and steady growth over time - which we contribute to the overall college preparatory culture and confidence in our programs.

The significant increase in retainment indicates our students and their families are selecting GPA over other area school choices because of the strong college preparatory culture. Increased retainment rates for grades 6-12 have largely impacted the academic program at GPA. In 2008, GPA retained 42% of its 8th grade class to start our high school and go onto become our first graduating class in 2012; compared to 93% retained 8th graders of this school year (Fall 2016). In addition to the increased retainment from 8-9th grades, we also see increased retainment of students in grades 9-12; showing a 23% increase overall.

English Learner and Special Education Enrollment Data:

1) As of August 2016, GPA has assessed and identified:

- % English Language Learners: 22.7
- % Initial Fluent English Proficient (IFEP): 3.3
- % Re-designated Fluent English Proficient (RFEP): 55.6

Our EL enrollment represents similar statistics found throughout the community of households where languages other than English are spoken. It also represents an 11% decrease of our EL population since 2013.

2) GPA had the following reclassification rates per grade level in 2015-2016:

- 6th Grade: 16.6%
- 7th Grade: 18.9%
- 8th Grade: 15.2%
- 9th Grade: 17%
- 10th Grade: 42.8%
- 11th Grade: 36%
- 12th Grade: 28%
- School-wide: 22%

We attribute the 25.8% increase in students being reclassified between 9th and 10th grades to the number of students enrolled in our Academic Language Development program.

3) GPA provides special education services through the El Dorado Charter SELPA after leaving the San Diego Unified SELPA in 2009 for greater flexibility in student programming and staffing decisions. Prior to this move, SDUSD special education programming did not allow full access to the college bound curriculum for all special education students. Our current special education population is 14.6 % and has ranged from 14% to 20% through the last 5 years.

SPED classification and percentages:

Specific Learning Disability (SLD) 63%

Other Health Impairment (OHI) 12%

Speech and Language Impairment (SLI) 5%

Intellectual Disability (ID) 5%

Emotional Disability (ED) 7%

Autism (AUT) 7%

Orthopedic Impairment (OI) 1%

Multiple Disabilities (MD) .5%

Students are placed in various Special Education program options depending on their individual needs with 63% of our SPED population qualifying under the SLD eligibility; the majority of these students are served in general education classrooms using the co-teacher model. Students with more severe needs may be placed in our middle school special day classes, learning centers, or our community-based instruction program.

4) The current age range for our student population is 10-18.

Academic Performance:

Since the inception of the original Charter, GCMS in 2006, our API based on CST increased 126 points. From the inception of GPA our API increased 98 points.

During the transition to the Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC), GPA used the NWEA MAP assessment to monitor student progress.

From our Spring 2014 administration of the MAP assessment, our students have shown an increase of 12% scoring at or above the grade level norm in both ELA and mathematics. The upward trend continues to support the work we have been doing in both ELA and mathematics. With that said, we continue to see a high need in both ELA and mathematics.

From our Spring 2015 administration of the standards based SBAC assessment, our students have shown an increase in the percentage of students meeting or exceeding standards in ELA in all grade levels, ranging from one to thirteen percent. In mathematics, students have shown increases in all middle school grade levels ranging from four to seven percent and no change in the number of students meeting or exceeding standards in eleventh grade. The upward trend continues to support the work we have been doing in both ELA and mathematics.

With that said, we continue to see a high need in both ELA and mathematics.

OUR EDUCATIONAL PHILOSOPHY

GPA believes in the philosophy of educating the whole child. Our resolve to educate the whole child comes from the demographic data of the community and previous lack of success in the years that led to the charter conversion.

We are serving a traditionally underserved population at the college and university levels, which has been a Chollas View community-based problem for many years. As a result, Gompers Preparatory Academy was formulated on a singular outcome focus of preparing all students for a college preparatory pathway with a “whole child” focused learning setting to offset the impact of conditions such as poverty, first generation issues, violence and gang influence within the community. GPA serves a strongly documented need for the families it serves with a singular college preparatory focus. Students who do not choose a singular college focus as part of their future or want a more comprehensive high school experience have neighborhood district high school Lincoln High to attend or may choose to participate in the district’s voluntary ethnic enrollment program (V.E.E.P.) and attend a district high school outside of the community in addition to a number of other high school charters in the area and district available to them.

We understand the need for accountability measures to monitor student achievement. We also believe that a number of factors, in addition to standardized testing, define the success of a school that all of our students deserve attending. We understand additional factors of our school are critically important for our overall success, therefore we continue to monitor the progress of the following:

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Annually we have made minor refinements to our Local Control Accountability Plan. We have seen progress overall, but have adjusted our growth targets based on our current growth pattern. Using proficiency rates as our only measure of growth has proven to be a limited perspective on student achievement. We have included targets that represent all growth on various measures in order to better identify the needs of our students moving forward. You will also find refinements in the areas of assessment tools and steps to achieve/timeline that represents our ongoing school improvement process.

As a college preparatory school with a mission of preparing all students to graduate high school and enter college, we are most proud of our progress in raising student achievement on many state-required standardized tests, as well as ongoing interim assessments. Additionally, we are proud of our efforts to prepare and support all students for the increased demands of college entrance exams and rigorous college preparatory coursework, including Advanced Placement courses. Our Average Daily Attendance is one of the highest for high schools in San Diego and parent involvement is consistently high, especially given the social and financial challenges our families face. Our suspension and expulsion rates have stayed consistently low for the past several years and we have structures in place to keep students in school every day and focused on college prep behaviors. We have consistently graduated 100% of our seniors since our first graduating class in 2012 and close to 90% of the GPA Class of 2017 earned admission to a 4-year university. We continue to seek information from our alumni and adjust our practices to better support their transition and success in college.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not

Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Annually we have made minor refinements to our Local Control Accountability Plan. We have seen progress overall, but have adjusted our growth targets based on our current growth pattern. Using proficiency rates as our only measure of growth has proven to be a limited perspective on student achievement. We have included targets that represent all growth on various measures in order to better identify the needs of our students moving forward. You will also find refinements in the areas of assessment tools and steps to achieve/timeline that represents our ongoing school improvement process.

Two areas have been identified as needing significant improvement:

1) Goal #4: English Language Learners

Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current CELDT and ELPAC data.

Steps to Achieve:

1. Develop vertically aligned ELD curriculum maps based on CCSS ELD standards (on-going).
2. Implement interventions to support and supplement instruction for our EL learners in our GE classes (ongoing).
3. Provide professional development school-wide around increasing integrated and designated ELD best practices/SDAIE strategies (on-going).
4. Analyze research-based data to determine progress of our EL students and the need for additional professional development and interventions (ongoing).
5. Analyze student work and calibrate using rubrics aligned with CCSS for ELA and the ELD Standards (on-going).
6. Increase attention to embedding ELD standards into lessons across all content areas.

2) Goal #5: Students with Disabilities

Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.

Steps to Achieve:

1. Implement relevant scaffolding aligned with CCSS to support SPED students on achieving proficiency and College readiness (on-going).
2. Develop and implement SPED interventions that focus on advanced literacy skills to reach the Common Core English standards (on-going).
3. Implement interventions to support and supplement instruction for our SPED learners in our GE classes (ongoing).
4. Analyze student work and calibrate using IEP goals, Brigance and WJ scores (on-going).
5. Provide professional development school-wide around increasing SPED best practices/Current scaffolds (ongoing).
6. Analyze research-based data to determine progress of our SPED students and the need for additional professional development and interventions (on-going).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Not Applicable. No student group performed two or more performance levels below the “all student” performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

N/A

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

Total General Fund Budget Expenditures For LCAP Year

AMOUNT

\$TBD

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$10,552,657.31

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Bellow describes the base program for the LCAP Year and is a general description of our base program.

The base program includes the following:

- Certificated Salaries and Benefits
- Classified Salaries and Benefits
- Professional Development
- Materials, Books & Supplies
- Consumables
- Communications/Contracted Services
- Facilities Expenses
- Mandatory contributions to routine restricted maintenance
- Charter Association Dues

Some of the other expenditures not included in the LCAP are the following:

- Total cost of some base program expenditures
- Total cost of District Oversight fee (including Facilities Use Agreement)
- Total cost of overhead
- Costs involving running a business such as insurance, auditing expenses, lawyers’ fees, and taxes.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$12,184,006

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>17-18<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced assessment.5% increase of SPED students who score proficient on the Smarter Balanced assessment.5% increase of EL students who score proficient on the Smarter Balanced assessment.</div>	<div>(Note: LCAP Math Indicator is for Grades 3-8) All Students: Increased (9.2 points) SPED: Increased significantly (17.4 points) EL: Increased (10 points)</div>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development through SDCOE and other agencies Onsite professional development weekly for math department Use of diagnostic assessments for math course placement, intervention planning, and program evaluation Use of web based programs for skill development New curriculum adoptions for middle school and high school math, respectively 	<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development through SDCOE and other agencies Onsite professional development weekly for math department Use of diagnostic assessments for math course placement, intervention planning, and program evaluation Use of web based programs for skill development New curriculum adoptions for middle school and high school math, respectively 	Portion of Instructional Leads' salaries and benefits \$48,752	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,211
		Professional development \$2,121	Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration \$42,063
		CCSA Conference \$848	Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$434,154
		Portion of Reading Resource Teacher's salary and benefits \$1,632	Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$130,246
		Math Software \$6,701.53	Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Base \$72,359
		Online Subscriptions \$1,917	Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Base \$21,708
		Portion of Assistant Directors' salaries \$7,537	Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I \$72,359
			Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Title I \$21,708
			Math Software and Materials 4000-4999: Books And Supplies Base \$26,505

			Math Software and Materials 4000-4999: Books And Supplies Lottery \$24,947
			Portion of Assistant Directors' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,245
			Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$2,473
			Portion of Assistant Directors' salaries 1000-1999: Certificated Personnel Salaries Base \$1,649
			Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits Base \$495
			Portion of Assistant Directors' salaries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$58,979
			Portion of Assistant Directors' Benefits 5000-5999: Services And Other Operating Expenditures Base \$11,796
			After School Math Enrichment 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$41,470
			Supplemental Education Services (SES) Tutoring 5000-5999: Services And Other Operating Expenditures Title I \$30,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Enhance, develop, and organize programs and interventions within a vertically aligned ELA system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
17-18 <ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced assessment.5% increase of SPED students who score proficient on the Smarter Balanced assessment.5% increase of EL students who score proficient on the Smarter Balanced assessment.	(Note: LCAP ELA Measures are for Grades 3-8) All Students: Maintained (+1.8 points) SPED: Increased (10.2 points) ELL: Increased (3.2 points)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development through SDCOE and other agencies Onsite professional development weekly for ELA department School-wide Professional Development on Common Core transition and interventions ELA department to determine assessments to be used for ongoing progress monitoring 		Portion of Instructional Leads' salaries and benefits \$48,752	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,737
		Professional development \$2,121	Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration \$14,021
		CCSA Conference \$848	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$434,267
		Portion of Reading Resource Teacher's salary and benefits \$1,632	Portion of English Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$130,280
		Math Software \$6,701.53	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Base \$72,378
		Online Subscriptions \$1,917	Portion of English Teachers' Benefits 3000-3999: Employee Benefits Base \$21,713
		Portion of Assistant Directors' salaries \$7,537	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I \$72,378
			Portion of English Teachers' Benefits 3000-3999: Employee Benefits Title I \$21,713
			Portion of Reading Resource Teacher Salary 1000-1999: Certificated Personnel Salaries

			Supplemental and Concentration \$42,034
			Portion of Reading Resource Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$12,610
			Independent reading books and other literacy materials made available in library and classroom libraries 4000-4999: Books And Supplies Base \$43,307
			After School Enrichment Activities (Literacy) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$41,470

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Develop and organize school-wide measures to increase academic rigor in all content areas.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>17-18</p> <ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced, NWEA MAP, ADAM (6-8), or MDTP assessments.5% more students will score proficient or above on the AP assessment.Average ACT scores will increase by 1 point per section	<p>MAP Data:</p> <p>ELA:</p> <p>Over the past three years, grade level proficiency data for the ELA portion of MAP have changed as follows:</p> <p>Grade 6: Increased by 15%</p> <p>Grade 7: Increased by 11%</p> <p>Grade 8: Increased by 16%</p> <p>Grade 9: Increased by 16%</p> <p>Grade 10: No change</p> <p>Grade 11: Increased by 8%</p> <p>GPA met our goal of increasing proficiency rates for ELA MAP in grades 6, 7, 8, and 9. We did not meet our goal for ELA MAP in grades 10 and 11.</p> <p>Math:</p> <p>Over the past three years, grade level proficiency data for the Math portion of MAP have changed as follows:</p>

Expected

Actual

Grade 6: Increased by 4%
 Grade 7: Increased by 12%
 Grade 8: Increased by 20%
 Grade 9: Increased by 8%
 Grade 10: Increased by 6%
 Grade 11: Increased by 10%

GPA met our goal of increasing proficiency rates for Math MAP in grade 8.
 We did not meet our goal for Math MAP in grades 6, 7, 9, 10 and 11.

AP Exams:
 AP pass rates increased from 10.4% in 2016 to 21.1% in 2017

GPA met our goal of increasing pass rates on AP exams

ACT Exams: TBD

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development through SDCOE and other agencies Leadership and AP teachers attend AP professional development through College Board and other agencies 		<p>Portion of Instructional Leads' salaries and benefits \$48,752</p> <p>Professional development \$2,121</p>	<p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$365,080</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$109,524</p>

- Onsite professional development weekly for all departments
- School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps
- All departments to determine assessments to be used for ongoing progress monitoring
- increased SAT/ACT prep offerings for students expanded supports for AP students, including additional evening and weekend instruction and study sessions

CCSA Conference \$848

Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$250,187

Portion of Reading Resource Teacher's salary and benefits \$1,632

Portion of Teacher Benefits 3000-3999: Employee Benefits Title I \$78,729

Math Software \$6,701.53

Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$2,096,382

Online Subscriptions \$1,917

Portion of Teacher Benefits 3000-3999: Employee Benefits Base \$628,915

Portion of Assistant Directors' salaries and benefits \$7,537

Portion of Support Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$270,841

Portion of Support Teachers' Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$81,252

Portion of Support Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$71,898

Portion of After School Enrichment Staff Salaries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$41,470

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in emerging, beginning and expanding levels based on current CELDT and ELPAC data.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>17-18<ul style="list-style-type: none">5% more EL students will score proficient or above on the Smarter Balanced and/or NWEA MAP assessment.80% of EL learners will increase one or more English Language Development band</div>	<div><ul style="list-style-type: none">The number EL students who scored proficient or above on state assessments increased by 8% in ELA (Goal Met)The number EL students who scored proficient or above on state assessments increased by 8% in Math (Goal Met)90% of EL learners increased one or more English Language Development bands (Goal met)</div>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development specifically for ELD standards Onsite professional development weekly for all departments School-wide Professional Development All departments to determine assessments to be used for ongoing progress monitoring 		CCSA Conference \$848	Portion of Instructional Leads' salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,737
		Portion of Reading Resource Teacher's salary and benefits \$1,632	Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration \$14,021
		Math Software \$6,701.53	
		Online Subscriptions \$1,917	
		Portion of Assistant Directors' salaries \$7,537	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

- 5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence of state testing, continued use of NWEA MAP assessment.
- 70% of SPED learners will increase one or more levels of proficiency on state exams

Actual

ELA: SPED learners "increased" (10.2 points) on SBAC
Math: SPED learners "increased significantly" (17.4 points) on SBAC

GPA did not meet its goal of 70% of SPED learners increasing one or more levels on SBAC

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<ul style="list-style-type: none"> Leadership and select staff attend CCSS professional development specifically for SPED population. Onsite professional development weekly for all departments School-wide Professional Development All departments to determine assessments to be used for ongoing progress monitoring 		Portion of Instructional Leads' salaries and benefits \$48,752	Portion of SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education \$410,530.50
		Professional development \$2,121	Portion of SPED Teacher and Support Teacher Benefits 3000-3999: Employee Benefits Special Education \$206,765.11
		CCSA Conference \$848	Portion of SPED Support Teachers Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$314,544.70
		Portion of Reading Resource Teacher's salary and benefits \$1,632	Special Education Support Materials 4000-4999: Books And Supplies Special Education \$7,783
		Math Software \$6,701.53	Special Education--Other Expenses 5000-5999: Services And Other Operating Expenditures Special Education \$125,000
		Online Subscriptions \$1,917	
		Portion of Assistant Directors' salaries \$7,537	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

(GPA Charter Outcome #1)
All parents will be aware and highly encouraged to be meaningfully engaged in their students' education and our school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities: (GPA Charter Outcome #1)

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Sign in sheets and attendance counts for Parent Preparatory Academy, School Site Council, English Advisory Council, Student/Parent/Teacher conferences, Honor Roll ceremonies, and Student/Parent trainings offered by Student Affairs (counseling) and academic departments.</p> <p>17-18</p> <ul style="list-style-type: none">-Parent engagement will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	<p>Measurable Outcomes were met for 2016-17</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Parents will be involved in reviewing, updating and approving the GPA Parental Involvement Policy, which will be approved annually by SSC and GPA Board of Directors. Translation services, babysitting services (when needed), and light refreshments will be provided at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academy meetings, Student Affairs family workshops including high school planning (A-G), college entrance, financial planning, etc. All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home Parents will be invited to participate on the School Site Council and English Language Advisory Committee All parents will be encouraged to engage in their student's education via requirement to sign a GPA Parent 		Babysitting and translation services \$1,324	Babysitting and translation services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,891
		Website \$1,485	Babysitting and translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,448
			Website-Subscription Fees 5000-5999: Services And Other Operating Expenditures Base \$358
			Portion of Website Administrator Salary 2000-2999: Classified Personnel Salaries Base \$675
			Books, Supplies, and Refreshments for Parent Engagement and Education 4000-4999: Books And Supplies Base \$16,521

Commitment form on annual basis.

- GPA will be responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

(GPA Charter Outcome #2)
Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: (GPA Charter Outcome #2)

Annual Measurable Outcomes

Expected	Actual
<p>17-18 -The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students enrolled is achieved and maintained.</p>	<p>Measurable outcome achieved</p> <ul style="list-style-type: none">-Suspension rate for 2016-17 school year was 8.3%, down 0.2% from year prior

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
<ul style="list-style-type: none"> GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success. Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis. When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics. 		Portion of Dean's Office salary and benefits \$27,437	Dean's Office Staff--Salaries 2000-2999: Classified Personnel Salaries Base \$158,690
		Portion of Dean's Assistant salary and benefits \$12,612	Dean's Office Staff--Benefits 3000-3999: Employee Benefits Base \$47,607
		Portion of Assistant Director of Student Affairs' salary and benefits \$9,840	Portion of Assistant Director of Student Affairs' salary 2000-2999: Classified Personnel Salaries Base \$26,363
		Lunch duty supervisors; portion of teacher's and support staff's salaries and benefit \$169,317	Portion of Assistant Director of Student Affairs' benefits 3000-3999: Employee Benefits Base \$7,909
			Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions 5000-5999: Services And Other Operating Expenditures Base \$46,907
			Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school) 2000-2999: Classified Personnel Salaries Base \$1,141,676
			Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school) 3000-3999: Employee Benefits Base \$342,503

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

The GPA campus will be safe, secure, clean, welcoming, well-maintained, and have instructional and extra-curricular facilities that are reasonably equivalent to facilities of neighborhood schools GPA students might otherwise attend.

(GPA Charter Outcome #3)

The GPA campus will be a safe and engaging space for students and the student attendance rate will be high.

GPA will regularly evaluate the status of the school's instructional resources, including print and electronic, and adjust spending in these areas to ensure students have easy and regular access to standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	(GPA Charter Outcome #3)

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Average Daily Attendance Facilities Assessments--Facility in Good Repair and Free of Hazards Whole Site Modernization and New Construction projects will be ongoing until all temporary classrooms removed campus and replaced with new buildings, new athletic buildings completed, campus-wide Air Conditioning installed, and Whole Site Modernization goals complete (restrooms, ADA, etc.) <p>17-18</p> <ul style="list-style-type: none"> Annual Average Daily Attendance = 95% or higher District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building. 	<p>All Measurable Outcomes achieved</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming. 		<p>Custodial team's salaries and benefits \$68,703</p> <p>Before and after school supervisors; portion of teacher's and support staff's salaries and benefits \$169,317</p>	<p>Custodial team salaries 2000-2999: Classified Personnel Salaries Base \$213,756</p> <p>Custodial team benefits 3000-3999: Employee Benefits Base \$66,339</p>

- GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.
- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.
- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.
- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.
- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in

Office of Student Affairs home visits \$26,523

Office of Student Affairs home visits 5000-5999: Services And Other Operating Expenditures Base \$50,356

Chief Business Officer salary and benefits \$8,818

Staff Salaries--Home Visits to ensure high attendance for all students 2000-2999: Classified Personnel Salaries Base \$13,357

Destiny library and textbook manager fee \$1,724

Staff Benefits--Home Visits to ensure high attendance for all students 3000-3999: Employee Benefits Base \$4,007

APEX Learning \$6,875

ALEKS tutoring and assessment

Portion of Chief Business Officer Salary 1000-1999: Certificated Personnel Salaries Base \$47,088

Learning Upgrade - \$4,774

Portion of Chief Business Officer Benefits 3000-3999: Employee Benefits Base \$12,178

Rosetta Stone \$7,947

Learning Upgrade 4000-4999: Books And Supplies Base \$7,500

Encore Staff Salaries 2000-2999: Classified Personnel Salaries Base \$41,470

Classroom supplies to increase student engagement 4000-4999: Books And Supplies Base \$430,393

developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9

(GPA Charter Outcome #4)
GPA will engage high quality teachers as evidenced by being fully credentialed.

(GPA Charter Outcome #5)
GPA will engage High Quality teachers as evidenced by years of teaching experience.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: (GPA Charter Outcome #4 and #5)

Annual Measurable Outcomes

Expected	Actual
<div>17-18<ul style="list-style-type: none">Annual Percentage of Fully Credentialed Teachers = 95%Annual Average Years of Experience for GPA teachers greater than or equal to 5</div>	<div><ul style="list-style-type: none">GPA had 67 teachers on staff for the 2017-18 school year, all of whom were credentialed. Out of these teachers, 2 were not fully credentialed for the subject they are teaching. 97% of teachers are "highly qualified" as determined by ESEA.-Annual Average Years of Experience for GPA teachers greater than or equal to 5: TBD</div>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families. GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students. All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals. 		HR/Talent Services' salaries and benefits \$75,390	HR/Talent Services' salaries 2000-2999: Classified Personnel Salaries Base \$152,206
		EdJoin fees \$600	HR/Talent Services' benefits 3000-3999: Employee Benefits Base \$45,662
			EdJoin fees 5000-5999: Services And Other Operating Expenditures Base \$750
			Professional development materials and Classroom Supplies 5000-5999: Services And Other Operating Expenditures Title II \$90,774

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10

(GPA Charter Outcome #6)
GPA students will have access to college role models through UCSD interns and tutors serving on site and providing tutoring and program support.

(GPA Charter Outcome #7)
Students who receive below a 2.5 GPA at the first reporting period or a “D” or “F” in a core content area will be highly encouraged to attend one or more intervention programs throughout the year, including After School tutoring, Saturday tutoring, Winter Intersession, Spring Intersession, or Summer School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: (GPA Charter Outcome #6 and #7)

Annual Measurable Outcomes

Expected

17-18

- Tutor and intern sign-in sheets will demonstrate a minimum of 40 UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings.
- Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000 hours is reached.

Actual

Measurable outcomes met for 2016-17 school year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments. • A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework. • One week Intersessions will be offered during both winter and spring breaks, to provide all 	<p>Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.</p> <ul style="list-style-type: none"> • A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework. • One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill 	<p>Operational resource teacher's salary and benefits \$12,009</p> <p>Summer and spring break sessions \$52,619</p> <p>Portion of counselors' salaries and benefits \$11,206</p>	<p>Business Office Support Staff Salaries 2000-2999: Classified Personnel Salaries Base \$22,880</p> <p>Business Office Support Staff Benefits 3000-3999: Employee Benefits Base \$6,864</p> <p>Portion of counselors' salaries 1000-1999: Certificated Personnel Salaries Base \$25,480</p>

students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.	learning gaps, makeup missed class work, and stay engaged with their academic goals.	Site Technician's salary and benefits \$5,268	Portion of counselors' benefits 3000-3999: Employee Benefits Base \$7,644
		Assistant Directors' salaries and benefits \$10,180	Portion of Site Technician's Salary 2000-2999: Classified Personnel Salaries Base \$5,846
			Portion of Site Technician's Benefits 3000-3999: Employee Benefits Base \$1,754
			Portion of Assistant Directors' Salary 1000-1999: Certificated Personnel Salaries Base \$10,920
			Portion of Assistant Directors' Benefits 2000-2999: Classified Personnel Salaries Base \$3,276

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 11

(GPA Charter Outcome #8)

GPA will provide each senior with all of the supports necessary to graduate at the end of their senior year with their classmates.

(GPA Charter Outcome #9)

GPA will ensure ALL students have a strong commitment, are well informed, and are fully supported in earning a high school diploma "on time" with their 9th grade cohort.

(GPA Charter Outcome # 10)

GPA will provide all students with the opportunity and support necessary to complete the rigorous A-G curriculum required for admission to universities in the UC/CSU systems.

(GPA Charter Outcome #11)

GPA will provide all students with the opportunity and support necessary to complete at least one Advanced Placement course during their high school years.

(GPA Charter Outcome #12)

GPA will provide all seniors with the support necessary to gain admission to a 2- or 4-year college after graduation.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: (GPA Charter Outcome #8, #9, #10, #11, and #12)

Annual Measurable Outcomes

Expected

17-18

- GPA Counselors will annually track and support each student's progress in completing all of the school's graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates.
- Four-Year Cohort Graduation Data, as provided in Adequate Yearly Progress Reports from the California Department of Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year.
- Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements.

*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.

- Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course.

*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.

- GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college.

*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.

Actual

--All measurable outcomes met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions. All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class. Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams. Students in need receive assistance in pursuing financial aid for exam fees 	<ul style="list-style-type: none"> A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions. All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class. Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams. Students in need receive assistance in pursuing financial aid for exam fees 	<p>Senior Counselor's salary and benefits \$22,523</p> <p>Senior teachers' salaries and benefits \$11,560</p> <p>Counseling team's salaries and benefits \$7,847</p> <p>Counseling team preparing plans for middle school transition \$6,707</p> <p>Counseling team for A-G review \$7,847</p> <p>AP By The Sea \$790</p> <p>Staffing costs for AP Study Nights \$6,707</p> <p>College Counselor's salary/benefits for college preparation \$61,577</p>	<p>Counselors' Salaries 1000-1999: Certificated Personnel Salaries Base \$66,150</p> <p>Counselors' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$119,358</p> <p>Counseling Support Staff Salaries 2000-2999: Classified Personnel Salaries Base \$30,872</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits Base \$29,106</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$35,807</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school's charter petition, originally approved in 2005, amended in 2008, revised in 2009, and approved for renewal in 2013, was written by charter working groups that always included several parents.

The Board of Directors for Gompers Preparatory Academy is comprised of several members of each of the following stakeholder groups: teachers, staff, parents, and leaders from our community, local businesses, and education. The Board of Directors meets bi-monthly, with active subcommittees (Finance, Development, Education) meeting as needed to fulfill the goals of the Board and school leadership.

The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents. Involvement opportunities include:

- Monthly Parent Preparatory Academy covering topics that affect parents (WASC, Common Core, Road to College, Budget/LCFF, 21st Century Skills, College Applications, Financial Aid, etc.)
- Parent Teacher Student Connection (PTSC)--meets monthly
- Academic Events: Open House, Reading Nights, STEM Fair, Financial Aid workshops, AP Study Nights, Living Museums, Presentations of Learning etc.
- School Site Council meetings (includes Students, Parents, Administrators, Teachers, Staff)
- English Language Advisory Committee (ELAC) Parent Meetings
- "Open Door" policy for school director and leadership team that encourages regular and informal feedback from parents

The school ensures the parents and school community understand student achievement of the academic standards/Student Learning Objectives through the curricular/co-curricular program. Involvement Opportunities include:

- Parent Education Courses
- Student Assessment Data Presentations
- WASC Surveys
- Development of WASC Student Learning Objectives

The school will ensure that parents are aware of the Local Control Accountability Plan and annual updates through various means (Board of Directors, School Site Council, English Learner Advisory Committee, Parent Preparatory Academy, and LCAP Survey)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

- As a charter school, Gompers Preparatory Academy is a school of choice in SD Unified School District. Parents have helped to create the mission and goals of the school and choose to send their children to GPA because they believe GPA is the best fit for their family.
- Parents are aware of the school's strengths and areas of growth for educating all students and provided feedback and recommendations on how the school can continue to improve it's service to our community.
- GPA parents have expressed a strong desire for GPA to remain focused on it's "100/100" mission where every student is given the access and support to graduate high school and gain entrance to a 2 or 4 year college.
- Stakeholder surveys have resulted in the following goals being identified for the coming years, with school spending to be aligned accordingly:
 1. Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness.
 2. Enhance, develop, and organize programs and interventions within a vertically aligned English Language Arts system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness.
 3. Develop and organize school-wide measures to increase academic rigor in all content areas.
 4. Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current CELDT and ELPAC data.
 5. Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Develop a comprehensive, vertically aligned math system structured to meet the Common Core State Standards and raise student achievement in numeracy to increase overall proficiency levels in mathematics for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Student data and stakeholder input suggest a continued need to improve student achievement in numeracy in math for all subgroups, specifically SPED and EL's through our transition to Common Core State Standards. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter	<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter	<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment. 	Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment. 	Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for math department
- School-wide Professional Development on Common Core transition and interventions
- Math department to determine assessments to be used for ongoing progress monitoring

2018-19 Actions/Services

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for math department
- School-wide Professional Development on Common Core transition and interventions
- Math department to determine assessments to be used for ongoing progress monitoring

2019-20 Actions/Services

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for math department
- School-wide Professional Development on Common Core transition and interventions
- Math department to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,752	\$140,211	\$145,048
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries and benefits
Amount	\$2,121	\$42,063	\$43,514
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits

Amount	\$848	\$434,154	\$455,862
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries
Amount	\$1,632	\$130,246	\$136,759
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits
Amount	\$6,701.53	\$72,359	\$75,977
Source		Base	Base
Budget Reference	Math Software	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	0001-0999: Unrestricted: Locally Defined Portion of Math Teachers' Salaries
Amount	\$1,917	\$21,708	\$22,793
Source		Base	Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits
Amount	\$7,537	\$72,359	\$75,977
Source		Title I	Title I
Budget Reference	Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries
Amount		\$21,708	\$22,793
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits

Amount		\$26,505	\$27,830
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Math Software and Materials	4000-4999: Books And Supplies Math Software and Materials
Amount		\$24,947	\$26,195
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies Math Software and Materials	4000-4999: Books And Supplies Math Software and Materials
Amount		\$8,245	\$8,529
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' salaries
Amount		\$2,473	\$2,559
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Portion of Assistant Directors' Benefits	3000-3999: Employee Benefits Portion of Assistant Directors' Benefits
Amount		\$1,649	\$1,706
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' salaries
Amount		\$495	\$512
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Portion of Assistant Directors' Benefits	3000-3999: Employee Benefits Portion of Assistant Directors' Benefits

Amount		\$58,979	\$61,014
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Portion of Assistant Directors' salaries	5000-5999: Services And Other Operating Expenditures Portion of Assistant Directors' salaries
Amount		\$11,796	\$11,796
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Portion of Assistant Directors' Benefits	5000-5999: Services And Other Operating Expenditures Portion of Assistant Directors' Benefits
Amount		\$41,470	\$41,470
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures After School Math Enrichment	5000-5999: Services And Other Operating Expenditures After School Math Enrichment
Amount		\$30,000	\$30,000
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures Supplemental Education Services (SES) Tutoring	5000-5999: Services And Other Operating Expenditures Supplemental Education Services (SES) Tutoring

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Enhance, develop, and organize programs and interventions within a vertically aligned ELA system structured to meet the Common Core State Standards and raise student achievement in literacy to increase overall proficiency levels in English for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Student data and stakeholder input suggest a continued need to improve student achievement in literacy in English for all subgroups, specifically SPED and EL's through our transition to Common Core State Standards. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter	<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter	<ul style="list-style-type: none">• 5% more students will score proficient or above on the Smarter Balanced assessment.• 5% increase of SPED students who score proficient on the Smarter

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment. 	Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment. 	Balanced assessment. <ul style="list-style-type: none"> 5% increase of EL students who score proficient on the Smarter Balanced assessment.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for ELA department
- School-wide Professional Development on Common Core transition and interventions
- ELA department to determine assessments to be used for ongoing progress monitoring

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for ELA department
- School-wide Professional Development on Common Core transition and interventions
- ELA department to determine assessments to be used for ongoing progress monitoring

- Leadership and select staff attend CCSS professional development through SDCOE and other agencies
- Onsite professional development weekly for ELA department
- School-wide Professional Development on Common Core transition and interventions
- ELA department to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,752	\$46,737	\$48,349
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries
Amount	\$2,121	\$14,021	\$14,505
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits

Amount	\$848	\$434,267	\$455,981
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries
Amount	\$1,632	\$130,280	\$136,794
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits
Amount	\$6,701.53	\$72,378	\$75,997
Source		Base	Base
Budget Reference	Math Software	2000-2999: Classified Personnel Salaries Portion of English Teachers' Salaries	2000-2999: Classified Personnel Salaries Portion of English Teachers' Salaries
Amount	\$1,917	\$21,713	\$22,799
Source		Base	Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits
Amount	\$7,537	\$72,378	\$75,997
Source		Title I	Title I
Budget Reference	Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries
Amount		\$21,713	\$22,799
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits

Amount		\$42,034	\$43,484
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Reading Resource Teacher Salary	1000-1999: Certificated Personnel Salaries Portion of Reading Resource Teacher Salary
Amount		\$12,610	\$13,045
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Portion of Reading Resource Teacher Benefits	3000-3999: Employee Benefits Portion of Reading Resource Teacher Benefits
Amount		\$43,307	\$43,307
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Independent reading books and other literacy materials made available in library and classroom libraries	4000-4999: Books And Supplies Independent reading books and other literacy materials made available in library and classroom libraries
Amount		\$41,470	\$41,470
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures After School Enrichment Activities (Literacy)	5000-5999: Services And Other Operating Expenditures After School Enrichment Activities (Literacy)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Develop and organize school-wide measures to increase academic rigor in all content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Student data and stakeholder input suggest a continued need for students to be provided learning opportunities with increased rigor that push their critical and higher level thinking skills to prepare for the transition to Smarter Balanced Assessment and develop students overall college and career readiness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.5% more students will score proficient or above on the AP assessment.	<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.5% more students will score proficient or above on the AP assessment.	<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.5% more students will score proficient or above on the AP assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> Average ACT scores will increase by 1 point per section 	<ul style="list-style-type: none"> Average ACT scores will increase by 1 point per section 	<ul style="list-style-type: none"> Average ACT scores will increase by 1 point per section

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- Leadership and select staff attend CCSS professional

2018-19 Actions/Services

- Leadership and select staff attend CCSS professional

2019-20 Actions/Services

- Leadership and select staff attend CCSS professional

development through SDCOE and other agencies

- Leadership and AP teachers attend AP professional development through College Board and other agencies
- Onsite professional development weekly for all departments
- School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps
- All departments to determine assessments to be used for ongoing progress monitoring

development through SDCOE and other agencies

- Leadership and AP teachers attend AP professional development through College Board and other agencies
- Onsite professional development weekly for all departments
- School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps
- All departments to determine assessments to be used for ongoing progress monitoring

development through SDCOE and other agencies

- Leadership and AP teachers attend AP professional development through College Board and other agencies
- Onsite professional development weekly for all departments
- School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps
- All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,752	\$365,080	\$383,334
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries
Amount	\$2,121	\$109,524	\$115,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits

Amount	\$848	\$250,187	\$242,950
Source		Title I	Title I
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries
Amount	\$1,632	\$78,729	\$77,098
Source		Title I	Title I
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits
Amount	\$6,701.53	\$2,096,382	\$2,589,231
Source		Base	Base
Budget Reference	Math Software \$628,915	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries
Amount	\$1,917	\$628,915	\$776,769
Source		Base	Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits
Amount	\$7,537	\$270,841	\$267,435
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Assistant Directors' salaries	2000-2999: Classified Personnel Salaries Portion of Support Teachers' Salaries	2000-2999: Classified Personnel Salaries Portion of Support Teachers' Salaries
Amount		\$81,252	\$80,231
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Portion of Support Teachers' Benefits	3000-3999: Employee Benefits Portion of Support Teachers' Benefits

Amount		\$71,898	\$71,898
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Instructional Materials selected to increase rigor	4000-4999: Books And Supplies Instructional Materials selected to increase rigor
Amount		\$41,470	\$41,470
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Portion of After School Enrichment Staff Salaries	5000-5999: Services And Other Operating Expenditures Portion of After School Enrichment Staff Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current CELDT data.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Student data and stakeholder input suggest a continued need to improve student achievement in literacy in English for our English Language Learners through the development of a comprehensive EL intervention program. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">5% more EL students will score proficient or above on the Smarter Balanced and/or NWEA MAP assessment.80% of EL learners will increase one or more English	<ul style="list-style-type: none">5% more EL students will score proficient or above on the Smarter Balanced and/or NWEA MAP assessment.80% of EL learners will increase one or more English	<ul style="list-style-type: none">5% more EL students will score proficient or above on the Smarter Balanced and/or NWEA MAP assessment.80% of EL learners will increase one or more English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Language Development band	Language Development band	Language Development band

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- Leadership and select staff attend CCSS professional development specifically for ELD standards

2018-19 Actions/Services

- Leadership and select staff attend CCSS professional development specifically for ELD standards

2019-20 Actions/Services

- Leadership and select staff attend CCSS professional development specifically for ELD standards

- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$848	\$46,737	\$50,017
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salary	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salary
Amount	\$1,632	\$14,021	\$15,005
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits
Amount	\$6,701.53		
Budget Reference	Math Software		
Amount	\$1,917		
Budget Reference	Online Subscriptions		

Amount	\$7,537		
Budget Reference	Portion of Assistant Directors' salaries		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Student data and stakeholder input suggest a continued need to improve student achievement for our students in special education through the development of a comprehensive SPED program. Assessment data, discussions and recommendations from all focus and home groups and review of student work support this need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence of state testing, continued use of NWEA MAP assessment.	<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence of state testing, continued use of NWEA MAP assessment.	<ul style="list-style-type: none">5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence of state testing, continued use of NWEA MAP assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> 70% of SPED learners will increase one or more levels of proficiency on state exams 	<ul style="list-style-type: none"> 70% of SPED learners will increase one or more levels of proficiency on state exams 	<ul style="list-style-type: none"> 70% of SPED learners will increase one or more levels of proficiency on state exams

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Leadership and select staff attend CCSS professional development specifically for SPED population.
- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

- Leadership and select staff attend CCSS professional development specifically for SPED population.
- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

- Leadership and select staff attend CCSS professional development specifically for SPED population.
- Onsite professional development weekly for all departments
- School-wide Professional Development
- All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,752	\$410,530.50	\$412,687.93
Source		Special Education	Special Education
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of SPED Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of SPED Teacher Salaries
Amount	\$2,121	\$206,765.11	\$218,581.15
Source		Special Education	Special Education
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of SPED Teacher and Support Teacher Benefits	3000-3999: Employee Benefits Portion of SPED Teacher and Support Teacher Benefits

Amount	\$848	\$314,544.70	\$315,915.90
Source		Special Education	Special Education
Budget Reference	CCSA Conference	2000-2999: Classified Personnel Salaries Portion of SPED Support Teachers Salaries	2000-2999: Classified Personnel Salaries Portion of SPED Support Teachers Salaries
Amount	\$1,632	\$7,783	\$7,783
Source		Special Education	Special Education
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	4000-4999: Books And Supplies Special Education Support Materials	4000-4999: Books And Supplies Special Education Support Materials
Amount	\$6,701.53	\$125,000	\$125,000
Source		Special Education	Special Education
Budget Reference	Math Software	5000-5999: Services And Other Operating Expenditures Special Education--Other Expenses	5000-5999: Services And Other Operating Expenditures Special Education--Other Expenses
Amount	\$1,917		
Budget Reference	Online Subscriptions		
Amount	\$7,537		
Budget Reference	Portion of Assistant Directors' salaries		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

(GPA Charter Outcome #1)

All parents will be engaged in their students' education by participating in school activities and volunteering their time to help the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: (GPA Charter Outcome #1)

Identified Need:

Parent Involvement has been demonstrated to improve student success. GPA is committed to increasing/maintaining high levels of parent engagement and involvement at the school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school.-Parent engagement will be recorded via sign-in logs and	<ul style="list-style-type: none">-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school.-Parent engagement will be recorded via sign-in logs and	<ul style="list-style-type: none">-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school.-Parent engagement will be recorded via sign-in logs and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<ul style="list-style-type: none"> Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops. All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis. 	<ul style="list-style-type: none"> Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops. All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis. 	<ul style="list-style-type: none"> Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops. All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,324	\$3,891	\$4,025
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Babysitting and translation services	1000-1999: Certificated Personnel Salaries Babysitting and translation services	1000-1999: Certificated Personnel Salaries Babysitting and translation services

Amount	\$1,485	\$6,448	\$6,671
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Website	2000-2999: Classified Personnel Salaries Babysitting and translation services	2000-2999: Classified Personnel Salaries Babysitting and translation services
Amount		\$358	\$358
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Website-Subscription Fees	5000-5999: Services And Other Operating Expenditures Website-Subscription Fees
Amount		\$675	\$698
Source		Base	Base
Budget Reference		2000-2999: Classified Personnel Salaries Portion of Website Administrator Salary	2000-2999: Classified Personnel Salaries Portion of Website Administrator Salary
Amount		\$16,521	\$16,521
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Books, Supplies, and Refreshments for Parent Engagement and Education	3000-3999: Employee Benefits Books, Supplies, and Refreshments for Parent Engagement and Education

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

(GPA Charter Outcome #2)

Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

Local Priorities: (GPA Charter Outcome #2)

Identified Need:

The GPA school culture will need to continue to focus on college-prep behaviors that prepare students for success in grades 6-12, college, and career.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		-The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students	-The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students	-The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		enrolled is achieved and maintained.	enrolled is achieved and maintained.	enrolled is achieved and maintained.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

2018-19 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

2019-20 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

- Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.
- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.
- When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics.

- Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.
- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.
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- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.
- When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,437	\$158,690	\$164,165
Source		Base	Base
Budget Reference	Portion of Dean's Office salary and benefits	2000-2999: Classified Personnel Salaries Dean's Office Staff--Salaries	2000-2999: Classified Personnel Salaries Dean's Office Staff--Salaries

Amount	\$12,612	\$47,607	\$49,249
Source		Base	Base
Budget Reference	Portion of Dean's Assistant salary and benefits	3000-3999: Employee Benefits Dean's Office Staff--Benefits	3000-3999: Employee Benefits Dean's Office Staff--Benefits
Amount	\$9,840	\$26,363	\$27,273
Source		Base	Base
Budget Reference	Portion of Assistant Director of Student Affairs' salary and benefits	2000-2999: Classified Personnel Salaries Portion of Assistant Director of Student Affairs' salary	2000-2999: Classified Personnel Salaries Portion of Assistant Director of Student Affairs' salary
Amount	\$169,317	\$7,909	\$8,182
Source		Base	Base
Budget Reference	Lunch duty supervisors; portion of teacher's and support staff's salaries and benefit	3000-3999: Employee Benefits Portion of Assistant Director of Student Affairs' benefits	3000-3999: Employee Benefits Portion of Assistant Director of Student Affairs' benefits
Amount		\$46,907	\$46,907
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions	5000-5999: Services And Other Operating Expenditures Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions

Amount		\$1,141,676	\$1,181,064
Source		Base	Base
Budget Reference		2000-2999: Classified Personnel Salaries Portion of Support Staff Salaries-- increased supervision roles (before school, transitions, lunch, and after school)	2000-2999: Classified Personnel Salaries Portion of Support Staff Salaries-- increased supervision roles (before school, transitions, lunch, and after school)
Amount		\$342,503	\$354,319
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Portion of Support Staff Benefits-- increased supervision roles (before school, transitions, lunch, and after school)	3000-3999: Employee Benefits Portion of Support Staff Benefits-- increased supervision roles (before school, transitions, lunch, and after school)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 8

The GPA campus will be safe, secure, clean, welcoming, well-maintained, and have instructional and extra-curricular facilities that are reasonably equivalent to facilities of neighborhood schools GPA students might otherwise attend.

(GPA Charter Outcome #3)

The GPA campus will be a safe and engaging space for students and the student attendance rate will be high.

GPA will regularly evaluate the status of the school's instructional resources, including print and electronic, and adjust spending in these areas to ensure students have easy and regular access to standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities: (GPA Charter Outcome #3)

Identified Need:

Students need to attend school regularly to learn and perform at their best.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">Annual Average Daily Attendance = 95% or higher	<ul style="list-style-type: none">Annual Average Daily Attendance = 95% or higher	<ul style="list-style-type: none">Annual Average Daily Attendance = 95% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building. 	<ul style="list-style-type: none"> District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building. 	<ul style="list-style-type: none"> District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming.
- GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.
- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.
- All staff members will assist with active campus supervision before school,

2018-19 Actions/Services

- GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming.
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2019-20 Actions/Services

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- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.
- All staff members will assist with active campus supervision before school,

after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.
- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards.

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- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$68,703	\$213,756	\$221,131
Source		Base	Base
Budget Reference	Custodial team's salaries and benefits	2000-2999: Classified Personnel Salaries Custodial team salaries	2000-2999: Classified Personnel Salaries Custodial team salaries

Amount	\$169,317	\$64,127	\$66,339
Source		Base	Base
Budget Reference	Before and after school supervisors; portion of teacher's and support staff's salaries and benefits	3000-3999: Employee Benefits Custodial team benefits	3000-3999: Employee Benefits Custodial team benefits
Amount	\$26,523	\$50,356	\$50,356
Source		Base	Base
Budget Reference	Office of Student Affairs home visits	5000-5999: Services And Other Operating Expenditures Office of Student Affairs home visits	5000-5999: Services And Other Operating Expenditures Office of Student Affairs home visits
Amount	\$8,818	\$13,357	\$13,818
Source		Base	Base
Budget Reference	Chief Business Officer salary and benefits	2000-2999: Classified Personnel Salaries Staff Salaries--Home Visits to ensure high attendance for all students	2000-2999: Classified Personnel Salaries Staff Salaries--Home Visits to ensure high attendance for all students
Amount	\$1,724	\$4,007	\$4,145
Source		Base	Base
Budget Reference	Destiny library and textbook manager fee	3000-3999: Employee Benefits Staff Benefits--Home Visits to ensure high attendance for all students	3000-3999: Employee Benefits Staff Benefits--Home Visits to ensure high attendance for all students
Amount	\$6,875	\$47,088	\$48,713
Source		Base	Base
Budget Reference	APEX Learning	1000-1999: Certificated Personnel Salaries Portion of Chief Business Officer Salary	1000-1999: Certificated Personnel Salaries Portion of Chief Business Officer Salary

Amount		\$11,772	\$12,178
Source		Base	Base
Budget Reference	ALEKS tutoring and assessment	3000-3999: Employee Benefits Portion of Chief Business Officer Benefits	3000-3999: Employee Benefits Portion of Chief Business Officer Benefits
Amount	\$4,774	\$7,500	\$7,500
Source		Base	Base
Budget Reference	Learning Upgrade -	4000-4999: Books And Supplies Learning Upgrade	4000-4999: Books And Supplies Learning Upgrade
Amount	\$7,947	\$41,470	\$41,470
Source		Base	Base
Budget Reference	Rosetta Stone	2000-2999: Classified Personnel Salaries Encore Staff Salaries	2000-2999: Classified Personnel Salaries Encore Staff Salaries
Amount		\$430,393	\$430,393
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Classroom supplies to increase student engagement	4000-4999: Books And Supplies Classroom supplies to increase student engagement

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 9

(GPA Charter Outcome #4)

GPA will engage high quality teachers as evidenced by being fully credentialed.

(GPA Charter Outcome #5)

GPA will engage High Quality teachers as evidenced by years of teaching experience.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: (GPA Charter Outcome #4 and #5)

Identified Need:

Local and National research show that teacher quality is the most important within school factor influencing the achievement of students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">Annual Percentage of Fully Credentialed Teachers = 95%Annual Average Years of Experience for GPA teachers greater than or equal to 5	<ul style="list-style-type: none">Annual Percentage of Fully Credentialed Teachers = 95%Annual Average Years of Experience for GPA teachers greater than or equal to 5	<ul style="list-style-type: none">Annual Percentage of Fully Credentialed Teachers = 95%Annual Average Years of Experience for GPA teachers greater than or equal to 5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

- GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.
- All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

- GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.
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- All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,390	\$152,206	\$157,457
Source		Base	Base
Budget Reference	HR/Talent Services' salaries and benefits	2000-2999: Classified Personnel Salaries HR/Talent Services' salaries	2000-2999: Classified Personnel Salaries HR/Talent Services' salaries
Amount	\$600	\$45,662	\$47,237
Source		Base	Base
Budget Reference	EdJoin fees	3000-3999: Employee Benefits HR/Talent Services' benefits	3000-3999: Employee Benefits HR/Talent Services' benefits
Amount		\$750	\$750
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures EdJoin fees	5000-5999: Services And Other Operating Expenditures EdJoin fees

Amount		\$90,774	\$90,774
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures Professional development materials, instructional consultants, and Classroom Supplies	5000-5999: Services And Other Operating Expenditures Professional development materials, instructional consultants, and Classroom Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 10

(GPA Charter Outcome #6)

GPA students will have access to college role models through UCSD interns and tutors serving on site and providing tutoring and program support.

(GPA Charter Outcome #7)

Students who receive below a 2.5 GPA at the first reporting period or a "D" or "F" in a core content area will be highly encouraged to attend one or more intervention programs throughout the year, including After School tutoring, Saturday tutoring, Winter Intersession, Spring Intersession, or Summer School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: (GPA Charter Outcome #6 and #7)

Identified Need:

Not all students entering GPA are prepared adequately to engage in the rigorous curriculum that has been implemented. Therefore, to the degree necessary, GPA will provide a wide range of academic and social support, "scaffolds" (Alvarez & Mehan, 2005), to students so that they can be successful in our high expectations learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">Tutor and intern sign-in sheets will demonstrate a minimum of 40	<ul style="list-style-type: none">Tutor and intern sign-in sheets will demonstrate a minimum of 40	<ul style="list-style-type: none">Tutor and intern sign-in sheets will demonstrate a minimum of 40

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings.</p> <ul style="list-style-type: none"> Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000 hours is reached. 	<p>UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings.</p> <ul style="list-style-type: none"> Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000 hours is reached. 	<p>UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings.</p> <ul style="list-style-type: none"> Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000 hours is reached.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.
- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.
- One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed

2018-19 Actions/Services

- Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.
- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.
- One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed

2019-20 Actions/Services

- Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.
- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.
- One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed

class work, and stay engaged with their academic goals.

class work, and stay engaged with their academic goals.

class work, and stay engaged with their academic goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,009	\$22,880	\$23,669
Source		Base	Base
Budget Reference	Operational resource teacher's salary and benefits	2000-2999: Classified Personnel Salaries Business Office Support Staff Salaries	2000-2999: Classified Personnel Salaries Business Office Support Staff Salaries
Amount	\$52,619	\$6,864	\$7,101
Source		Base	Base
Budget Reference	Summer and spring break sessions	3000-3999: Employee Benefits Business Office Support Staff Benefits	3000-3999: Employee Benefits Business Office Support Staff Benefits
Amount	\$11,206	\$25,480	\$26,359
Source		Base	Base
Budget Reference	Portion of counselors' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of counselors' salaries	1000-1999: Certificated Personnel Salaries Portion of counselors' salaries
Amount	\$5,268	\$7,644	\$7,908
Source		Base	Base
Budget Reference	Site Technician's salary and benefits	3000-3999: Employee Benefits Portion of counselors' benefits	3000-3999: Employee Benefits Portion of counselors' benefits

Amount	\$10,180	\$5,846	\$6,047
Source		Base	Base
Budget Reference	Assistant Directors' salaries and benefits	2000-2999: Classified Personnel Salaries Portion of Site Technician's Salary	2000-2999: Classified Personnel Salaries Portion of Site Technician's Salary
Amount		\$1,754	\$1,814
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Portion of Site Technician's Benefits	3000-3999: Employee Benefits Portion of Site Technician's Benefits
Amount		\$10,920	\$11,296
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' Salary	1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' Salary
Amount		\$3,276	\$3,389
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Portion of Assistant Directors' Benefits	3000-3999: Employee Benefits Portion of Assistant Directors' Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 11

(GPA Charter Outcome #8)

GPA will provide each senior with all of the supports necessary to graduate at the end of their senior year with their classmates.

(GPA Charter Outcome #9)

GPA will ensure ALL students have a strong commitment, are well informed, and are fully supported in earning a high school diploma "on time" with their 9th grade cohort.

(GPA Charter Outcome # 10)

GPA will provide all students with the opportunity and support necessary to complete the rigorous A-G curriculum required for admission to universities in the UC/CSU systems.

(GPA Charter Outcome #11)

GPA will provide all students with the opportunity and support necessary to complete at least one Advanced Placement course during their high school years.

(GPA Charter Outcome #12)

GPA will provide all seniors with the support necessary to gain admission to a 2- or 4-year college after graduation.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	(GPA Charter Outcome #8, #9, #10, #11, and #12)

Identified Need:

GPA believes that all students should have access to a college going curriculum and to the degree necessary be provided the scaffolds and supports to be successful in a high expectation environment. In order to graduate from GPA, all students must complete a rigorous course of study, including at least one Advanced Placement (AP) course and completing the “A-G” coursework required for admission to the UC/CSU systems.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none">• GPA Counselors will annually track and support each student’s progress in completing all of the school’s graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates.• Four-Year Cohort Graduation Data, as provided in Adequate Yearly Progress Reports from the California Department of	<ul style="list-style-type: none">• GPA Counselors will annually track and support each student’s progress in completing all of the school’s graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates.• Four-Year Cohort Graduation Data, as provided in Adequate Yearly Progress Reports from the California Department of	<ul style="list-style-type: none">• GPA Counselors will annually track and support each student’s progress in completing all of the school’s graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates.• Four-Year Cohort Graduation Data, as provided in Adequate Yearly Progress Reports from the California Department of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p>	<p>Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p>	<p>Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p> <ul style="list-style-type: none"> Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.</p>	<ul style="list-style-type: none"> GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.</p>	<ul style="list-style-type: none"> GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. <p>*Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff.
- For any senior who has not yet passed the CAHSEE, a team of staff members will be formed to provide tutoring to ensure the test will be passed during the senior year.
- Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member

2018-19 Actions/Services

- A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff.
- For any senior who has not yet passed the CAHSEE, a team of staff members will be formed to provide tutoring to ensure the test will be passed during the senior year.
- Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member

2019-20 Actions/Services

- A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff.
- For any senior who has not yet passed the CAHSEE, a team of staff members will be formed to provide tutoring to ensure the test will be passed during the senior year.
- Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member

after school or during one of the intersessions.

- All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

after school or during one of the intersessions.

- All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

after school or during one of the intersessions.

- All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,523	\$66,150	\$68,432
Source		Base	Base
Budget Reference	Senior Counselor's salary and benefits	1000-1999: Certificated Personnel Salaries Counselors' Salaries	1000-1999: Certificated Personnel Salaries Counselors' Salaries
Amount	\$11,560	\$119,358	\$123,476
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Senior teachers' salaries and benefits	1000-1999: Certificated Personnel Salaries Counselors' Salaries	2000-2999: Classified Personnel Salaries Counselors' Salaries
Amount	\$7,847	\$30,872	\$31,937
Source		Base	Base
Budget Reference	Counseling team's salaries and benefits	2000-2999: Classified Personnel Salaries Counseling Support Staff Salaries	2000-2999: Classified Personnel Salaries Counseling Support Staff Salaries

Amount	\$6,707	\$29,106	\$30,111
Source		Base	Base
Budget Reference	Counseling team preparing plans for middle school transition	3000-3999: Employee Benefits Counselors and Support Staff Benefits	3000-3999: Employee Benefits Counselors and Support Staff Benefits
Amount	\$7,847	\$35,807	\$37,043
Source		Supplemental and Concentration	Supplementary Programs - Specialized Secondary
Budget Reference	Counseling team for A-G review	3000-3999: Employee Benefits Counselors and Support Staff Benefits	3000-3999: Employee Benefits Counselors and Support Staff Benefits
Amount	\$790		
Budget Reference	AP By The Sea		
Amount	\$6,707		
Budget Reference	Staffing costs for AP Study Nights		
Amount	\$61,577		
Budget Reference	College Counselor's salary for college preparation		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,291,512.00

Percentage to Increase or Improve Services

21.6%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gompers Preparatory Academy estimates the level of unduplicated pupils for the LCAP year (2018-19) will be similar to the previous year, which is 86%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be \$2,291,512.00. As a charter school, funds will be spent LEA – wide. The funds will be used to increase and expand services for English Learners, low-income students and foster youth. The services include:

- expanding services provided by support staff
- purchase additional supplemental resources,
- purchasing curriculum to enhance development and improve conditions for targeted subgroups
- targeted professional development
- additional time for teachers and other staff as needed

These school-wide services are principally directed toward the 86% of unduplicated pupils and are effective in meeting the LEA's goals for its unduplicated pupils in the state and any local priority areas.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$2,016,245	20.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gompers Preparatory Academy estimates the level of unduplicated pupils for the LCAP year (2017-18) will be the same as in the previous year, which is 90%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be \$1,932,276. As a charter school, funds will be spent district/LEA – wide. The funds will be used to increase and expand services for English Learners, low-income students and foster youth. The services include:

- expanding services provided by support staff
- purchase additional supplemental resources,
- purchasing curriculum to enhance development and improve conditions for targeted subgroups
- targeted professional development
- additional time for teachers and other staff as needed

As stated in the previous section, Gompers Preparatory Academy estimates level of unduplicated pupils for the LCAP year (2017-18) to be 90%. The estimated minimum proportionality percentage is 20.48% Students who are considered English Learners, low-income students and foster youth will receive services above what is being provided to the general student population.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,106,195.65	10,555,275.31	1,106,195.65	10,552,657.31	11,405,541.98	23,064,394.94
	1,106,195.65	0.00	1,106,195.65	0.00	0.00	1,106,195.65
Base	0.00	6,082,270.00	0.00	6,173,263.00	6,911,700.00	13,084,963.00
Lottery	0.00	24,947.00	0.00	24,947.00	26,195.00	51,142.00
Special Education	0.00	750,078.61	0.00	1,064,623.31	1,079,967.98	2,144,591.29
Supplemental and Concentration	0.00	3,060,131.70	0.00	2,673,689.00	2,735,047.00	5,408,736.00
Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	0.00	37,043.00	37,043.00
Title I	0.00	547,074.00	0.00	525,361.00	524,815.00	1,050,176.00
Title II	0.00	90,774.00	0.00	90,774.00	90,774.00	181,548.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,106,195.65	10,555,275.31	1,106,195.65	10,552,657.31	11,405,541.98	23,064,394.94
	1,106,195.65	0.00	1,106,195.65	0.00	0.00	1,106,195.65
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	75,977.00	75,977.00
1000-1999: Certificated Personnel Salaries	0.00	5,109,415.50	0.00	4,766,196.50	5,147,977.93	9,914,174.43
2000-2999: Classified Personnel Salaries	0.00	2,213,311.70	0.00	2,472,002.70	2,658,223.90	5,130,226.60
3000-3999: Employee Benefits	0.00	2,136,262.11	0.00	2,146,274.11	2,367,092.15	4,513,366.26
4000-4999: Books And Supplies	0.00	556,956.00	0.00	628,854.00	614,906.00	1,243,760.00
5000-5999: Services And Other Operating Expenditures	0.00	539,330.00	0.00	539,330.00	541,365.00	1,080,695.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,106,195.65	10,555,275.31	1,106,195.65	10,552,657.31	11,405,541.98	23,064,394.94
		1,106,195.65	0.00	1,106,195.65	0.00	0.00	1,106,195.65
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	75,977.00	75,977.00
1000-1999: Certificated Personnel Salaries	Base	0.00	2,392,406.00	0.00	2,320,028.00	2,745,737.00	5,065,765.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	410,530.50	0.00	410,530.50	412,687.93	823,218.43
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	1,911,555.00	0.00	1,640,714.00	1,594,629.00	3,235,343.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	394,924.00	0.00	394,924.00	394,924.00	789,848.00
2000-2999: Classified Personnel Salaries	Base	0.00	1,811,067.00	0.00	1,880,169.00	1,944,726.00	3,824,895.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	314,544.70	315,915.90	630,460.60
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	402,244.70	0.00	277,289.00	397,582.00	674,871.00
3000-3999: Employee Benefits	Base	0.00	1,244,404.00	0.00	1,266,775.00	1,454,165.00	2,720,940.00
3000-3999: Employee Benefits	Special Education	0.00	206,765.11	0.00	206,765.11	218,581.15	425,346.26
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	562,943.00	0.00	572,297.00	557,412.00	1,129,709.00
3000-3999: Employee Benefits	Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	0.00	37,043.00	37,043.00
3000-3999: Employee Benefits	Title I	0.00	122,150.00	0.00	100,437.00	99,891.00	200,328.00
4000-4999: Books And Supplies	Base	0.00	524,226.00	0.00	596,124.00	580,928.00	1,177,052.00
4000-4999: Books And Supplies	Lottery	0.00	24,947.00	0.00	24,947.00	26,195.00	51,142.00
4000-4999: Books And Supplies	Special Education	0.00	7,783.00	0.00	7,783.00	7,783.00	15,566.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	110,167.00	0.00	110,167.00	110,167.00	220,334.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	125,000.00	0.00	125,000.00	125,000.00	250,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	183,389.00	0.00	183,389.00	185,424.00	368,813.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	30,000.00	0.00	30,000.00	30,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	90,774.00	0.00	90,774.00	90,774.00	181,548.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	69,508.53	1,141,367.00	69,508.53	1,141,367.00	1,190,334.00	2,401,209.53
Goal 2	69,508.53	952,908.00	69,508.53	952,908.00	994,527.00	2,016,943.53
Goal 3	69,508.53	3,994,278.00	69,508.53	3,994,278.00	4,645,416.00	8,709,202.53
Goal 4	18,635.53	60,758.00	18,635.53	60,758.00	65,022.00	144,415.53
Goal 5	69,508.53	1,064,623.31	69,508.53	1,064,623.31	1,079,967.98	2,214,099.82
Goal 6	2,809.00	27,893.00	2,809.00	27,893.00	28,273.00	58,975.00
Goal 7	219,206.00	1,771,655.00	219,206.00	1,771,655.00	1,831,159.00	3,822,020.00
Goal 8	294,681.00	886,444.00	294,681.00	883,826.00	896,043.00	2,074,550.00
Goal 9	75,990.00	289,392.00	75,990.00	289,392.00	296,218.00	661,600.00
Goal 10	91,282.00	84,664.00	91,282.00	84,664.00	87,583.00	263,529.00
Goal 11	125,558.00	281,293.00	125,558.00	281,293.00	290,999.00	697,850.00

* Totals based on expenditure amounts in goal and annual update sections.



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix B:

Active Corporation Statutes and Articles of Incorporation

Alex Padilla
California Secretary of State

Business Search - Entity Detail

The California Business Search is updated daily and reflects work processed through Wednesday, December 12, 2018. Please refer to document [Processing Times](#) for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity. Not all images are available online.

C3117143 GOMPERS PREPARATORY ACADEMY

Registration Date:	10/15/2008
Jurisdiction:	CALIFORNIA
Entity Type:	DOMESTIC NONPROFIT
Status:	ACTIVE
Agent for Service of Process:	JENNY PARSONS 1005 47TH STREET SAN DIEGO CA 92102
Entity Address:	1005 47TH STREET SAN DIEGO CA 92102
Entity Mailing Address:	1005 47TH STREET SAN DIEGO CA 92102

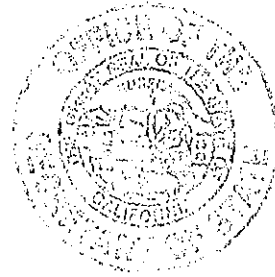
A Statement of Information is due EVERY EVEN-NUMBERED year beginning five months before and through the end of October.

Document Type	↕	File Date	↕	PDF
SI-COMPLETE		02/06/2018		
SI-COMPLETE		09/16/2014		
MERGER		06/21/2010		
AMENDMENT		03/16/2010		
REGISTRATION		10/15/2008		

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code [section 2114](#) for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to [Name Availability](#).
- If the image is not available online, for information on ordering a copy refer to [Information Requests](#).
- For information on ordering certificates, status reports, certified copies of documents and copies of documents not currently available in the Business Search or to request a more extensive search for records, refer to [Information Requests](#).
- For help with searching an entity name, refer to [Search Tips](#).
- For descriptions of the various fields and status types, refer to [Frequently Asked Questions](#).

[Modify Search](#)[New Search](#)[Back to Search Results](#)



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State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

OCT 21 2008

DEBRA BOWEN
Secretary of State

**ARTICLES OF INCORPORATION
OF
GOMPERS PREPARATORY ACADEMY
A California Nonprofit Public Benefit Corporation**

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

OCT 15 2008

I. CORPORATE NAME

The name of this corporation is Gompers Preparatory Academy.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purposes of this corporation are:

(1) to manage, operate, guide, direct and promote Gompers Preparatory Academy, a California public school, and

(2) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process is:

Jennifer Parsons
Gompers Charter Middle School
1005 47th Street
San Diego, California 92102

IV. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for charitable and public purposes within the meaning of the Internal Revenue Code section 501(c)(3).

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.


C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (b) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

V. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code.

Dated: 10/15/08



Vincent Riveroll, Incorporator





GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix C:

By Laws

**RESOLUTIONS
OF
THE BOARD OF DIRECTORS
OF
GOMPERS PREPARATORY ACADEMY
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

ADOPTION OF BYLAWS

WHEREAS, the Board of Directors ("Board") has received and reviewed the proposed set of bylaws for the regulation of the affairs of this Corporation;

RESOLVED, that the bylaws of this Corporation reviewed by the Board of Directors are hereby approved and adopted; and

RESOLVED, FURTHER, that the secretary of this Corporation is hereby authorized and directed to execute a certificate of the adoption of the bylaws and to insert the certified bylaws in the minute book of this Corporation and to keep a copy of the bylaws at the principal executive office in California of this Corporation.

STAGGERED BOARD TERMS

WHEREAS, Article IV, paragraph 2 of the bylaws of this Corporation provides that the initial terms of the directors of this Board are to be staggered in accordance with a schedule of the terms of the directors adopted by the Board;

WHEREAS, the Board has been presented with and considered the proposed schedule of the terms of the directors which is attached hereto, and the Board desires to adopt such schedule;

RESOLVED, that the initial terms of the directors of this Board shall be staggered in accordance with the schedule of the terms of the directors attached hereto.

ELECTION OF OFFICERS

WHEREAS, the Board has considered nominations for the offices of Chair, Vice Chair, Secretary, and Chief Financial Officer (Treasurer) of the Corporation;

RESOLVED, that the following persons are hereby elected to the offices set forth opposite their respective names:

Chair *Cecil H. Steppe*
Vice Chair *Winifred Hudgies*

Secretary *Vincent Riveroll*
CFO/Treasurer *Peter Chodsko*

RESOLVED, FURTHER, that such officers shall serve until their resignations are accepted and/or their successors are elected and qualified.

AGENT FOR SERVICE OF PROCESS

WHEREAS, the Board has considered possible agents for service of process;

RESOLVED, that Jennifer Parsons, who was named as the initial agent for service of process in the Corporation's Articles of Incorporation, is hereby confirmed as the Corporation's agent for the purpose of accepting service of process on the Corporation, and she shall serve as such agent until she resigns or a new agent for service of process is designated by the Board.

PAYMENT OF EXPENSES

WHEREAS, the Board has considered the issue of payment of the expenses associated with incorporation and organization of the Corporation;

RESOLVED, that the officers of this Corporation be, and they hereby are, authorized and directed to pay the expenses of the incorporation and organization of this Corporation, and to reimburse those persons who may have advanced the cost of such expenses on behalf of this Corporation.

BANK ACCOUNTS

WHEREAS, the Board has considered the issue of a bank account for the Corporation; and

WHEREAS, it is deemed to be in the best interests of the Corporation to open one or more such bank accounts;

RESOLVED, that the officers of the Corporation be, and they hereby are, authorized and directed to open one or more accounts on behalf of the Corporation at one or more banks as they may, in their discretion, deem necessary or desirable;

RESOLVED, FURTHER, that such officers are hereby authorized to execute and deliver the standard form of resolutions required by such financial institution(s) for opening corporate bank accounts,

which resolutions shall specify the types of accounts and the persons and manner of signing of such persons authorized to draw on the accounts, and that the secretary of this Corporation is hereby authorized and directed to execute the Certificate of Secretary included with such resolutions and to affix the corporate seal of this Corporation thereto if so required, and that such standard form of resolutions are hereby adopted as the resolutions of the Board as if set forth in full herein; and

RESOLVED, FURTHER, that the secretary of this Corporation is hereby directed to insert a copy of such standard form of resolutions and the Certificate of Secretary included therewith in the minute book of this Corporation immediately following these resolutions.

APPLICATIONS FOR TAX EXEMPTION

WHEREAS, the Board has considered the benefits of obtaining federal and California exemptions from tax for the Corporation; and

WHEREAS, it is deemed to be in the best interest of the Corporation to apply for and obtain federal and California tax exemptions for the Corporation;

RESOLVED, that the officers of the Corporation be, and they are hereby are, authorized and directed to make or cause to be made, on behalf of the Corporation, application for federal and California tax-exempt status for the Corporation; and

RESOLVED, FURTHER, that the officers of this Corporation be, and hereby are, authorized and directed to execute and deliver, on behalf of the Corporation, the required applications, documents and instruments for obtaining federal and California tax-exempt status, and to take all such other action as they may deem necessary or appropriate in order to obtain federal and California tax exemptions for the Corporation.

EMPLOYER IDENTIFICATION NUMBER

WHEREAS, the Board believes that it is in the Corporation's best interests to obtain a federal employer identification number;

RESOLVED, that the Corporation's officers are authorized and directed to make such filings and applications as are necessary to secure for the Corporation a federal employer identification number.

**FILING OF STATEMENT OF INFORMATION
WITH THE CALIFORNIA SECRETARY OF STATE**

WHEREAS, the Board believes that it is in the Corporation's best interests to file a Statement of Information with the California Secretary of State;

RESOLVED, that the officers of the Corporation be, and they hereby are, authorized and directed to make, or cause to be made, and filed with the California Secretary of State on behalf of the Corporation, a Statement of Information;

RESOLVED, FURTHER, that the officers of this Corporation be, and hereby are, authorized and directed to execute and deliver, on behalf of the Corporation, any and all such documents and instruments as are necessary, and to take all such other action as they may deem necessary or appropriate to effectuate the filing of the above-referenced documents for the Corporation.

PREPARATION OF CONFLICT OF INTEREST CODE

WHEREAS, the Board has considered the necessity of adopting a Conflict of Interest Code for the Corporation consistent with California law; and

WHEREAS, it is deemed to be in the best interest of the Corporation to authorize the preparation of a Conflict of Interest Code for the Corporation consistent with California for consideration by this Board;

RESOLVED, that the officers of the Corporation be, and they are hereby are, authorized and directed to prepare or cause to be prepared a Conflict of Interest Code for the Corporation consistent with California law for consideration by this Board; and

RESOLVED, FURTHER, that the officers of this Corporation be, and hereby are, authorized and directed to present to this Board for its consideration a Conflict of Interest Code for the Corporation consistent with California law.

RATIFICATION OF ORGANIZATIONAL ACTIONS

WHEREAS, the Board desires to acknowledge, confirm and ratify (i) the actions of the incorporator of this Corporation, (ii) the preparation and submission of the charter petition for the charter high school known as "Gompers Preparatory Academy" ("School"), (iii) the appointment and engagement of Procopio, Cory, Hargreaves & Savitch LLP as legal counsel for this Corporation, (iv) entering into such agreements, contracts and arrangements (including, without limitation, employment of personnel) in connection with the opening of the School and commencement of the 2009-2010 academic year, and (v) such other actions as have been take on behalf of this Corporation since its initial incorporation;

RESOLVED, the Board hereby acknowledges, confirms and ratifies (i) the actions of the incorporators of this Corporation, (ii) the preparation and submission of the charter petition for the charter high school known as "Gompers Preparatory Academy" ("School"), (iii) the appointment and engagement of Procopio, Cory, Hargreaves & Savitch LLP as legal counsel for this Corporation, (iv) entering into such agreements, contracts and arrangements (including, without limitation, employment of personnel) in connection with the opening of the School and commencement of the 2009-2010 academic year, and (v) such other actions as have been take on behalf of this Corporation since its initial incorporation.

GENERAL AUTHORIZATION

WHEREAS, the Board desires that the officers of this Corporation effectuate all of the foregoing resolutions;

RESOLVED, that any one or more officers of this Corporation be, and hereby are, authorized and directed, on behalf of this Corporation, to execute and deliver all such documents and to take all such actions as they may deem necessary or appropriate in order to carry out and accomplish all of the purposes of these resolutions, and that any actions taken by officers or staff of the Corporation prior to the date of this resolution in order to carry out and accomplish all the purposes of these resolutions is hereby ratified and confirmed.

The Secretary of this Corporation is hereby directed to file these resolutions adopted hereby with the minutes of the proceedings of the Board of Directors.

ADOPTED, PASSED AND APPROVED on May 23, 2009, at a regular meeting of the Board of Directors duly called and held, at which a quorum was present and acting throughout, by the following vote:

AYES:

NOES:

ABSTAIN/ABSENT:

By: Cecil H. Steppe
Chair, Board of Directors

ATTEST:

By: [Signature]
Secretary to the Board of Directors

GOMPERS PREPARATORY ACADEMY

Board of Directors Rotation

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
3 PARENTS	Michelle Evans 2 year Appointee (2 nd Term)	3 year Appointee			3 Year Appointee	
	Mari Cruz Avalos 1 Year Appointee (1 st Term)	1 Year Appointee	3 Year Appointee			3 Year Appointee
	Winifred Hudgies 3 Year Appointee (1 st Term)			3 Year Appointee		
3 ACADEMIC LEADERS	Kimiko Fukuda 2 Year Appointee (2 nd Term)	3 Year Appointee			3 Year Appointee	
	Pete Chodzko 1 Year Appointee (1 st Term)	2 Year Appointee		3 Year Appointee		
	Najib Mesdaq 2 Year Appointee (1 st Term)		3 Year Appointee			3 Year Appointee
3 COMMUNITY MEMBERS	Cecil H. Steppe 3 Year Appointee (2 nd Term)			3 Year Appointee		
	David Valladolid 4 Year Appointee (1 st Term)	3 Year Appointee			3 Year Appointee	
	Dede Alpert 3 Year Appointee (2 nd Term)			2 Year Appointee		3 Year Appointee
PUBLIC SAFETY OFFICER	3 Year Appointee			3 Year Appointee		
UCSD	Bud Mehan 5 Year Appointee (1 st Term)		3 Year Appointee			3 Year Appointee
UCSD	Cecil Lytle 5 Year Appointee (1 st Term)		1 Year Appointee	3 Year Appointee		
UCSD	Rafael Hernandez 2 Year Appointee (2 nd Term)	3 Year Appointee			3 Year Appointee	
DIRECTOR	Vincent Riveroll Permanent Appointee (Ex-Officio)					
BUSINESS LEADER	Scott Himmelstein 1 Year Appointee (1 st Term)	3 Year Appointee			3 Year Appointee	
BUSINESS LEADER	Tyler Cramer 2 Year Appointee (1 st Term)		3 Year Appointee			3 Year Appointee

GOMPERS PREPARATORY ACADEMY

BYLAWS (May 23, 2009)

I. Definition

Gompers Preparatory Academy (GPA) Bylaws is the governing document for the Board of Directors

1. Adopted by the Board of Directors on May 23, 2009, at a meeting of the Board of Directors duly called and held;
2. May be amended by majority vote of serving members;
3. Bylaws must be available for public inspection.

II. Amendments

These Governance Bylaws may be amended or replaced and new Bylaws adopted by the vote of the majority of the members of the Board of Directors then in office. No Bylaws may be adopted and no existing Bylaws may be amended or repealed by the Board of Directors at the meeting at which such adoption, amendment or repeal is first proposed. All proposed amendments, revisions, or additions to the Bylaws must be submitted in writing to each Member of the Board of Directors at least two weeks prior to the date on which a vote may be taken on same.

III. Board Responsibilities

1. Set and review policies and procedures for the effective governance of GPA;
2. Conduct annual review of GPA Director;
3. Prepare and approve annual budget;
4. Inspect quarterly updates of annual budget;
5. Conduct annual fundraising activities;
6. Liaison between GPA and San Diego City Schools;
7. Liaison between School and community;
8. Protect and preserve the proper interests of all stakeholders;
9. Assist Director to prepare periodic reports to the Western Association of Schools and Colleges (WASC);
10. Prepare an annual report and send it to each Board member and make available to the public not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformance with the requirements of the California Non-Profit benefit Corporation law as it may be in effect from time to time.

IV. Membership

1. Membership of the Board of Directors must reflect a balance between the teaching and/or academic leadership staff, the greater community, parents, and the University of California San Diego (UCSD). There shall be no less than twelve (12) members and no more than seventeen (17) members;
 - a. No less than three (3) academic members involving one (1) Academic Leader Associated with GPA and two (2) teachers at GPA. Teachers and academic leadership personnel must recuse themselves during considerations of conditions of employment;
 - b. No less than three (3) members drawn from the greater community;
 - c. No less than three (3) current or recent parents/guardians of GPA students;
 - d. No less than three (3) members from UCSD;
 - e. The GPA Director is a voting member of the Board of Directors. The Director must recuse himself/herself during review of the Director's service;
2. Directors shall hold office for a term of three (3) years or until a successor has been elected; provided that the initial terms of the directors in the groups of directors described in Article IV, paragraph 1, subparagraphs a. through d. shall be staggered to ensure overlapping terms in each category in accordance with the schedule of the terms of the directors adopted at the initial meeting of GPA;
3. Members of the Board and its committees shall receive no compensation for their services. No Member shall be personally liable for debts, liabilities, or obligations of the School;
4. Any Member may resign at any time by giving written notice of resignation to the Board Chair. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective;
5. Three (3) unexcused absences at regular meetings within a calendar year constitutes automatic expulsion from the Board of Directors;
6. Vacancies and new members are considered by the Board Affairs Committee and presented to the BoD for possible approval;
7. The appointment of new members in each category requires a majority vote of sitting members.

V. Conflict of Interest

Members are admonished to be aware of the actual or appearance of conflicts of interests as specified in the Articles of Incorporation. BoD Counsel will serve as the final arbiter of conflict of interest matters.

VI. Board Officers

1. Board Chair

- a. As the Officiary of the Board, the Board Chair communicates with the Director on matters of school policy;
- b. The Board Chair consults with the Director about issues to be considered by the Board and works with the Executive Committee to prepare Board meeting agendas;
- c. The Chair also insures that notice of meetings be given as required by bylaws, that a book of minutes be kept to record the time and place of all meetings together with the names of Board members present and the proceedings of the meetings, and that a book of resolutions be kept, recording all resolutions taken by the Board and the date of adoption;
- d. The Board Chair expedites the work of the Board and keeps Board committees on schedule. Along with the Director, the Board Chair speaks for the School to its constituencies.

2. Vice Chair

- a. In the absence of the Chair, the Vice Chair shall act and perform all duties of the Chair, and when so acting shall have all powers of, and be subject to, all the restrictions upon the Chair as provided by the Bylaws.

VII. Meetings

Regular meetings of the Board of Directors are set for the third Tuesday (5:00-7:00 PM) of each month

1. All meeting of the Board of Directors of GPA are public meetings as specified in the Brown Act;
2. Unless specified, BoD meetings will occur at Gompers Preparatory Academy;
3. Agendas to be posted two weeks prior to meeting;
4. A quorum to conduct business shall consist of the presence of a majority of members;
5. Minutes of meetings to be posted no later than five (5) business days after monthly meetings.

VIII. Board Committees

Standing committees of the Board of Directors serve to research and elucidate issues for Board consideration. Committee membership shall consist of two or more Members and may also have as members qualified persons who are not Board Members. The Board Chair shall appoint the chair of the committees and in consultation with committee chairs, appoint Members to the committees. Committee chairs may add non-Board members to their committees after first having their nomination approved by both the Board Chair

and the Director. The Board Chair and the Director shall be ex-officio members of all committees, without vote.

Each committee shall have a written charge approved by the Board. All committee chairs shall periodically report to the Board on matters referred to them or falling within their respective fields of interest. No committee, nor any Board Member as an individual may establish policy, issue directives, or speak in the name of the Board unless expressly receiving such delegated power from the Board.

Every member of the Board shall serve on at least one Board committee.

Standing committees of the Board of Directors shall be an Executive Committee, a Finance Committee, a Development Committee, an Education Committee, a Facilities Committee, a Long-range Planning Committee, a Family & Community Environment Committee, and a Board Affairs Committee.

1. Executive Committee

The Executive Committee shall consist of the officers of the Board, plus one elected UCSD member and an elected at-large member.

(Board Chair, Vice Board Chair (or parent representative), School Director and a representative from the University)

The Executive Committee shall set the agenda for Board meetings and may develop and recommend proposals to be presented to the Board of Directors. Additionally, it shall evaluate annually the performance of the Director and present its evaluation to the full BoD.

When the Board is not in session, the Executive Committee shall have and may exercise all the powers of the Board except the power to amend the Bylaws. When the Executive Committee exercises such powers, its actions must be ratified at the next meeting of the full Board.

2. Finance Committee

The Finance Committee shall review quarterly and annual financial statements and the annual audit. In addition, it shall analyze the annual budgets proposed by the Director and make recommendations to the Board concerning amendment or approval.

The Treasurer shall chair the Finance Committee.

3. Development Committee

The Development Committee shall be responsible for all fundraising programs, including the continuance of an annual giving program as well as capital funds campaigns as authorized by the Board.

4. Education Committee

The Education Committee shall review the total education program of the School with the Director, and make such policy recommendations to the Board as may be necessary. The Education Committee is also responsible for review of school assessment procedures.

5. Facilities Committee

The Facilities Committee shall maintain liaisons with San Diego City School: in order to assist and be part of the development of the School's plant. The Facilities Committee shall make recommendations to the Board from time to time as to the needs and priorities.

The Committee shall make periodic reports to the Board on the physical condition of the present plant, and provide recommendations to the Board on facility needs, costs, time schedules and priorities for use in establishing budgets.

6. Family & Community Environment Committee (FACE)

A multi-faceted committee to advise and direct the Director on matters related to services at and outside of GPA concerning parent, family, and student issues. FACE will advise on the activities of parent and family counseling, physical and mental health services, parent education, and related social services designed to enhance and sustain a comprehensive "culture of learning" within the GPA community.

7. Board Affairs

The Board Affairs Committee shall establish criteria and Board needs for new Members and develop a list of potential Members. Additionally, the Board Affairs Committee shall conduct the annual Board self-evaluation, function as a Bylaw review committee and make reports and recommendations as necessary.


CERTIFICATE OF ADOPTION

The undersigned does hereby certify as follows:

I am the Secretary of Gompers Preparatory Academy..

The foregoing bylaws constitute the bylaws of such corporation as duly adopted by the corporation's Board of Directors on May 23 2009

Date: May 23, 2009


_____, Secretary



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix D:

Conflict of Interest Code

**A RESOLUTION OF THE BOARD OF DIRECTORS
OF GOMPERS PREPARATORY ACADEMY
ADOPTING A CONFLICT OF INTEREST CODE**

WHEREAS, Gompers Preparatory Academy, as a California charter school ("Corporation"), is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300; and

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

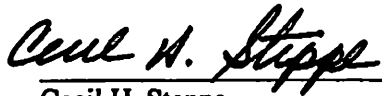
WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.
2. The CEO/President is hereby directed to open a 45-day public comment period to begin on **September 24, 2010**, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, and concurrently mailing notice to the FPPC.
3. The Conflict of Interest Code shall become effective immediately upon:
 - a. Its final approval by the Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on **November 16, 2010**; and
 - b. Its approval by the San Diego County Board of Supervisors as the code-reviewing body.
4. Upon its final approval by the Board of Directors of the Corporation, the CEO/President is hereby directed and authorized to submit a certified copy thereof to the San Diego County Board of Supervisors for approval.

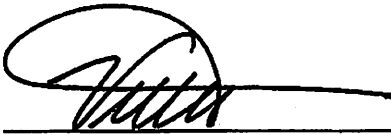
APPROVED AND ADOPTED this 21st day of September, 2010.

AYES: 6
NOES: 0
ABSENT: 5
ABSTAIN: 0



Cecil H. Steppe
President, Board of Directors
Gompers Preparatory Academy

ATTEST:



Vincent M. Riveroll
Secretary, Board of Directors
Gompers Preparatory Academy

Exhibit A

CONFLICT OF INTEREST CODE
OF
GOMPERS PREPARATORY ACADEMY

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Gompers Preparatory Academy, a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. §18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. §18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation. This Code shall take effect when approved by the FPPC, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. §18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the FPPC. Statements for all other designated employees shall be retained by the Secretary.

Reviewed and/or authorized by the Board
of Supervisors of the County of San Diego
1-25-11 Minute Order No. 14
THOMAS J. PASTUSZKA
Clerk of the Board of Supervisors
By Kathleen Barclay
Deputy Clerk

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
GOMPERS PREPARATORY ACADEMY**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Gompers Preparatory Academy, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code §83114; 2 Cal. Code of Regs. §18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code §83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Gov. Code §91003.5.

I.

Designated Employees

<u>Designated Employees</u>	<u>Disclosure Categories</u>
Members of the Board of Directors	4 through 6
Executive Director	1 through 6
Financial Consultant/Business Manager	1 through 6
Legal Counsel	4 through 6
Other Consultants ¹	--

¹ With respect to consultants, the President of the Board of Directors may determine in writing that a particular consultant, although a "designated employee," is hired to perform a range of duties that is limited in scope and thus is not required to comply with the written disclosure requirements described in these categories. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President's determination is a public record and shall be retained for public inspection by Corporation in the same manner as this Conflict of Interest Code. Nothing herein excuses any such consultant from any other provision of this Conflict of Interest Code.

II.

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County in which the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code §§ 82033 and 82035, that are within two (2) miles of any facility or real property owned or used by the Corporation or its school.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from business entities or other sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code § 82034 in any business entity, which within the last two (2) years has contracted with or in the future foreseeably may contract with the Corporation or its school to provide personnel, services, supplies, material, machinery or equipment:

(a) to the Corporation or its school, of the type utilized by the Corporation or its school, which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Corporation or its school within the last two (2) years or which in the future foreseeably may contract with the Corporation or its school to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code § 82030 which is derived from a source which within the last two (2) years has contracted with the Corporation or its school or in the future foreseeably may

contract with the Corporation or its school to provide personnel, services, supplies, materials, machinery or equipment:

(a) to the Corporation or its school, of the type utilized by the Corporation or its school, which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Corporation or its school within the last two years or which in the future foreseeably may contract with the Corporation or its school to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule C. A designated employee shall list, with respect to any business entity which operates or provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized the Corporation or its school:

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee's position with the business entity.



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 *p.* (619) 263-2171 *f.* (619) 264-4342

Appendix E:

Uniform Complaint Policy



GOMPERS PREPARATORY ACADEMY *A UCSD Partnership*

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342 www.gompersprep.org

GOMPERS PREPARATORY ACADEMY UNIFORM COMPLAINT PROCEDURES POLICY

This Uniform Complaint Procedures Policy (“UCP”) contains rules and instructions about the filing, investigation and resolution of UCP complaints regarding any alleged violation by Gompers Preparatory Academy (“GPA”) of federal or state laws or regulations governing educational programs. GPA shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations.

GPA developed this UCP pursuant to Title 5, California Code of Regulations, §§ 4600-4687 and consistent with policies and procedures adopted by our governing board. This UCP shall apply only to those complaints that fall within the scope of the UCP and are applicable to charter schools. It does not apply to complaints arising from the employment relationship, which are separately addressed by GPA’s employment policies and practices.

COMMITMENT TO RESOLVING COMPLAINTS ON SITE

Expedited Dispute Resolution: GPA is committed to resolving all complaints on site. GPA maintains an expedited dispute resolution process that may be utilized to assist in resolving complaints. Any parent, student or person directly affected by the operations and administration of GPA may bring a complaint in writing to the Director or his/her designee. If not resolved promptly and informally, the Director or designee will set up a formal meeting to discuss the issue with the involved parties within 30 days or investigate the complaint under the UCP process (if applicable). The intent of this process is to resolve the problem as quickly and simply as possible.

Complaints about Staff or Director: If there are complaints about teachers/staff, please contact the Director or Director’s designee. If there is a complaint about the Director, contact the Chairman of the GPA Board of Directors. These complaints will be investigated within 30 days and responded to within 60 work calendar days unless an extension is agreed upon in writing with the complainant. Please note: GPA may elect to complete the investigation of these complaints per the UCP process, if applicable.

COMPLAINTS UNDER THE UCP

A UCP complaint is a written and signed statement by a complainant, including a person's duly authorized representative or an interested third party, public agency, or organization, alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of GPA's Local Control and Accountability Plans ("LCAP"). A UCP complaint must be filed according to the procedures set forth herein.

Complaints Regarding Programs and Activities

Complaints of violations of state or federal law or regulations governing the following programs and activities, to the extent offered by GPA, are subject to the UCP and will be investigated by GPA:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Child Care and Development
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition
- Consolidated Categorical Aide
- Economic Impact Aid
- Every Student Succeeds Act / No Child Left Behind (2001) Programs
- Foster and Homeless Youth Services
- Migrant Education
- State Preschool
- Tobacco-Use Prevention Education

Complaints Regarding Pupil Fees

Complaints GPA has violated Education Code §§ 49010 through 49013 concerning pupil fees are subject to this UCP and will be investigated by GPA. A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code §49011. A "pupil fee" is a

fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. "Educational activities" are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints Regarding LCAP

Complaints concerning GPA's LCAP (Education Code § 52075) are subject to this UCP and will be investigated by GPA. The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF, GPA is required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code § 52060(d).

Complaints of Discrimination, Harassment, Intimidation and/or Bullying

Complaints of discrimination, harassment, intimidation, and/or bullying of a student as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, based on sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any programs or activities conducted by GPA which is funded directly by, or that received or benefits from any state financial assistance, are subject to this UCP and will be investigated by GPA. Any GPA personnel who witness an act of discrimination, harassment, intimidation or bullying, shall take immediate steps to intervene when safe to do so as required by Education Code § 234.1.

Complaints may be based on discrimination, harassment, intimidation, and/or bullying that occurs employee-to-student, student-to-student, and/or third party conduct to a student. Such complaints may also include allegations of failure to provide reasonable accommodations to a

lactating pupil on campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding pursuant to Education Code § 222.

UCP ANNUAL NOTIFICATION

GPA shall ensure annual dissemination of this UCP to all students, employees, parents or guardians of its students, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The annual UCP notice shall be in English. If 15% or more of students enrolled at GPA speak a single primary language other than English, the annual notice shall be provided in that language as well pursuant to Education Code § 48985.

This UCP shall be available in GPA's main office and copies shall be made available free of charge.

CONFIDENTIALITY AND NON-RETALIATION

Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit the distribution of information to only those persons with a need to know within the confines of GPA's reporting procedures and investigative process. GPA will make every effort to keep as confidential the identity of a complainant alleging discrimination, harassment, intimidation, or bullying.

GPA prohibits retaliation in any form for filing of a complaint or an appeal, reporting instances of noncompliance, discrimination, harassment, intimidation, and/or bullying, or for participation in the complaint-filing or investigation process. Complainants are protected from retaliation.

These confidentiality and non-retaliation requirements extend to all parties involved.

DESIGNATION OF RESPONSIBLE EMPLOYEE

GPA hereby designates the individual(s) identified below as the employee(s) responsible for receiving, investigating and responding to complaints and acting as the compliance officer(s) responsible for handling complaints under this UCP, referred to herein as the "Responsible Employee."

Paz Garcia Ramirez

Executive Assistant to Director Riveroll

1005 47th St

San Diego, CA 92102

619-263-2171

pramirez@gomperscharter.org

The Responsible Employee may designate another representative of GPA to serve in this role, who for the purposes of this UCP, shall be included within the definition of “Responsible Employee.”

In no instance shall the Responsible Employee be assigned to a complaint in which he or she has a bias or conflict of interest that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against Responsible Employee or that raises a concern about Responsible Employee’s ability to investigate the complaint fairly and without bias shall be filed with Paz Ramirez, Executive Assistant to Director Riveroll, or other appropriate GPA official, who shall determine how the complaint will be investigated.

GPA will ensure that employees assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible. The Responsible Employee may consult with legal counsel as permitted by the Director or designee.

The Responsible Employee shall determine whether interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee shall consult with the Director or designee, as appropriate, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee determines that they are no longer necessary or until GPA issues its final written decision, whichever occurs first.

All complainants are protected from retaliation.

FORMAL COMPLAINT PROCEDURES

GPA shall investigate and seek to resolve, in accordance with this UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by GPA that are subject to this UCP.

All parties involved in allegations shall be notified by the Responsible Employee when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by GPA. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a parent or guardian. A complaint form is included with these policies, but complaints do not need to be filed with this form.

If a complainant is unable to prepare a written complaint due to conditions such as disability or illiteracy, the complainant can receive assistance from GPA staff.

Complaints shall be filed with the Responsible Employee at the address provided herein. The Responsible Employee will maintain a log of complaints and subsequent related actions, in compliance with Title 5, California Code of Regulations, §§ 4631 and 4633. The Responsible Employee will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

Timing of Complaints

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. If the complaint is not timely filed, the complainant will be notified of his or her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

Pupil fee complaints shall be filed no later than one (1) year from the date the alleged violation occurred with the Responsible Employee or designee.

Anonymous Complaints

Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 49010 et seq. (pupil fees). Complaints related to LCAP compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code § 52075.

Step 2: Mediation (Optional)

Within ten (10) workdays of receiving the complaint, the Responsible Employee and complainant may mutually agree to mediation. The Responsible Employee shall make arrangements for any mutually agreed upon mediation that will allow both the complainant and GPA to present relevant evidence. The Responsible Employee shall inform the complainant that the mediation process may be terminated at any time and proceed directly to an investigation. In the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the mediator must agree to keep confidential any information obtained through mediation. If mediation resolves the complaint to the satisfaction of both parties, GPA will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend GPA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee shall have access to applicable GPA records and/or information related to the complaint allegations. As part of his or her investigation, the Responsible Employee shall do all of the following, in no specific order:

- Provide an opportunity for the complainant and/or complainant's representative and GPA's representative to present information relevant to the complaint or investigative process.
- Seek statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by the complainant or his or her representatives may result in dismissal of complaint because of a lack of evidence to support the allegation. Refusal to provide the Responsible Employee with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation by GPA or its staff may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Board Review (Optional)

GPA's Board may consider the complaint at its next regular meeting or at a special meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. Based on all the evidence obtained during the investigation, the Board may approve, modify or reject the Responsible Employee's proposed decision and issue a final decision that meets the requirements set forth herein. The Board may also decide not to hear the complaint, in which case the Responsible Employee's decision shall be final.

Step 5: Final Written Decision

The Responsible Employee shall prepare and send to the complainant a written report of the investigation and final decision within sixty (60) days of GPA's receipt of the complaint, unless extended by written agreement with the complainant. GPA's decision shall be written in English and, when required by law, in the complainant's primary language.

The decision shall include:

1. The finding(s) of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective action, if any are warranted, including, with respect to a pupil fee complaint, a remedy that comports with Education Code § 49013(d) and Title 5, California Code of Regulations, § 4600(u);
6. Notice of the complainant's right to appeal GPA's decision to the CDE; and
7. Procedures to be followed for initiating an appeal to the CDE.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

In no event shall a decision under this section include identifying information of a student or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against the student or employee. If a student or employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the student or employee was informed of GPA's expectations.

If GPA finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in our school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. If GPA finds merit in a complaint regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in GPA, the remedy shall go to the affected pupil. If GPA finds merit in a complaint regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall go to all affected pupils and parents/guardians. GPA, in good faith will engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid an unlawful pupil fee within one year prior to the filing of the complaint.

APPEAL PROCESS

A complainant may appeal GPA's decision by filing a written appeal within 15 days of receiving the decision to the California Department of Education ("CDE"). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied. The appeal must be sent to CDE with: (1) a copy of the

original locally filed complaint; and (2) a copy of GPA's decision of this original locally filed complaint.

Appeals of decisions regarding discrimination, harassment, intimidation, and/or bullying, and regarding provision of accommodations to lactating students should be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding educational program complaints or pupil fees should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding LCAP should be sent to:

California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814

Appeals of decisions regarding special education compliance should be sent to:

California Department of Education
Special Education Division - Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814

The CDE may directly intervene in the complaint without waiting for action by GPA when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which GPA has not taken action within sixty (60) days of the date the complaint was filed with GPA. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of GPA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not

apply to injunctive relief and is applicable only if GPA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, § 4622.

Uniform Complaint Procedures Form

Gompers Preparatory Academy has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Gompers Preparatory Academy shall investigate and seek to resolve complaints in accordance with the Uniform Complaint Procedures (UCP). Please complete this form, providing as much information as possible and attaching any applicable supporting documentation, to assist in the investigation of the complaint.

Information

LAST NAME OF THE COMPLAINANT		FIRST NAME OF THE COMPLAINANT	
ADDRESS (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)			
EMAIL ADDRESS		TELEPHONE NUMBER	
COMPLAINANT WILL NEED THE ASSISTANCE OF AN INTERPRETER <input type="checkbox"/> No <input type="checkbox"/> Yes (<i>specify the language to be spoken by the interpreter</i>)			
COMPLAINANT IS A: <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Employee <input type="checkbox"/> Public Agency <input type="checkbox"/> Organization			
THIS COMPLAINT IS BEING FILED ON BEHALF OF: <input type="checkbox"/> Myself <input type="checkbox"/> A student (not the complainant named above) <input type="checkbox"/> Other (<i>specify</i>)			
DATE OF ALLEGED VIOLATION		SCHOOL/OFFICE OF ALLEGED VIOLATION	

Basis of Complaint

For allegations related to any of the following programs and activities subject to the UCP:

- | | |
|--|---|
| <input type="checkbox"/> Discrimination, Harassment, Intimidation, and/or Bullying | <input type="checkbox"/> Career Technical Education |
| <input type="checkbox"/> Education for Foster Youth, Homeless Youth, Former Juvenile Court School Students, or Military Dependents | <input type="checkbox"/> Child Nutrition |
| <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind | <input type="checkbox"/> Consolidated Categorical Aid |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Reasonable Accommodations to a Lactating Student | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Other Basis from GPA UCP: _____ | <input type="checkbox"/> Sexual Harassment |
| | <input type="checkbox"/> Special Education |

For complaints alleging discrimination, harassment, intimidation, and/or bullying, indicate the actual or perceived protected characteristics upon which the alleged conduct is based:

- | | | |
|---|--|--|
| <input type="checkbox"/> Race or ethnicity | <input type="checkbox"/> Religion | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Color | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Marital status | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Nationality | <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Gender identity |
| <input type="checkbox"/> National origin | <input type="checkbox"/> Parental status | <input type="checkbox"/> Gender expression |
| <input type="checkbox"/> Immigration status | <input type="checkbox"/> Physical or mental disability | <input type="checkbox"/> Genetic information |

☐ Ethnic group identification ☐ Other

FOR OFFICE USE ONLY

Date received	Received by	Title
Investigator	Outcome	
Final written decision sent to complainant on	Appeal filed with CDE?	Yes No

names, please also identify who they are (i.e. student, staff, parent, etc.). Attach additional pages, if necessary.

Provide the **facts** about your complaint:

List the **people** involved or impacted:

List any **witnesses** or individuals who may have knowledge of the alleged acts:

Provide and/or describe the specific **location(s)** where the incident(s) occurred:

List all the **date(s) and time(s)** when the incident(s) occurred or when the alleged acts first came to your attention:

Describe any **steps** you have taken to resolve this issue before filing the complaint. If applicable, list names and titles of school and/or district staff you have contacted:

Do you have any **written documents/evidence** that you can provide that may be relevant/supportive of your complaint?

☐ No ☐ Yes, copies of the documents/evidence are attached to this complaint

Signature of Complainant

Date

GPA shall take steps to protect complainants from retaliation. Please file this complaint form and any additional documents in person or by mail with the following individual:

Paz Garcia Ramirez
1005 47th St San Diego, CA 92102
619-263-2171



GOMPERS PREPARATORY ACADEMY A UCSD Partnership

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342 www.gompersprep.org

ACADEMIA PREPARATORIA GOMPERS POLÍTICA DE PROCEDIMIENTOS UNIFORMES PARA QUEJAS

Esta Política de Procedimientos Uniformes para Quejas (a partir de ahora, la "UCP") contiene normas e instrucciones acerca de la presentación, investigación y resolución de quejas del UCP con respecto a cualquier supuesto incumplimiento por parte de Gompers Preparatory Academy (a partir de ahora, "GPA") de las leyes o regulaciones federales o estatales que rigen los programas educativos. GPA tendrá la responsabilidad principal de asegurar el cumplimiento de las leyes y regulaciones estatales y federales aplicables.

GPA desarrolló esta UCP conforme a los artículos §§ 4600-4687, Título 5, del Código de Regulaciones de California, y está en consonancia con las políticas y los procedimientos adoptados por nuestro consejo directivo. Este UCP debe aplicarse únicamente a aquellas quejas que se encuentran dentro del alcance del UCP y que corresponden a las escuelas semiautónomas. No se aplica a las quejas que surgen de relaciones de empleo, que se tratan de manera independiente por las políticas y prácticas de empleo de GPA.

COMPROMISO PARA RESOLVER QUEJAS EN LA INSTITUCIÓN

Resolución agilizada de la disputa: GPA se compromete a resolver todas las quejas en la institución.

GPA mantiene un proceso agilizado de resolución de disputas que puede utilizarse para ayudar a resolver quejas. Cualquier padre/madre, alumno o persona directamente afectada por las operaciones y la administración de GPA puede presentar una queja por escrito al Director o su persona designada. Si ésta no se resuelve de inmediato y de manera informal, el Director o la persona designada organizará una reunión formal para analizar el problema con las partes implicadas dentro de los 30 días o investigará la queja en virtud del proceso de la UCP (si corresponde). La intención de este proceso es resolver el problema de la manera más rápida y sencilla posible.

Quejas sobre el Personal o el Director: Si existen quejas sobre los maestros/el personal, comuníquese con el Director o la persona designada por este. Si existe una queja sobre el Director, comuníquese con el Presidente del Consejo Administrativo de GPA. Estas quejas se investigarán dentro de los 30 días posteriores y se responderán dentro de los 60 días hábiles, a menos que se

acuerde con el reclamante una extensión por escrito. Tenga en cuenta lo siguiente: GPA podría optar por completar la investigación de estas quejas conforme al proceso del UCP, si corresponde.

QUEJAS EN VIRTUD DE LA UCP

Una queja de la UCP es una declaración escrita y firmada por un reclamante, incluido un representante debidamente autorizado de una persona o un tercero interesado, agencia pública u organización, que alegue una infracción a las leyes o regulaciones estatales o federales, que puede incluir una alegación de discriminación, hostigamiento, intimidación y acoso escolar ilícitos o cobro de aranceles estudiantiles por participar en una actividad educativa, o el incumplimiento de los requisitos de los Planes de Contabilidad y Control Local (en adelante, el "LCAP") de GPA. Una queja del UCP debe presentarse conforme a los procedimientos establecidos en el presente documento.

Quejas relacionadas a programas y actividades

Las quejas de infracciones a las leyes o regulaciones estatales o federales que rigen a los siguientes programas y actividades, en la medida ofrecida por GPA, están sujetas al UCP y serán investigadas por GPA:

- | | |
|---|---|
| ● Educación para adultos | Vocacional |
| ● Educación y Seguridad Extracurricular | ● Nutrición infantil |
| ● Educación Vocacional Agrícola | ● Ayuda categórica consolidada |
| ● Centros de Educación para Indígenas Americanos y Evaluaciones del Programa de Educación de Niñez Temprana | ● Ayuda de impacto económico |
| ● Educación bilingüe | ● Ley "Every Student Succeeds" (Todos los alumnos triunfan) / Programas "No Child Left Behind" (Que ningún niño se quede atrás)(2001) |
| ● Programas de Revisión y Asistencia de Pares de California para Maestros | ● Servicios Juveniles para Alumnos Adoptivos y sin hogar |
| ● Cuidado y Desarrollo Infantil | ● Educación para inmigrantes |
| ● Centros y Programas Profesionales Regionales | ● Preescolar estatal |
| ● Planes de seguridad escolar | ● Educación para la prevención en el consumo de tabaco |
| ● Educación especial | |
| ● Educación Técnica y Educación Técnica Vocacional; Capacitación Técnica y Capacitación Técnica | |

Quejas relacionadas con los aranceles estudiantiles

Las quejas sobre que GPA ha transgredido los artículos del §§ 49010 al 49013 del Código de Educación relacionadas con los aranceles estudiantiles están sujetas a este UCP y serán investigadas por GPA. Un alumno no está obligado a pagar un arancel estudiantil por participar en una actividad educativa, a menos que el cobro de dicho arancel esté específicamente autorizado por la ley y no transgreda el artículo § 49011 del Código de Educación. Un "arancel estudiantil" es un arancel, depósito u otro cobro impuesto a los alumnos, o a los padres o tutores de un alumno, que transgrede los códigos estatales y las disposiciones constitucionales que exigen que las actividades educativas se ofrezcan sin costo para los alumnos, independientemente de la capacidad o voluntad de sus familias de pagar aranceles o solicitar exenciones especiales. Las "actividades educativas" son aquellas ofrecidas por una escuela, un distrito escolar, una escuela semiautónoma o una oficina del condado de educación que constituyen parte esencial de la educación, como actividades curriculares y extracurriculares. Un arancel estudiantil incluye, entre otros elementos, todo lo siguiente:

1. Un arancel cobrado a un alumno como condición para registrarse en la escuela o en clases, o como condición para participar en una clase o actividad extracurricular, independientemente de la clase o actividad es optativa u obligatoria, o si es para obtener créditos.
2. Un depósito de garantía, u otro pago, que un alumno esté obligado a hacer para obtener un candado, un casillero, un libro, equipo para la clase, un instrumento musical, indumentaria u otros materiales o equipo.
3. Una compra que un alumno esté obligado a hacer para obtener materiales, suministros, equipo o indumentaria relacionada con una actividad educativa.

Quejas relacionadas al LCAP

Las quejas respecto al LCAP de GPA (artículo § 52075 del Código de Educación) están sujetas a este UCP y serán investigadas por GPA. El LCAP es un componente importante de la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), el sistema financiero de la escuela revisado que replanteó de qué manera California financia a sus escuelas desde el kínder hasta 12.º grado. En virtud de la LCFF, GPA está obligada a preparar un LCAP, que describe cómo pretendemos cumplir con las metas anuales para nuestros alumnos, con actividades específicas para abordar prioridades estatales y locales identificadas conforme al artículo § 52060 (d) del Código de Educación.

Quejas de discriminación, hostigamiento, intimidación y/o acoso escolar

Las quejas de discriminación, hostigamiento, intimidación y/o acoso escolar de un alumno identificadas en los artículos § 200 y 220 del Código de Educación y el artículo § 11135 del Código Gubernamental, incluida cualquier característica real o percibida

establecida en el artículo § 422.55 del Código Penal, en base al sexo, la orientación sexual, el género, la identidad de género, la expresión de género, la raza o el grupo étnico, la identificación con un grupo étnico, los ascendencia, la nacionalidad, el origen nacional, la religión, el color, la discapacidad mental o física, la edad, la condición de inmigrante o en base en la asociación de una persona con una persona o un grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad llevada a cabo por GPA que sea financiada directamente por cualquier ayuda financiera estatal o que reciba dicha ayuda o se beneficie de ella, están sujetas a este UCP y serán investigadas por GPA. Cualquier miembro del personal de GPA que sea testigo de un acto de discriminación, hostigamiento, intimidación o acoso escolar deberá tomar medidas inmediatas para intervenir cuando sea seguro hacerlo según lo exige el artículo § 234.1 del Código de Educación.

Las quejas pueden basarse en la discriminación, el hostigamiento, la intimidación y/o el acoso escolar que ocurra del empleado al alumno, de alumno a alumno y/o de la conducta de un tercero al alumno. Dichas quejas también pueden incluir alegaciones de incumplimiento en la prestación de adaptaciones razonables a una alumna lactante en la institución para alimentar con leche materna previamente extraída, amantar a un niño pequeño o abordar otras necesidades relacionadas con el amamantamiento conforme al artículo § 222 del Código de Educación.

NOTIFICACIÓN ANUAL DE LA UCP

GPA debe asegurar la propagación anual de este UCP a todos los alumnos, empleados, padres o tutores de alumnos, los miembros del comité asesor escolar, los funcionarios escolares privados apropiados o representantes (si corresponde) y otras partes interesadas que incluya información con respecto a alegaciones sobre discriminación, hostigamiento, intimidación o acoso escolar. El aviso del UCP anual debe ser en inglés. Si un 15 % o más de los alumnos inscriptos en GPA hablan un único idioma primario distinto del inglés, el aviso anual deberá entregarse en dicho idioma, como así también conforme al artículo § 48985 del Código de Educación.

Este UCP estará disponible en la oficina principal de GPA y las copias estarán disponibles sin costo alguno.

CONFIDENCIALIDAD Y NO REPRESALIA

Las quejas deben gestionarse de manera confidencial para respetar la privacidad de todas las partes en la máxima medida posible. Se debe realizar todo el esfuerzo posible para limitar la distribución de la información solo a aquellas personas que necesitan conocerla dentro de los confines de los procedimientos de informe y el proceso de investigación de GPA. GPA realizará todo el esfuerzo posible para mantener confidencial la identidad de un reclamante que alega discriminación, hostigamiento, intimidación o acoso escolar.

GPA prohíbe las represalias en cualquier forma por presentar una queja o una apelación, por informar instancias de incumplimiento, discriminación, hostigamiento, intimidación y/o acoso escolar o por participar en la presentación de una queja o en el

proceso de investigación. Los reclamantes están protegidos contra represalias.

Estos requisitos de confidencialidad y de no represalia alcanzan a todas las partes implicadas.

DESIGNACIÓN DE EMPLEADO RESPONSABLE

Por el presente, GPA designa a los individuos identificados a continuación como los empleados responsables de recibir, investigar y responder a las quejas y actuar como el funcionario de cumplimiento responsable de gestionar las quejas en virtud de este UCP, y de aquí en adelante, denominado como, el "Empleado responsable".

Paz Garcia Ramirez

Asistente Ejecutivo del Director Riveroll
1005 47th St
San Diego, CA 92102
619-263-2171
pramirez@gomperscharter.org

El Empleado responsable puede designar a otro representante de GPA para desempeñarse en este rol, quien, para los fines de este UCP, debe incluirse dentro de la definición de "Empleado responsable".

Bajo ninguna circunstancia se le asignará al Empleado responsable una queja en la que él o ella manifieste parcialidad o conflicto de interés que le prohibiera de investigar o responder de manera justa a la queja. Cualquier queja en contra del Empleado responsable o que plantee una inquietud acerca de la capacidad del Empleado responsable para investigar la queja de manera justa e imparcial debe presentarse antes Paz Ramirez, Asistente Ejecutivo del Director Riveroll, u otro oficial apropiado de GPA, que determinará cómo se investigará la queja.

GPA se asegurará de que los empleados asignados a la investigación de las quejas conozcan las leyes y los programas en cuestión en las quejas por las cuales son responsables. El Empleado responsable puede consultar con un asesor legal según lo permita el Director o su persona designada.

El Empleado responsable debe determinar si las medidas provisionales son necesarias mientras el resultado de una investigación se encuentra pendiente. Si se determina que las medidas provisionales son necesarias, el Empleado responsable debe consultar con el Director o su persona designada, según corresponda, antes de implementar cualquiera de esas medidas. Las medidas provisionales se mantendrán hasta que el Empleado responsable determine que ya no son necesarias o hasta que GPA emita su decisión final por escrito, lo que ocurra primero.

Todos los reclamantes están protegidos contra represalias.

PROCEDIMIENTOS PARA QUEJA FORMALES

GPA debe investigar y buscar resolver, conforme a este UCP, las quejas que aleguen incumplimiento con las leyes y regulaciones estatales y federales aplicables, como alegaciones de discriminación, hostigamiento, intimidación o acoso escolar, o incumplimiento con las leyes relacionadas con todos los programas y las actividades implementadas por GPA que están sujetas a este UCP.

El Empleado responsable debe notificar a todas las partes implicadas en alegaciones cuando se presente una queja, cuando se programe una reunión o audiencia de una queja y cuando se tome una decisión o se emita un dictamen.

Paso 1: Presentar una queja

Cualquier individuo, agencia pública u organización puede presentar una queja por escrito de supuesto incumplimiento por parte de GPA. Una queja que alegue discriminación, hostigamiento, intimidación o acoso escolar ilícitos puede ser presentada por una persona que alegue que él o ella sufrió de discriminación, hostigamiento, intimidación o acoso escolar ilícitos, o por una persona que crea que un individuo o cualquier clase específica de individuos haya estado sujeta a discriminación, hostigamiento, intimidación o acoso escolar ilícitos, o por un padre/madre o tutor. Con estas políticas, se incluye un formulario de queja, pero no es necesario que las quejas se presenten con este formulario. Si un reclamante no puede preparar una queja por escrito debido a afecciones tales como discapacidad o analfabetismo, el reclamante puede recibir ayuda del personal de GPA.

Las quejas deben presentarse con el Empleado responsable en la dirección provista en el presente. El Empleado responsable conservará un registro de quejas y acciones relacionadas subsiguientes, conforme a los artículos §§ 4631 y 4633, Título 5, del Código de Regulaciones de California. El Empleado responsable evaluará la queja para determinar si está sujeta a este UCP y notificará al reclamante dentro de los cinco (5) días hábiles si la queja se encuentra fuera de la jurisdicción de este UCP.

Cronología de las quejas

Una queja que alegue discriminación, hostigamiento, intimidación o acoso escolar ilícitos debe iniciarse no después de seis (6) meses a partir de la fecha en que ocurrió la discriminación, el hostigamiento, la intimidación o el acoso escolar ilícitos, o seis (6) meses a partir de la fecha en la que el reclamante obtuvo el conocimiento por primera vez de los hechos de la supuesta discriminación, hostigamiento, intimidación o acoso escolar ilícitos. Si la queja no se presenta oportunamente, se notificará al reclamante de su derecho a apelar a la Superintendencia Estatal de Instrucción Pública para solicitar una prórroga para poder presentar la queja.

Las quejas sobre aranceles estudiantiles deben presentarse ante el Empleado responsable o su persona designada no después de un (1) año a partir de la fecha en que ocurrió la supuesta infracción.

Quejas anónimas

Las quejas relacionadas con los aranceles estudiantiles por participar en actividades educativas pueden presentarse de manera anónima si la queja aporta evidencia o información que conduzca a evidencia que respalde una alegación de incumplimiento de los requisitos del artículo § 49010 y siguientes (aranceles estudiantiles) del Código de Educación. Las quejas relacionadas con el cumplimiento del LCAP también pueden presentarse de manera anónima si la queja aporta evidencia o información que conduzca a evidencia que respalde una alegación de incumplimiento de los requisitos del artículo § 52075 del Código de Educación.

Paso 2: Mediación (opcional)

Dentro de los diez (10) días hábiles de haber recibido la queja, el Empleado responsable y el reclamante pueden acordar mutuamente la mediación. El Empleado responsable debe organizar cualquier mediación de común acuerdo que les permitirá tanto al reclamante como a GPA presentar evidencia relevante. El Empleado responsable debe informar al reclamante que el proceso de mediación puede darse por finalizado en cualquier momento y proceder directamente a una investigación. En la mediación de una queja de discriminación, hostigamiento, intimidación o acoso escolar ilícitos, el mediador debe acordar conservar la confidencialidad de cualquier información obtenida a través de la mediación. Si la mediación resuelve la queja de manera que ambas partes queden satisfechas, GPA implementará cualquier medida correctiva y el reclamante puede optar por retirar la queja. Si la mediación no resuelve la queja de manera que ambas partes queden satisfechas o dentro de los parámetros de la ley, el Empleado responsable procederá con la investigación de la queja.

El uso de la mediación no debe extender los plazos de GPA para investigar y resolver la queja, a menos que el reclamante acepte dicha prórroga por escrito.

Paso 3: Investigación de la queja

Para investigar la queja, el Empleado responsable debe tener acceso a los registros correspondientes de GPA y/o a la información relacionada con las alegaciones de la queja. Como parte de su investigación, el Empleado responsable tendrá que hacer todo lo siguiente, sin un orden específico:

- Brindarle al reclamante y/o al representante del reclamante y al representante de GPA la oportunidad de presentar información relevante a la queja o al proceso de investigación.
- Buscar declaraciones de individuos/testigos que puedan aportar información relevante en cuanto a la supuesta infracción.
- Revisar los documentos que puedan aportar información relevante a la alegación.

- Cuando sea necesario, buscar esclarecer problemas específicos de quejas.

No proporcionarle al Empleado responsable los documentos u otra evidencia relacionada con las alegaciones en la queja, o negarse a cooperar u obstaculizar la investigación por parte del reclamante o sus representantes puede resultar en el rechazo de una queja debido a la falta de evidencia para respaldar la alegación. Negarse a proporcionarle al Empleado responsable los documentos u otra evidencia relacionada con las alegaciones en la queja, o negarse a cooperar u obstaculizar la investigación por parte de GPA o su personal puede resultar en un hallazgo, en base a la evidencia recopilada, de que una infracción ha ocurrido y puede resultar en la imposición de un recurso a favor del reclamante.

Paso 4: Revisión del consejo (opcional)

El Consejo de GPA puede considerar la queja en su próxima reunión regular o en una reunión especial acordada para cumplir con el límite de tiempo total de 60 días calendario dentro de los cuales debe responderse la queja. En base a la evidencia obtenida durante la investigación, el Consejo puede aprobar, modificar o rechazar la decisión propuesta por el Empleado responsable y emitir una decisión final que cumple con los requisitos establecidos en el presente. El Consejo también puede optar por no escuchar la queja, en cuyo caso la decisión del Empleado responsable será la definitiva.

Paso 5: Decisión final por escrito

El Empleado responsable debe preparar y enviar al reclamante un informe por escrito de la investigación y la decisión final dentro de los sesenta (60) días a partir de que GPA haya recibido la queja, a menos que se extienda mediante acuerdo por escrito con el reclamante. La decisión de GPA tendrá que escribirse en inglés y, cuando la ley lo exija, en el idioma primario del reclamante.

La decisión debe incluir lo siguiente:

1. Los hallazgos de hecho basados en la evidencia recopilada
2. La conclusión de la ley
3. La disposición de la queja
4. La justificación de dicha disposición
5. Acciones correctivas, si alguna se garantiza, incluso, con respecto a una queja sobre aranceles estudiantiles, un recurso que coincida con el artículo § 49013 (d) del Código de Educación y el artículo § 4600 (u), Título 5, del Código de Regulaciones de California
6. Aviso del derecho del reclamante para apelar la decisión de GPA al CDE
7. Procedimientos a seguir para iniciar una apelación ante el CDE

Además, cualquier decisión sobre una queja de discriminación, hostigamiento, intimidación o acoso escolar basada en la ley estatal debe incluir un aviso de que el reclamante debe esperar que pasen 60 días calendario desde la presentación de una apelación ante el CDE antes de solicitar recursos de derecho civil.

Bajo ninguna circunstancia una decisión en virtud de esta sección debe incluir información de identificación de un alumno o información de personal de cualquier empleado privado, como la naturaleza de la medida disciplinaria tomada en contra del alumno o empleado. Si un alumno o empleado resulta disciplinado como consecuencia de una queja, la decisión simplemente indicará que se tomaron las medidas eficaces y que se informó al alumno o al empleado de las expectativas de GPA.

Si GPA halla mérito en una queja relacionada con aranceles estudiantiles, Planes de Contabilidad y Control Local (LCAP, por sus siglas en inglés), educación de alumnos en cuidado adoptivo, alumnos sin hogar y exalumnos del Tribunal Juvenil inscriptos ahora en nuestro distrito escolar, adaptaciones razonables para una alumna lactante, períodos de curso sin contenido educativo (grados noveno a doceavo) y actas de instrucción sobre educación física (grados primero a octavo), proporcionaremos un recurso. Si GPA halla mérito en una queja relacionada con períodos de clase sin contenido educativo, adaptaciones razonables para una alumna lactante, educación de alumnos en cuidado adoptivo, alumnos sin hogar y exalumnos del Tribunal Juvenil inscriptos ahora en GPA, el recurso se destinará al alumno afectado. Si GPA halla mérito en una queja relacionada con aranceles estudiantiles, actas de instrucción sobre educación física y LCAP, el recurso se destinará a todos los alumnos y padres/tutores afectados. GPA se esforzará de manera razonable y de buena fe para identificar y reembolsar por completo a todos los alumnos, padres y tutores que pagaron un arancel estudiantil ilícito dentro de un año antes de presentar la queja.

PROCESO DE APELACIÓN

Cualquier reclamante puede apelar la decisión de GPA al presentar una apelación por escrito dentro de los 15 días de haber recibido la decisión ante el Departamento de Educación de California (a partir de ahora, "CDE"). Esta apelación ante el CDE debe explicar por completo los fundamentos para la apelación, e indicar cómo es que los hechos de nuestra Decisión son incorrectos y/o cómo se aplicó la ley de manera errónea. La apelación debe enviarse al CDE con lo siguiente: (1) una copia de la queja original presentada a nivel local y (2) una copia de la decisión de GPA de esta queja original presentada a nivel local.

Las apelaciones de decisiones relacionadas con discriminación, hostigamiento, intimidación y/o acoso escolar y respecto a la provisión de adaptaciones para alumnas lactantes deben enviarse a:

Departamento de Educación de California
Oficina de Apelaciones de la UCP, Equidad en Educación
1430 N Street

Sacramento, CA 95814

Las apelaciones de decisiones relacionadas a quejas sobre programas educativos o aranceles estudiantiles deben enviarse a:

Departamento de Educación de California, Oficina de Gestión de Quejas de Programas Categóricos
1430 N Street
Sacramento, CA 95814

Las apelaciones de decisiones relacionadas con el LCAP deben enviarse a:

Departamento de Educación de California
Oficina de Soporte de Sistemas de Agencias Locales
1430 N Street
Sacramento, CA 95814

Las apelaciones de decisiones relacionadas con quejas de educación especial deben enviarse a:

Departamento de Educación de California
División de Educación Especial - Servicio de Remisión de Garantías Procesales
1430 N Street
Sacramento, CA 95814

El CDE puede intervenir directamente en la queja sin esperar a que GPA tome medidas cuando exista una de las condiciones enumeradas en el artículo § 4650, Título 5, del Código de Regulaciones de California, incluidos los casos en que GPA no haya tomado medidas dentro de los sesenta (60) días a partir de la fecha en que la queja se presentó ante GPA. Una queja directa al CDE debe identificar el fundamento para presentar directamente la queja, lo cual debe incluir evidencia clara y convincente que respalde dicho fundamento.

RECURSOS DEL DERECHO CIVIL

Un reclamante puede buscar recursos del derecho civil disponibles fuera de los procedimientos de queja de GPA. Los reclamantes pueden buscar ayuda de centros de mediación o de abogados especialistas públicos/privados. Los recursos del derecho civil que pueden ser impuestos por un tribunal son, por ejemplo, medidas cautelares y órdenes de restricción judicial.

Para las quejas que aleguen discriminación, hostigamiento, intimidación y acoso escolar ilícitos en base a la ley estatal, el reclamante debe esperar que pasen sesenta (60) días calendario desde la presentación de una apelación ante el CDE antes de solicitar los recursos del derecho civil. La moratoria no aplica a la medida cautelar y se aplica únicamente si GPA ha informado apropiada y oportunamente al reclamante sobre su derecho a presentar una queja conforme al artículo § 4622, Título 5, del Código de Regulaciones de California.

Formulario de los Procedimientos Uniformes para Quejas

Gompers Preparatory Academy tiene la responsabilidad principal de asegurar el cumplimiento con las leyes y regulaciones estatales y federales aplicables. Gompers Preparatory Academy debe investigar y buscar resolver quejas en conformidad con los Procedimientos Uniformes para Quejas (UCP, por sus siglas en inglés). Por favor, complete este formulario, proporcione toda la información posible y adjunte cualquier documentación de respaldo que ayude en la investigación de la queja.

Información

APELLIDO DEL RECLAMANTE		NOMBRE DEL RECLAMANTE	
DIRECCIÓN (NÚMERO, CALLE, NÚMERO DE APARTAMENTO, CIUDAD, ESTADO Y CÓDIGO POSTAL)			
DIRECCIÓN DE CORREO ELECTRÓNICO		NÚMERO DE TELÉFONO	
EL RECLAMANTE NECESITARÁ LA AYUDA DE UN INTÉRPRETE <input type="checkbox"/> No <input type="checkbox"/> Sí (<i>especificar el idioma que debe hablar el intérprete</i>)			
EL RECLAMANTE ES: <input type="checkbox"/> Alumno <input type="checkbox"/> Padre/Madre/Tutor <input type="checkbox"/> Empleado <input type="checkbox"/> Agencia pública <input type="checkbox"/> Organización			
LA QUEJA SE PRESENTA EN NOMBRE DE: <input type="checkbox"/> Yo mismo <input type="checkbox"/> Un alumno (no el reclamante mencionado anteriormente) <input type="checkbox"/> Otro (<i>especificar</i>)			
FECHA DE LA SUPUESTA INFRACCIÓN		ESCUELA/OFICINA DE LA SUPUESTA INFRACCIÓN	

- | | |
|---|--|
| <input type="checkbox"/> Discriminación, hostigamiento, intimidación y/o acoso escolar | <input type="checkbox"/> Educación técnica profesional |
| <input type="checkbox"/> Educación para jóvenes adoptivos, jóvenes sin hogar, exalumnos de la escuela del Tribunal Juvenil o Dependientes Militares | <input type="checkbox"/> Nutrición infantil |
| <input type="checkbox"/> Ley "Every Student Succeeds" (Todos los alumnos triunfan) / "No Child Left Behind" (Que ningún niño se quede atrás) | <input type="checkbox"/> Ayuda categórica consolidada |
| <input type="checkbox"/> Plan de Contabilidad y Control Local | <input type="checkbox"/> Aranceles estudiantiles |
| <input type="checkbox"/> Adaptaciones razonables para una alumna lactante | <input type="checkbox"/> Plan de seguridad escolar |
| <input type="checkbox"/> Otros fundamentos de la UCP de la GPA: _____ | <input type="checkbox"/> Acoso sexual |
| | <input type="checkbox"/> Educación especial |

- | | | |
|--|---|---|
| <input type="checkbox"/> Raza o etnia | <input type="checkbox"/> Religión | <input type="checkbox"/> Sexo |
| <input type="checkbox"/> Color | <input type="checkbox"/> Edad | <input type="checkbox"/> Orientación sexual |
| <input type="checkbox"/> Ascendencia | <input type="checkbox"/> Estado civil | <input type="checkbox"/> Género |
| <input type="checkbox"/> Nacionalidad | <input type="checkbox"/> Embarazo | <input type="checkbox"/> Identidad de género |
| <input type="checkbox"/> Origen nacional | <input type="checkbox"/> Estado parental | <input type="checkbox"/> Expresión de género |
| <input type="checkbox"/> Condición de inmigrante | <input type="checkbox"/> Discapacidad física o mental | <input type="checkbox"/> Información genética |

☐ Identificación de grupo étnico ☐ Otro

SOLO PARA USO OFICIAL

Fecha de recepción	Recibido por	Cargo		
Investigador	Resultado			
Decisión final escrita enviada al emisor de la queja el día	¿Apelación presentada en CDE?	Sí	No	

Detalles de la queja

Responda las siguientes preguntas lo mejor que pueda. Proporcione detalles, como los nombres de las personas implicadas, las fechas, si hubo testigos presentes, etc. que podrían ser útiles para el investigador de la queja. Esto debería ser una descripción en sus propias palabras de los fundamentos de su queja, incluso todos los nombres, las fechas y los lugares necesarios para un total entendimiento de la queja. Si menciona nombres, también identifique quiénes son (es decir, alumno, personal, padre/madre, etc.). Adjunte páginas adicionales, si es necesario.

Proporcione los **hechos** sobre su queja.

Enumere las **personas** implicadas o afectadas:

Enumere cualquier **testigo** o individuo que podría tener conocimiento de los supuestos actos:

Proporcione y/o describa los **lugares** específicos donde ocurrió el incidente:

Enumere todas las **fechas y horas** en que ocurrió el incidente o cuando los supuestos actos llamaron su atención por primera vez:

Describa cualquier **medida** que haya tomado para resolver este problema antes de presentar la queja. Si corresponde, enumere los nombres y cargos del personal escolar y/o del distrito que haya contactado:

¿Tiene algún **documento/evidencia escritos** que pueda aportar que podrían ser relevantes/de respaldo para su queja?

☐ No ☐ Sí, las copias de los documentos/la evidencia se encuentran adjuntas

a esta queja

Firma del reclamante

Fecha

GPA tomará medidas para proteger a los reclamantes contra represalias. Presente este formulario de queja y cualquier documento adicional en persona o por correo a la siguiente persona:

Paz Garcia Ramirez
1005 47th St San Diego, CA 92102
619-263-2171



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix F:

Board Roster

GOMPERS PREPARATORY ACADEMY

Board of Directors Rotation

info@gomperscharter.org

1005 47th street

San Diego, CA 92102

Position on Board	2015-16	2016-17	2017-18	2018-19
3 Parents	Michelle Evans 3 Year Appointee (4th Term)	Michelle Evans 3 Year Appointee (5th Year Term)		
	Mari Cruz Avalos 3 Year Appointee (4th Term)		Mari Cruz Avalos 3 Year Appointee (5th Term)	
	Winifred Hudgies Permanent Appointment (deceased)	Myeisha Lobbins 3 Year Appointment (1st Term)		
3 Academic Leaders	Kimiko Fukuda(deceased) 3 Year Appointment (4th term)	3 Year Appointment		
	Peter Chodzko 3 Year Appointment (4th term)	Peter Chodzko 3 Year Appointment (5th term)		
	Jeremy Hurlbert 3 Year Appointee (3rd term)	Jeremy Hurlbert 3 Year Appointee (4 th Term)		

3 Community Members	Cecil Steppe 3 Year Appointee (5 th Term)		Cecil Steppe 3 Year Appointee (6 th Term)
	Jacque Nevels 3 Year Appointee (2 nd term)	Jacque Nevels 3 Year Appointee (3 nd term)	
	3 Year Appointment		
Public Safety Officer	Anne Spitzberg 3 Year Appointment (3 rd Term)		Anne Spitzberg 3 Year Appointment (4th Term)
UCSD	Bud Mehan 3 Year Appointment (5 th Term)		Bud Mehan 3 Year Appointment (6th Term)
UCSD	Mica Pollock 3 Year Appointment (2nd Term)		Mica Pollock 3 Year Appointment (3rd Term)
UCSD	Rafael Hernandez 3 Year Appointment (4 th Term)	Rafael Hernandez 3 Year Appointment (5 th Term)	
Director	Vincent M. Riveroll Permanent Appointment (Ex-Officio)		
Business Leader	Michael Rodrigues 3 Year Appointment (2nd Term)	Michael Rodrigues 3 Year Appointment (3rd Term)	



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix G:

Financials, Budget, and Cash Flow (2019-20, 2020-21, 2021-2022)

GOMPERS PREPARATORY ACADEMY*Multi-Year Budget Summary*

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	2019-20	2020-21	2021-22	2022-23	2023-24
Total Enrollment	1,330	1,350	1,370	1,400	1,400
ADA	1,276.80	1,296.00	1,315.20	1,344.00	1,344.00
% Free and Reduced	78%	78%	78%	78%	78%
% English Language Learners	20%	20%	20%	20%	20%
% Unduplicated Low Income, EL, Foster	81%	81%	81%	81%	81%
INCOME					
8011-8096 · Local Control Funding Fo	13,372,846	13,876,769	14,547,084	15,255,203	15,681,106
8100-8299 · Other Federal Income	774,838	780,369	791,999	803,628	821,072
8300-8599 · Other State Income	1,616,496	1,632,174	1,647,865	1,669,115	1,669,628
8600-8799 · Other Income-Local	164,859	164,859	164,859	164,859	164,859
Grants/Fundraising	525,000	525,000	525,000	525,000	525,000
TOTAL INCOME	16,454,039	16,979,171	17,676,807	18,417,806	18,861,665
EXPENSE					
1000 · Certificated Salaries	5,900,062	6,040,011	6,337,781	6,577,978	6,856,468
2000 · Classified Salaries	2,761,522	2,856,794	2,955,354	3,082,314	3,188,653
3000 · Employee Benefits	3,399,155	3,636,656	3,780,853	3,944,432	4,106,389
4000 · Supplies	1,030,020	1,028,669	1,045,466	1,069,321	1,035,236
5000 · Operating Services	2,958,564	3,067,939	3,185,884	3,319,827	3,170,994
6000 · Capital Outlay	198,778	182,199	163,439	153,225	131,710
TOTAL EXPENSE	16,248,100	16,812,269	17,468,778	18,147,096	18,489,450
NET INCOME	205,940	166,902	208,029	270,710	372,214
Ending Cash Balance	4,411,618	4,639,402	4,897,523	5,197,033	5,614,167

GOMPERS PREPARATORY ACADEMY

Multi-Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2018 ExED

	1	2	3	4	5
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment	1,330	1,350	1,370	1,400	1,400
ADA	1,276.80	1,296.00	1,315.20	1,344.00	1,344.00
Income					
8011-8096 • Local Control Funding Formula Revenue					
8011 Local Control Funding Formula	5,726,232	6,115,167	6,670,496	7,206,135	7,632,038
8012 Education Protection Account	255,360	259,200	263,040	268,800	268,800
8096 In Lieu of Property Taxes	7,391,255	7,502,401	7,613,548	7,780,268	7,780,268
Total 8011-8096 • Local Control Funding	13,372,846	13,876,769	14,547,084	15,255,203	15,681,106
8100-8299 • Other Federal Income					
8181 Federal Special Education (IDEA)	159,145	159,600	162,000	164,400	168,000
8291 Title I, A Basic Grants Low-Income	548,019	552,589	560,899	569,209	581,673
8292 Title II, A Teacher Quality	60,666	61,172	62,092	63,012	64,392
8294 Title III, Limited English Proficiency	7,008	7,008	7,008	7,008	7,008
Total 8100-8299 • Other Federal Income	774,838	780,369	791,999	803,628	821,072
8300-8599 • Other State Income					
8792 Transfers of Apportionments - Special	666,490	676,512	686,534	701,568	701,568
8550 Mandate Block Grant	39,504	41,243	42,995	43,337	43,849
8560 State Lottery Revenue	260,467	264,384	268,301	274,176	274,176
8590 State Mental Health	280,000	280,000	280,000	280,000	280,000
8599 All Other State Revenues	370,035	370,035	370,035	370,035	370,035
Total 8300-8599 • Other State Income	1,616,496	1,632,174	1,647,865	1,669,115	1,669,628
8600-8799 • Other Income-Local					
8660 Interest / Dividend Income	25,000	25,000	25,000	25,000	25,000
8690 All Other Local Revenue	139,859	139,859	139,859	139,859	139,859
8698 Grants	500,000	500,000	500,000	500,000	500,000
8699 Fundraising	25,000	25,000	25,000	25,000	25,000
Total 8600-8799 • Other Income-Local	689,859	689,859	689,859	689,859	689,859
TOTAL INCOME	16,454,039	16,979,171	17,676,807	18,417,806	18,861,665
Expense					
1000 • Certificated Salaries					
1110 Teachers' Salaries	4,060,284	4,142,150	4,380,489	4,558,579	4,770,850
1170 Teacher Salaries - Substitute	349,637	358,250	367,159	376,376	385,911
1175 Teachers' Salaries - Stipend/Extra Duties	104,390	107,992	111,717	115,571	119,559
1200 Certificated Pupil Support Salaries	1,085,951	1,121,477	1,157,573	1,195,539	1,236,785
1300 Certificated Supervisor and Administrative	299,799	310,142	320,842	331,911	343,362
1900 Other Certificated Salaries	-	-	-	-	-
Total 1000 • Certificated Salaries	5,900,062	6,040,011	6,337,781	6,577,978	6,856,468
2000 • Classified Salaries					
2100 Instructional Aide Salaries	740,945	766,508	792,952	845,309	874,472

GOMPERS PREPARATORY ACADEMY*Multi-Year Budget Detail*

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	1	2	3	4	5
	2019-20	2020-21	2021-22	2022-23	2023-24
2200 Classified Support Salaries (Maintenance)	646,640	668,949	692,028	715,903	740,601
2300 Classified Supervisor and Administrative Salaries	180,345	186,566	193,003	199,662	206,550
2400 Clerical/Technical/Office Staff Salaries	1,148,059	1,187,667	1,228,642	1,271,030	1,314,881
2900 Other Classified Salaries (Supervision, etc.)	45,533	47,104	48,729	50,410	52,149
Total 2000 • Classified Salaries	2,761,522	2,856,794	2,955,354	3,082,314	3,188,653
3000 • Employee Benefits					
3111 STRS - State Teachers Retirement System	1,069,681	1,153,642	1,178,827	1,223,504	1,275,303
3212 PERS - Public Employee Retirement System	574,397	671,347	727,017	779,825	822,673
3311 OASDI - Social Security	171,214	177,121	183,232	191,103	197,697
3331 MED - Medicare	125,593	129,004	134,750	140,074	145,654
3401 H&W - Health & Welfare	1,290,076	1,328,778	1,368,642	1,409,701	1,451,992
3501 SUI - State Unemployment Insurance	4,331	4,448	4,647	4,830	5,023
3601 Workers' Compensation	123,863	132,316	143,738	155,394	168,048
3902 Other Benefits	40,000	40,000	40,000	40,000	40,000
Total 3000 • Employee Benefits	3,399,155	3,636,656	3,780,853	3,944,432	4,106,389
4000 • Supplies					
4110 Approved Textbooks and Core Curriculum	91,855	75,000	76,111	77,778	77,778
4210 Books and Other Reference Materials	69,883	70,934	71,985	73,562	73,562
4310 Student Materials	286,633	293,957	301,461	311,378	314,793
4350 Office Supplies	46,928	47,634	48,340	49,398	49,398
4370 Custodial Supplies	45,000	45,677	46,353	47,368	47,368
4390 Other Supplies	360,000	365,414	370,827	378,947	378,947
4400 Non Capitalized Equipment	129,720	130,054	130,388	130,889	93,389
Total 4000 • Supplies	1,030,020	1,028,669	1,045,466	1,069,321	1,035,236
5000 • Operating Services					
5200 Travel and Conferences	47,457	47,457	47,457	47,457	47,457
5300 Dues and Memberships	130,573	136,513	142,691	150,190	154,696
5450 General Insurance	140,878	147,287	153,953	162,044	166,905
5500 Operation and Housekeeping Services	261,311	273,198	285,562	300,570	309,587
5610 Rent - Facilities / Buildings / Space	36,380	38,034	39,756	41,845	43,101
5620 Equipment Lease	39,140	40,920	42,772	45,020	46,371
5630 Vendor Repairs	32,060	33,518	35,035	36,877	37,983
5812 Field Trips/Pupil Transportation	225,570	235,831	246,504	259,459	267,243
5820 Legal / Audit Fees	25,750	26,921	28,140	29,619	30,507
5830 Advertisement / Recruitment	5,357	5,518	5,683	5,854	6,029
5850 Non Instructional Consultants	351,895	364,636	378,006	393,777	140,333
5851 Instructional Consultants	360,912	373,405	386,323	400,563	412,580
5860 Non Instructional Software and Subscriptions	75,190	78,610	82,168	86,486	89,081
5890 Other Fees / Bank Charges / Credit Card	1,099,319	1,135,745	1,177,812	1,221,877	1,258,533

GOMPERS PREPARATORY ACADEMY*Multi-Year Budget Detail*

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	1	2	3	4	5
	2019-20	2020-21	2021-22	2022-23	2023-24
5896 Special Ed Fair Share/Special Ed Admi	33,044	33,540	34,037	34,783	34,783
5897 Fundraising Cost	17,168	17,949	18,761	19,747	20,340
5900 Communications	76,560	78,856	81,222	83,659	86,169
Total 5000 • Operating Services	2,958,564	3,067,939	3,185,884	3,319,827	3,170,994
6000 • Capital Outlay					
6900 Depreciation Expense	198,778	182,199	163,439	153,225	131,710
Total 6000 • Capital Outlay	198,778	182,199	163,439	153,225	131,710
TOTAL EXPENSE	16,248,100	16,812,269	17,468,778	18,147,096	18,489,450
NET INCOME	205,940	166,902	208,029	270,710	372,214
Beginning Cash Balance	3,854,420	4,411,618	4,639,402	4,897,523	5,197,033
Cash Flow from Operating Activities					
Net Income	205,940	166,902	208,029	270,710	372,214
Change in Accounts Receivable					
Prior Year Accounts Receivable	1,329,226	1,075,211	1,096,527	1,109,874	1,134,299
Current Year Accounts Receivable	(1,075,211)	(1,096,527)	(1,109,874)	(1,134,299)	(1,121,090)
Change in Accounts Payable	(1,534)	-	-	-	-
Depreciation Expense	198,778	182,199	163,439	153,225	131,710
Cash Flow from Investing Activities					
Capital Expenditures	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)
Ending Cash Balance	4,411,618	4,639,402	4,897,523	5,197,033	5,614,167

GOMPERS PREPARATORY ACADEMY**Balance Sheet**

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Balance Sheet**Assets**

Cash	4,411,618	4,639,402	4,897,523	5,231,816	5,614,167
Accounts Receivable	1,075,212	1,096,527	1,109,875	1,134,299	1,121,091
Prepays	150,000	150,000	150,000	150,000	150,000
Net Fixed Assets	761,014	678,815	615,376	562,151	530,441

Total Assets	6,397,843	6,564,745	6,772,774	7,078,266	7,415,698
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Liabilities

Payroll Liabilities	86,528	86,528	86,528	86,528	86,528
Accrued Vacation	380,245	380,245	380,245	380,245	380,245

Total Liabilities	466,773	466,773	466,773	466,773	466,773
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Equity

Beginning Fund Balance	5,725,131	5,931,071	6,097,972	6,306,001	6,611,494
Net Income/(Loss)	205,940	166,902	208,029	305,493	372,214

Total Equity	5,931,071	6,097,972	6,306,001	6,611,494	6,983,708
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Total Liabilities & Equity	6,397,843	6,564,745	6,772,774	7,078,266	7,450,481
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GOMPERS PREPARATORY ACADEMY

2019-20 Cash Flow Forecast

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	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Accrual	FORECAST
														Jul-19 - Jun-20
Income														
Total 8011-8096 · Local Control Fundin	195,964	638,175	1,300,997	942,350	942,350	1,006,190	942,350	1,303,740	1,816,815	1,233,550	1,233,550	1,297,390	519,425	13,372,846
Total 8100-8299 · Other Federal Incom	-	-	-	152,171	-	-	153,923	-	79,573	153,923	-	39,786	195,462	774,838
Total 8300-8599 · Other State Income	-	39,875	79,751	53,167	293,690	92,672	118,284	193,167	93,676	204,463	46,838	46,838	354,075	1,616,496
Total 8600-8799 · Other Income-Local	41,799	45,167	67,771	67,145	57,890	57,742	63,189	56,135	52,920	59,973	57,742	56,135	6,250	689,859
TOTAL INCOME	237,763	723,217	1,448,519	1,214,833	1,293,930	1,156,604	1,277,746	1,553,042	2,042,983	1,651,910	1,338,131	1,440,149	1,075,211	16,454,039
Expense														
Total 1000 · Certificated Salaries	24,983	534,098	534,098	534,098	534,098	534,098	534,098	534,098	534,098	534,098	534,098	534,098	-	5,900,062
Total 2000 · Classified Salaries	110,700	110,700	242,481	258,954	242,481	275,427	267,190	258,954	226,009	234,245	275,427	258,954	-	2,761,522
Total 3000 · Employee Benefits	174,926	254,221	291,779	296,474	291,779	301,168	298,821	296,474	287,084	289,432	290,846	326,152	-	3,399,155
Total 4000 · Supplies	158,700	158,700	158,700	61,547	61,547	61,547	61,547	61,547	61,547	61,547	61,547	61,547	-	1,030,020
Total 5000 · Operating Services	267,273	243,793	243,793	243,793	243,793	243,793	243,793	243,793	243,793	243,793	232,053	265,097	-	2,958,564
Total 6000 · Capital Outlay	25,228	15,254	15,198	16,013	15,956	15,886	15,867	15,803	15,989	15,940	15,878	15,767	-	198,778
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	761,810	1,316,766	1,486,049	1,410,878	1,389,655	1,431,919	1,421,316	1,410,668	1,368,520	1,379,055	1,409,849	1,461,614	-	16,248,100
NET INCOME	(524,047)	(593,549)	(37,530)	(196,045)	(95,725)	(275,315)	(143,571)	142,374	674,463	272,855	(71,718)	(21,465)	1,075,211	205,940
Beginning Cash Balance	3,854,420	4,239,964	3,955,990	4,172,236	4,002,633	3,922,865	3,663,436	3,535,732	3,693,909	4,334,361	4,623,156	4,567,316	4,411,618	3,854,420
Cash Flow from Operating Activities														
Net Income	(524,047)	(593,549)	(37,530)	(196,045)	(95,725)	(275,315)	(143,571)	142,374	674,463	272,855	(71,718)	(21,465)	1,075,211	205,940
Change in Accounts Receivable														
Prior Year Accounts Receivable	735,897	294,322	238,578	60,429	-	-	-	-	-	-	-	-	-	1,329,226
Current Year Accounts Receivable													(1,075,211)	(1,075,211)
Change in Accounts Payable	(1,534)												-	(1,534)
Change in Prepaid Expenditures	150,000											(150,000)		-
Depreciation Expense	25,228	15,254	15,198	16,013	15,956	15,886	15,867	15,803	15,989	15,940	15,878	15,767		198,778
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	(50,000)	-	-	-	-	(100,000)
Ending Cash Balance	4,239,964	3,955,990	4,172,236	4,002,633	3,922,865	3,663,436	3,535,732	3,693,909	4,334,361	4,623,156	4,567,316	4,411,618	4,411,618	4,411,618

GOMPERS PREPARATORY ACADEMY

2020-21 Cash Flow Forecast

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	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Accrual	FORECAST
														Jul-20 - Jun-21
Income														
Total 8011-8096 · Local Control Fundin	211,441	654,917	1,332,345	971,895	971,895	1,036,695	971,895	1,349,163	1,894,487	1,293,775	1,293,775	1,358,575	535,912	13,876,769
Total 8100-8299 · Other Federal Incom	-	-	-	153,440	-	-	155,192	-	79,800	155,192	-	39,900	196,844	780,369
Total 8300-8599 · Other State Income	-	39,989	79,979	53,319	293,842	94,562	119,415	193,319	96,649	206,929	48,325	48,325	357,520	1,632,174
Total 8600-8799 · Other Income-Local	41,799	45,167	67,771	67,145	57,890	57,742	63,189	56,135	52,920	59,973	57,742	56,135	6,250	689,859
TOTAL INCOME	253,241	740,073	1,480,095	1,245,799	1,323,627	1,188,999	1,309,691	1,598,617	2,123,856	1,715,870	1,399,842	1,502,934	1,096,527	16,979,171
Expense														
Total 1000 · Certificated Salaries	25,845	546,742	546,742	546,742	546,742	546,742	546,742	546,742	546,742	546,742	546,742	546,742	-	6,040,011
Total 2000 · Classified Salaries	114,519	114,519	250,847	267,888	250,847	284,929	276,408	267,888	233,806	242,326	284,929	267,888	-	2,856,794
Total 3000 · Employee Benefits	184,865	270,117	312,651	317,968	312,651	323,285	320,626	317,968	307,334	309,993	312,258	346,941	-	3,636,656
Total 4000 · Supplies	154,720	154,720	154,720	62,723	62,723	62,723	62,723	62,723	62,723	62,723	62,723	62,723	-	1,028,669
Total 5000 · Operating Services	277,414	252,867	252,867	252,867	252,867	252,867	252,867	252,867	252,867	252,867	240,593	274,133	-	3,067,939
Total 6000 · Capital Outlay	15,460	15,460	15,115	15,889	15,798	15,638	15,532	14,864	14,893	14,638	14,472	14,438	-	182,199
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	772,824	1,354,425	1,532,942	1,464,077	1,441,628	1,486,184	1,474,899	1,463,052	1,418,366	1,429,289	1,461,717	1,512,866	-	16,812,269
NET INCOME	(519,583)	(614,352)	(52,847)	(218,278)	(118,001)	(297,185)	(165,208)	135,564	705,490	286,581	(61,875)	(9,932)	1,096,527	166,902
Beginning Cash Balance	4,411,618	4,836,876	4,274,988	4,429,214	4,241,942	4,139,739	3,859,945	3,710,269	3,860,698	4,531,081	4,832,300	4,784,896	4,639,402	4,411,618
Cash Flow from Operating Activities														
Net Income	(519,583)	(614,352)	(52,847)	(218,278)	(118,001)	(297,185)	(165,208)	135,564	705,490	286,581	(61,875)	(9,932)	1,096,527	166,902
Change in Accounts Receivable														
Prior Year Accounts Receivable	779,381	37,003	191,958	65,117	-	1,752	-	-	-	-	-	-	-	1,075,211
Current Year Accounts Receivable													(1,096,527)	(1,096,527)
Change in Accounts Payable	-												-	-
Change in Prepaid Expenditures	150,000											(150,000)		-
Depreciation Expense	15,460	15,460	15,115	15,889	15,798	15,638	15,532	14,864	14,893	14,638	14,472	14,438		182,199
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	(50,000)	-	-	-	-	(100,000)
Ending Cash Balance	4,836,876	4,274,988	4,429,214	4,241,942	4,139,739	3,859,945	3,710,269	3,860,698	4,531,081	4,832,300	4,784,896	4,639,402	4,639,402	4,639,402

GOMPERS PREPARATORY ACADEMY

2021-22 Cash Flow Forecast

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	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	FORECAST
														Jul-21 - Jun-22
Income														
Total 8011-8096 · Local Control Fundin	237,518	687,662	1,393,581	1,027,725	1,027,725	1,093,485	1,215,101	1,374,276	1,927,229	1,317,776	1,317,776	1,383,536	543,693	14,547,084
Total 8100-8299 · Other Federal Incom	-	-	-	155,748	-	-	157,500	-	81,000	157,500	-	40,500	199,752	791,999
Total 8300-8599 · Other State Income	-	40,591	81,181	54,121	294,644	97,116	121,196	194,121	98,052	208,610	49,026	49,026	360,180	1,647,865
Total 8600-8799 · Other Income-Local	41,799	45,167	67,771	67,145	57,890	57,742	63,189	56,135	52,920	59,973	57,742	56,135	6,250	689,859
TOTAL INCOME	279,318	773,420	1,542,534	1,304,739	1,380,259	1,248,344	1,556,985	1,624,532	2,159,201	1,743,860	1,424,545	1,529,197	1,109,874	17,676,807
Expense														
Total 1000 · Certificated Salaries	26,737	573,731	573,731	573,731	573,731	573,731	573,731	573,731	573,731	573,731	573,731	573,731	-	6,337,781
Total 2000 · Classified Salaries	118,470	118,470	259,501	277,130	259,501	294,759	285,944	277,130	241,872	250,687	294,759	277,130	-	2,955,354
Total 3000 · Employee Benefits	193,628	279,618	325,171	330,865	325,171	336,559	333,712	330,865	319,476	322,323	324,581	358,886	-	3,780,853
Total 4000 · Supplies	156,743	156,743	156,743	63,915	63,915	63,915	63,915	63,915	63,915	63,915	63,915	63,915	-	1,045,466
Total 5000 · Operating Services	288,313	262,654	262,654	262,654	262,654	262,654	262,654	262,654	262,654	262,654	249,825	283,862	-	3,185,884
Total 6000 · Capital Outlay	14,362	14,336	14,101	14,063	13,648	13,480	13,385	13,361	13,436	13,182	13,115	12,970	-	163,439
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	798,253	1,405,552	1,591,901	1,522,358	1,498,620	1,545,098	1,533,341	1,521,656	1,475,085	1,486,493	1,519,926	1,570,495	-	17,468,778
NET INCOME	(518,936)	(632,132)	(49,367)	(217,619)	(118,361)	(296,754)	23,644	102,875	684,116	257,367	(95,381)	(41,298)	1,109,874	208,029
Beginning Cash Balance	4,639,402	5,083,163	4,502,371	4,660,445	4,472,984	4,368,272	4,086,749	4,123,778	4,240,015	4,887,567	5,158,116	5,075,850	4,897,523	4,639,402
Cash Flow from Operating Activities														
Net Income	(518,936)	(632,132)	(49,367)	(217,619)	(118,361)	(296,754)	23,644	102,875	684,116	257,367	(95,381)	(41,298)	1,109,874	208,029
Change in Accounts Receivable														
Prior Year Accounts Receivable	798,335	37,003	193,340	66,096	-	1,752	-	-	-	-	-	-	-	1,096,527
Current Year Accounts Receivable													(1,109,874)	(1,109,874)
Change in Accounts Payable	-												-	-
Change in Prepaid Expenditures	150,000											(150,000)		-
Depreciation Expense	14,362	14,336	14,101	14,063	13,648	13,480	13,385	13,361	13,436	13,182	13,115	12,970		163,439
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	(50,000)	-	-	-	-	(100,000)
Ending Cash Balance	5,083,163	4,502,371	4,660,445	4,472,984	4,368,272	4,086,749	4,123,778	4,240,015	4,887,567	5,158,116	5,075,850	4,897,523	4,897,523	4,897,523

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23
Income														
Total 8011-8096 · Local Control Fundin	260,098	716,911	1,449,003	1,077,261	1,077,261	1,144,461	1,077,261	1,478,095	2,057,681	1,429,746	1,429,746	1,496,946	560,735	15,255,203
Total 8100-8299 · Other Federal Incom	-	-	-	158,055	-	-	159,807	-	82,200	159,807	-	41,100	202,659	803,628
Total 8300-8599 · Other State Income	-	41,192	82,384	54,923	295,445	98,259	123,467	194,923	101,126	211,616	50,563	50,563	364,654	1,669,115
Total 8600-8799 · Other Income-Local	41,799	45,167	67,771	67,145	57,890	57,742	63,189	56,135	52,920	59,973	57,742	56,135	6,250	689,859
TOTAL INCOME	301,897	803,270	1,599,158	1,357,384	1,430,596	1,300,462	1,423,723	1,729,152	2,293,927	1,861,142	1,538,051	1,644,744	1,134,299	18,417,806
Expense														
Total 1000 · Certificated Salaries	27,659	595,483	595,483	595,483	595,483	595,483	595,483	595,483	595,483	595,483	595,483	595,483	-	6,577,978
Total 2000 · Classified Salaries	122,558	122,558	270,753	289,277	270,753	307,802	298,539	289,277	252,228	261,491	307,802	289,277	-	3,082,314
Total 3000 · Employee Benefits	202,327	290,561	339,465	345,578	339,465	351,691	348,635	345,578	333,352	336,409	338,742	372,629	-	3,944,432
Total 4000 · Supplies	159,667	159,667	159,667	65,591	65,591	65,591	65,591	65,591	65,591	65,591	65,591	65,591	-	1,069,321
Total 5000 · Operating Services	300,761	273,754	273,754	273,754	273,754	273,754	273,754	273,754	273,754	273,754	260,250	260,250	-	3,285,044
Total 6000 · Capital Outlay	12,828	12,790	12,329	13,041	12,902	12,845	12,759	12,738	12,791	12,745	12,728	12,728	-	153,225
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	825,801	1,454,813	1,651,452	1,582,725	1,557,949	1,607,166	1,594,761	1,582,421	1,533,199	1,545,473	1,580,596	1,595,959	-	18,112,313
NET INCOME	(523,903)	(651,543)	(52,294)	(225,341)	(127,352)	(306,703)	(171,038)	146,731	760,727	315,669	(42,545)	48,785	1,134,299	305,493
Beginning Cash Balance	4,897,523	5,344,244	4,742,495	4,898,778	4,703,553	4,589,104	4,296,997	4,138,718	4,298,187	5,021,704	5,350,119	5,320,303	5,231,816	4,897,523
Cash Flow from Operating Activities														
Net Income	(523,903)	(651,543)	(52,294)	(225,341)	(127,352)	(306,703)	(171,038)	146,731	760,727	315,669	(42,545)	48,785	1,134,299	305,493
Change in Accounts Receivable														
Prior Year Accounts Receivable	807,796	37,003	196,248	67,075	-	1,752	-	-	-	-	-	-	-	1,109,874
Current Year Accounts Receivable													(1,134,299)	(1,134,299)
Change in Accounts Payable	-												-	-
Change in Prepaid Expenditures	150,000											(150,000)		-
Depreciation Expense	12,828	12,790	12,329	13,041	12,902	12,845	12,759	12,738	12,791	12,745	12,728	12,728		153,225
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	(50,000)	-	-	-	-	(100,000)
Ending Cash Balance	5,344,244	4,742,495	4,898,778	4,703,553	4,589,104	4,296,997	4,138,718	4,298,187	5,021,704	5,350,119	5,320,303	5,231,816	5,231,816	5,231,816

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	FORECAST Jul-23 - Jun-24
Income														
Total 8011-8096 · Local Control Fundin	287,089	753,905	1,517,592	1,139,182	1,139,182	1,206,382	1,139,182	1,517,233	2,051,249	1,439,431	1,439,431	1,506,631	544,619	15,681,106
Total 8100-8299 · Other Federal Incom	-	-	-	161,516	-	-	163,268	-	84,000	163,268	-	42,000	207,020	821,072
Total 8300-8599 · Other State Income	-	42,094	84,188	56,125	296,648	99,974	124,669	196,125	98,220	210,162	49,110	49,110	363,201	1,669,628
Total 8600-8799 · Other Income-Local	41,799	45,167	67,771	67,145	57,890	57,742	63,189	56,135	52,920	59,973	57,742	56,135	6,250	689,859
TOTAL INCOME	328,888	841,166	1,669,552	1,423,968	1,493,720	1,364,098	1,490,308	1,769,494	2,286,389	1,872,835	1,546,283	1,653,875	1,121,090	18,861,665
Expense														
Total 1000 · Certificated Salaries	28,614	620,714	620,714	620,714	620,714	620,714	620,714	620,714	620,714	620,714	620,714	620,714	-	6,856,468
Total 2000 · Classified Salaries	126,786	126,786	280,094	299,257	280,094	318,421	308,839	299,257	260,930	270,512	318,421	299,257	-	3,188,653
Total 3000 · Employee Benefits	210,602	301,606	352,198	358,522	352,198	364,846	361,684	358,522	345,874	349,036	350,842	400,461	-	4,106,389
Total 4000 · Supplies	147,452	147,452	147,452	65,876	65,876	65,876	65,876	65,876	65,876	65,876	65,876	65,876	-	1,035,236
Total 5000 · Operating Services	289,168	261,351	261,351	261,351	261,351	261,351	261,351	261,351	261,351	261,351	247,442	282,225	-	3,170,994
Total 6000 · Capital Outlay	12,728	12,728	12,728	11,478	11,438	11,178	11,095	9,512	9,720	9,720	9,692	9,692	-	131,710
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	815,350	1,470,637	1,674,536	1,617,198	1,591,670	1,642,385	1,629,559	1,615,231	1,564,465	1,577,209	1,612,986	1,678,225	-	18,489,450
NET INCOME	(486,462)	(629,471)	(4,985)	(193,229)	(97,950)	(278,287)	(139,251)	154,262	721,924	295,626	(66,703)	(24,350)	1,121,090	372,214
Beginning Cash Balance	5,197,033	5,701,144	5,121,405	5,328,303	5,165,096	5,078,584	4,813,227	4,685,071	4,848,845	5,530,489	5,835,836	5,778,824	5,614,167	5,197,033
Cash Flow from Operating Activities														
Net Income	(486,462)	(629,471)	(4,985)	(193,229)	(97,950)	(278,287)	(139,251)	154,262	721,924	295,626	(66,703)	(24,350)	1,121,090	372,214
Change in Accounts Receivable														
Prior Year Accounts Receivable	827,844	37,003	199,155	68,544	-	1,752	-	-	-	-	-	-	-	1,134,299
Current Year Accounts Receivable													(1,121,090)	(1,121,090)
Change in Accounts Payable	-												-	-
Change in Prepaid Expenditures	150,000											(150,000)		-
Depreciation Expense	12,728	12,728	12,728	11,478	11,438	11,178	11,095	9,512	9,720	9,720	9,692	9,692		131,710
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	(50,000)	-	-	-	-	(100,000)
Ending Cash Balance	5,701,144	5,121,405	5,328,303	5,165,096	5,078,584	4,813,227	4,685,071	4,848,845	5,530,489	5,835,836	5,778,824	5,614,167	5,614,167	5,614,167

GOMPERS PREPARATORY ACADEMY
Enrollment & ADA

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	# of Classes/ Class Size/ Total Enrollment	2019-20	2020-21	2021-22	2022-23	2023-24
6	Total Enrollment	230	250	250	250	250
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	220.80	240.00	240.00	240.00	240.00
7	Total Enrollment	230	230	250	250	250
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	220.80	220.80	240.00	240.00	240.00
8	Total Enrollment	210	210	210	240	240
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	201.60	201.60	201.60	230.40	230.40
9	Total Enrollment	200	200	200	200	200
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	192.00	192.00	192.00	192.00	192.00
10	Total Enrollment	165	165	165	165	165
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	158.40	158.40	158.40	158.40	158.40
11	Total Enrollment	170	170	170	170	170
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	163.20	163.20	163.20	163.20	163.20
12	Total Enrollment	125	125	125	125	125
	Attendance Rate	96%	96%	96%	96%	96%
	ADA	120.00	120.00	120.00	120.00	120.00

Summary by Grade Span	2019-20	2020-21	2021-22	2022-23	2023-24
Total Enrollment, 4 - 6	230	250	250	250	250
Average Attendance Rate, 4 - 6	96%	96%	96%	96%	96%
Total ADA, 4 - 6	220.80	240.00	240.00	240.00	240.00
Total Enrollment, 7 - 8	440	440	460	490	490
Average Attendance Rate, 7 - 8	96%	96%	96%	96%	96%
Total ADA, 7 - 8	422.40	422.40	441.60	470.40	470.40
Total Enrollment, 9 - 12	660	660	660	660	660
Average Attendance Rate, 9 - 12	96%	96%	96%	96%	96%
Total ADA, 9 - 12	633.60	633.60	633.60	633.60	633.60
Grand Total, Enrollment	1,330	1,350	1,370	1,400	1,400
Grand Total, ADA	1,276.80	1,296.00	1,315.20	1,344.00	1,344.00

GOMPERS PREPARATORY ACADEMY <i>Schedule A - Revenue, Part 1, Local Control Funding Formula</i> Prepared by ExED. For use by ExED and ExED clients only. © 2018 ExED					
	2019-20	2020-21	2021-22	2022-23	2023-24
Formula Factors					
COLA	2.57%	2.67%	3.42%	2.80%	2.80%
Gap-Closing Increment	100.00%	100.00%	100.00%	100.00%	100.00%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	50.00%	50.00%	50.00%	50.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%
School Factors					
4-6 ADA	220.80	240.00	240.00	240.00	240.00
7-8 ADA	422.40	422.40	441.60	470.40	470.40
9-12 ADA	633.60	633.60	633.60	633.60	633.60
Total ADA	1,276.80	1,296.00	1,315.20	1,344.00	1,344.00
3-Year Average FRPM/EL/FY Unduplicated Percentage	82.77%	81.20%	81.19%	81.17%	81.15%
District of Residence Unduplicated Percentage	62.50%	62.50%	62.50%	62.50%	62.50%
Rates					
Base LCFF Target Rates					
4-6	\$ 7,766	\$ 7,973	\$ 8,246	\$ 8,477	\$ 8,714
7-8	\$ 7,996	\$ 8,209	\$ 8,490	\$ 8,728	\$ 8,972
9-12	\$ 9,266	\$ 9,513	\$ 9,838	\$ 10,113	\$ 10,396
Grade Span-Adjusted Target Rates (TK-3 & 9-12 adjusted by grade span adjustment percentage)					
4-6	\$ 7,766	\$ 7,973	\$ 8,246	\$ 8,477	\$ 8,714
7-8	\$ 7,996	\$ 8,209	\$ 8,490	\$ 8,728	\$ 8,972
9-12	\$ 9,507	\$ 9,760	\$ 10,094	\$ 10,376	\$ 10,666
Supplemental Grant Rates					
4-6	\$ 1,553	\$ 1,595	\$ 1,649	\$ 1,695	\$ 1,743
7-8	\$ 1,599	\$ 1,642	\$ 1,698	\$ 1,746	\$ 1,794
9-12	\$ 1,901	\$ 1,952	\$ 2,019	\$ 2,075	\$ 2,133
Concentration Grant Rates					
4-6	\$ 3,883	\$ 3,987	\$ 4,123	\$ 4,239	\$ 4,357
7-8	\$ 3,998	\$ 4,105	\$ 4,245	\$ 4,364	\$ 4,486
9-12	\$ 4,754	\$ 4,880	\$ 5,047	\$ 5,188	\$ 5,333
Other Inputs					
In Lieu of Property Tax (SDUSD) Rate per ADA	\$ 5,789	\$ 5,789	\$ 5,789	\$ 5,789	\$ 5,789
Education Protection Account % Offset	28.14%	28.14%	28.14%	28.14%	28.14%
EPA Rate for Schools Open in FY 13/14 or later	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
LCFF Calculation					
LCFF Target Calculation (Full Implementation)					
Supplemental Add On Rate (Supplemental Rate * % Unduplicated)					
4-6	\$ 1,286	\$ 1,295	\$ 1,339	\$ 1,376	\$ 1,414
7-8	\$ 1,324	\$ 1,333	\$ 1,379	\$ 1,417	\$ 1,456
9-12	\$ 1,574	\$ 1,585	\$ 1,639	\$ 1,684	\$ 1,731
Total Supplemental Grant	\$ 1,840,123	\$ 1,878,146	\$ 1,968,660	\$ 2,064,050	\$ 2,121,223
Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)					
4-6	\$ 291	\$ 299	\$ 309	\$ 318	\$ 327
7-8	\$ 300	\$ 308	\$ 318	\$ 327	\$ 336
9-12	\$ 357	\$ 366	\$ 379	\$ 389	\$ 400
Total Concentration Grant	\$ 416,845	\$ 433,685	\$ 454,642	\$ 476,789	\$ 490,116
School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)					
4-6	\$ 9,343	\$ 9,567	\$ 9,894	\$ 10,171	\$ 10,455

GOMPERS PREPARATORY ACADEMY*Schedule A - Revenue, Part 1, Local Control Funding Formula*

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	2019-20	2020-21	2021-22	2022-23	2023-24
7-8	\$ 9,620	\$ 9,850	\$ 10,187	\$ 10,472	\$ 10,765
9-12	\$ 11,437	\$ 11,711	\$ 12,112	\$ 12,450	\$ 12,797
LCFF Total Target (School Target Rates * ADA)	\$ 13,372,846	\$ 13,876,769	\$ 14,547,084	\$ 15,255,203	\$ 15,681,106
Average LCFF Target Rate per ADA	\$ 10,474	\$ 10,707	\$ 11,061	\$ 11,351	\$ 11,667
<u>LCFF Floor Calculation</u>					
Current Year ADA * FY 12/13 Base Rate	\$ 7,290,196	\$ 7,399,823	\$ 7,509,450	\$ 7,673,891	\$ 7,673,891
Current Year ADA * Prior Year LCFF Funding Gap per ADA	\$ 4,515,659	\$ 4,882,473	\$ 5,262,115	\$ 5,852,260	\$ 6,241,832
LCFF Floor	\$ 13,078,365	\$ 13,573,941	\$ 14,082,346	\$ 14,865,635	\$ 15,255,207
<u>Current Year Funding Calculation</u>					
Gap Between Target and Floor	\$ 294,481	\$ 302,827	\$ 464,738	\$ 389,569	\$ 425,899
CY Gap Closing Increment (Gap * Gap Closing Increment)	\$ 294,481	\$ 302,827	\$ 464,738	\$ 389,569	\$ 425,899
Gap Funding Per ADA	\$ 231	\$ 234	\$ 353	\$ 290	\$ 317
Current Year Local Control Funding Formula Revenue	\$ 13,372,846	\$ 13,876,769	\$ 14,547,084	\$ 15,255,203	\$ 15,681,106
CY Average LCFF Rate per ADA	\$ 10,474	\$ 10,707	\$ 11,061	\$ 11,351	\$ 11,667
Increase/Decrease	\$ 231	\$ 234	\$ 353	\$ 290	\$ 317

Components of Local Control Funding Formula Revenue					
In Lieu of Property Tax Funding	\$ 7,391,255	\$ 7,502,401	\$ 7,613,548	\$ 7,780,268	\$ 7,780,268
Education Protection Account Funding	\$ 255,360	\$ 259,200	\$ 263,040	\$ 268,800	\$ 268,800
LCFF, State Portion	\$ 5,726,232	\$ 6,115,167	\$ 6,670,496	\$ 7,206,135	\$ 7,632,038

GOMPERS PREPARATORY ACADEMY**Schedule A - Revenue, Part 2, Other Revenue Assumptions**

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	2019-20	2020-21	2021-22	2022-23	2023-24
ADA					
P2 ADA	1276.80	1296.00	1315.20	1344.00	1344.00
TK-3	-	-	-	-	-
4-6	220.80	240.00	240.00	240.00	240.00
7-8	422.40	422.40	441.60	470.40	470.40
9-12	633.60	633.60	633.60	633.60	633.60
Annual ADA	1276.80	1296.00	1315.20	1344.00	1344.00
TK-3	0.00	0.00	0.00	0.00	0.00
4-6	220.80	240.00	240.00	240.00	240.00
7-8	422.40	422.40	441.60	470.40	470.40
9-12	633.60	633.60	633.60	633.60	633.60
Demographics					
Free #	781	793	805	823	823
Reduced #	252	256	260	265	265
Total Free and Reduced #	1034	1049	1065	1088	1088
Free # - 5 - 17 yr olds	781	793	805	823	823
Reduced # - 5 -17 yr olds	252	256	260	265	265
Total Free and Reduced # - 5 -17 yr olds	1034	1049	1065	1088	1088
English Language Learners #	263	267	271	277	277
Immigrant Student #	0	0	0	0	0
Rates*					
Government COLA Increase for Revenue (per SSC Dartboard)	2.57%	2.67%	3.42%	2.80%	2.80%
Title I, New School (for estimating initial entitlement)	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Title II, New School (for estimating initial entitlement)	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
Special Education - IDEA	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00
Special Education - AB 602	\$ 522.00	\$ 522.00	\$ 522.00	\$ 522.00	\$ 522.00
State Lottery - Base (Non-Prop 20)	\$ 151.00	\$ 151.00	\$ 151.00	\$ 151.00	\$ 151.00
State Lottery - Prop 20	\$ 53.00	\$ 53.00	\$ 53.00	\$ 53.00	\$ 53.00
Mandate Reimbursement Block Grant, K-8	\$ 16.75	\$ 17.20	\$ 17.79	\$ 17.79	\$ 17.79
Mandate Reimbursement Block Grant, 9-12	\$ 46.40	\$ 47.63	\$ 49.26	\$ 49.26	\$ 49.26
One Time Funding (Mandate Backlog Offset)	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Funding					
IDEA Revenue	\$ 159,145	\$ 159,600	\$ 162,000	\$ 164,400	\$ 168,000
Title Funding					
Title I Entitlement	\$ 548,019	\$ 552,589	\$ 560,899	\$ 569,209	\$ 581,673
Title II Entitlement	\$ 60,666	\$ 61,172	\$ 62,092	\$ 63,012	\$ 64,392
Title III LEP Entitlement	\$ 7,008	\$ 7,008	\$ 7,008	\$ 7,008	\$ 7,008
State Funding					
AB 602	\$ 666,490	\$ 676,512	\$ 686,534	\$ 701,568	\$ 701,568
Mental Health II & III	\$ 280,000	\$ 280,000	\$ 280,000	\$ 280,000	\$ 280,000
Mandate Funds					
Mandate Reimbursement Block Grant	\$ 39,504	\$ 41,243	\$ 42,995	\$ 43,337	\$ 43,849
Mandate Offset One Time Funds	\$ -				
Mandate Reimbursement Block Grant	\$ 39,504	\$ 41,243	\$ 42,995	\$ 43,337	\$ 43,849
Lottery					
Non-Prop 20 (Unrestricted)	\$ 192,797	\$ 195,696	\$ 198,595	\$ 202,944	\$ 202,944
Prop 20 (To be used for student materials)	\$ 67,670	\$ 68,688	\$ 69,706	\$ 71,232	\$ 71,232
Total Lottery	\$ 260,467	\$ 264,384	\$ 268,301	\$ 274,176	\$ 274,176
Other State Revenue Breakdown					
<i>(Add more rows above Total Other State Revenue if Necessary)</i>					

GOMPERS PREPARATORY ACADEMY**Schedule A - Revenue, Part 2, Other Revenue Assumptions**

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	2019-20	2020-21	2021-22	2022-23	2023-24
ASES (If Applicable)	\$ 370,035	\$ 370,035	\$ 370,035	\$ 370,035	\$ 370,035
Total Other State Revenue	\$ 370,035	\$ 370,035	\$ 370,035	\$ 370,035	\$ 370,035
Local Funding					
Other Local Revenue Breakdown					
<i>(Add more rows above Total Other Local Revenue if Necessary)</i>					
After School Revenue (From After School Program Tab (If Applicable))	\$ -	\$ -	\$ -	\$ -	\$ -
Athletics	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Cafeteria Reimbursement	\$ 89,859	\$ 89,859	\$ 89,859	\$ 89,859	\$ 89,859
Eagle Store	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Total Other Local Revenue	\$ 139,859	\$ 139,859	\$ 139,859	\$ 139,859	\$ 139,859

GOMPERS PREPARATORY ACADEMY*Schedule B - Development*

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Object Code	2019-20	2020-21	2021-22	2022-23	2023-24
8698: Grants					
Total, 8698: Grants	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
8699: Fundraising					
Total, 8699: Fundraising	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix H:

WASC Accreditation Letter



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

FRED VAN LEUVEN, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

April 20, 2017

Mr. Vincent Riveroll
Director
Gompers Preparatory Academy
1005 47th Street
San Diego, CA 92102

Dear Mr. Riveroll:

Based on the ACS WASC mid-cycle review, it has been determined that Gompers Preparatory Academy (6 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Gompers Preparatory Academy's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2020.

Accreditation status is conditioned upon Gompers Preparatory Academy's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Gompers Preparatory Academy's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Fred Van Leuven, Ed.D.
President

cc: Visiting Committee Chairperson
Superintendent



GOMPERS PREPARATORY ACADEMY

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342

Appendix I:

Letters of Support



OFFICE OF THE CHANCELLOR

9500 GILMAN DRIVE # 0005
LA JOLLA, CALIFORNIA 92093-0005
TEL: (858) 534-3135
FAX: (858) 534-6523

July 31, 2018

Kevin Beiser, Board President
Board of Education
San Diego Unified School District
4100 Normal Street
San Diego, CA 92103

Dear Board President Beiser,

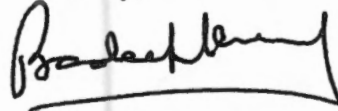
On behalf of UC San Diego, I write this letter in strong support of Gompers Preparatory Academy and respectfully recommend renewal of their charter with the San Diego Unified School District. UC San Diego is proud to call Gompers a partner school, a distinction held by only a few schools in the region and a designation we reserve for schools where there is mutual agreement on the collective impact to the community.

A pinnacle of our partnership has been the Chancellor's Associates Scholarship Program (CASP); Gompers was one of our first three partner schools to be included in the program. Gompers students who are admitted to UC San Diego and who meet established financial criteria are eligible for the award. CASP provides a scholarship of \$10,000 annually for up to four years and recipients become part of a structured success program that supports the academic, social, and emotional development of enrolled students. To date, over 100 students from Gompers have joined the program in the last five years, which has essentially eliminated the financial hardship of attending our world-class university and created space for students to focus on their studies and pursue their dreams.

As partners, UC San Diego provides a number of resources to Gompers Preparatory Academy – from scholarships and academic tutoring, to curriculum development and teacher training. Dr. Mica Pollock, Faculty Director of UC San Diego's Center for Research on Educational Equity, Assessment & Teaching Experience (CREATE), serves on the Gompers Board, and she and her Associate Director serve on the Gompers Education Committee helping to advise the school on matters related to educational policy, curriculum, assessment, and teacher professional development needs. CREATE's recent partnership with the San Diego Area Writers Project has resulted in a new assessment and intervention strategy for early identification of students who may need additional support to be successful in college-level writing. Additional partnerships with CREATE have also yielded new resources through grants that have helped shore up mathematics instruction to the middle grades. Through teacher training and curriculum development, UC San Diego regularly includes faculty from Gompers in opportunities with the Scripps Institution of Oceanography, the Birch Aquarium at Scripps, and the division of Social Sciences, to name a few.

My team and I continue to be impressed with the professionalism and expertise of the counselors, teachers, and leaders of Gompers. We are equally impressed with its students. Overwhelmingly Gompers' students at UC San Diego contribute to the inclusive excellence of our campus through their dedication, work ethic, and many strengths. I would not allocate so many resources at UC San Diego to Gompers if I did not fully support the mission and work of the school and its quest to transform the lives of students and their communities. We at UC San Diego continue to support the work and mission of educational equity and excellence at Gompers Preparatory Academy. I sincerely hope that you and the Board of Education will give it your full support as you consider the renewal of its charter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pradeep K. Khosla', written in a cursive style with a long horizontal flourish at the end.

Pradeep K. Khosla
Chancellor



September 13, 2018

Kevin Beiser, President
Board of Education
San Diego Unified School District
4100 Normal St.
San Diego, CA 92103

Dear Mr. Beiser:

I am writing to offer my strong support of Gompers Preparatory Academy's charter renewal. Outdoor Outreach is a youth development nonprofit that uses outdoor recreation and education outings to inspire youth from historically disadvantaged communities to connect to opportunity and possibility in their lives. Like Gompers Preparatory Academy (GPA), Outdoor Outreach is located in Southeast San Diego, and has served the youth of the community since 1999.

Outdoor Outreach has been partnering with GPA for the past three years to run an after-school "Adventure Club" that provides ongoing outdoor recreation, education and environmental stewardship outings for students. Our involvement with GPA students has grown and become more involved each year. We have lead many outings with GPA ranging from hiking, surfing, mountain biking, rock climbing and many more. Through these experiences, GPA and Outdoor Outreach have together provided students opportunities to challenge themselves, build supportive peer networks, and connect to their environment and community in a new way. Since 2016, Outdoor Outreach has run 42 outdoor outings with GPA, at an average frequency of two to three times per month.

Throughout our partnership, GPA staff and administrators have always demonstrated strong commitment to their students' academic success, well-being and community engagement. The students are very receptive to learning and trying new things, asking questions, staying engaged, and developing friendships and relationships with each other, staff, and their teachers. The GPA teachers we work



OUTDOOR
OUTREACH

with make meaningful connections with their students and support their extracurricular pursuits. Our outings are consistently well attended and run smoothly because of the students' willingness, accountability, and attentiveness they learned in the classrooms at GPA. This speaks highly of the culture of GPA and its focus on positive character development.

Gompers was the first school to pilot our high school level "Outdoor Voices" civic engagement program. Gompers students were very receptive to learning about civic engagement and environmental advocacy and were eager to get involved. In June of 2017, these activities culminated in three students presenting their recommendations on how to increase meaningful access to the coast for youth in San Diego's historically underserved communities to the California Coastal Commission. Two of these students later presented their recommendations to state legislators on an Outdoor Outreach-organized advocacy day in Sacramento. Additionally in 2017, three students from the Adventure Club participated and graduated from our 8-week intensive summer Leadership Program. Through this program, they practiced their outdoor leadership skills, developed their personal narratives, and built the confidence to speak up for themselves and their communities.

In summary, we are grateful for the support that GPA provides to the youth of our community and look forward to continuing and deepening our partnership in the years to come. Please give the renewal of GPA's charter your full consideration.

Sincerely,

Ben McCue
Executive Director



August 15, 2018

Kevin Beiser, President
Board of Education
San Diego Unified School District
4100 Normal Street
San Diego CA 92103

Dear Mr. Beiser,

I am writing today to convey Playwrights Project's robust support of Gompers Preparatory Academy (GPA), including their directors and staff.

For a number of years, Playwrights Project has worked with GPA's faculty teaching students the fundamental elements of theater and playwriting, guiding them through the process of writing a play, and coaching them in developing characters of substance who find creative solutions for addressing conflicts as they work to better themselves and those around them. The FPA faculty has worked closely with our teaching artists to assure that the playwriting instruction advances the schools' Language Arts curriculum and addresses State Content Standards. Together, we provide a project-based opportunity for students to apply their knowledge of the elements of story, explore cause and effect, refine message, practice revising their writing, and enhance their overall literacy skills. Through the process, students often gain a deeper understanding of themselves and a greater appreciation for the viewpoints of their peers. GPA's unwavering commitment to advancing their students' success is exemplified through their sustained partnership with PWP.

After our most recent playwriting residency at GPA in Spring 2018, one student remarked: "*I learned that I am a better writer than I think I am. I realized that I have a good way of explaining situations that I think about in other peoples' viewpoints.*"

Playwrights Project has additionally welcomed GPA students to our annual *Plays by Young Writers* Festival for many years. We have been impressed by the students' interest in the productions, as demonstrated by their attentive responses to the plays as audience members, active participation in post-performance discussions, and letters of appreciation. We applaud the school for making theatre accessible to economically disadvantaged students, many of whom would not otherwise have the opportunity to see live theatre in their community.

Sincerely,

Cecelia Kouma
Executive Director

Executive Director
Cecelia Kouma
Founder
Deborah Salzer

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www.playwrightsproject.org



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Providing Scientific, Cultural &
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(1909-1998)*

Officers and Directors

Peter K. Ellsworth
President
peter@benboughfoundation.org

Vice President
Fredrick P. Crowell

Treasurer
John G. Rebelo Jr.

Secretary
Bob Kelly

August 20, 2018

Kevin Beiser, President
Board of Education
San Diego Unified School District

Dear President Beiser,

I am writing this letter to you to support in the strongest terms possible the renewal of the charter for Gompers Preparatory Academy (GPA). As a focused supporter of health, education and welfare initiatives in the Diamond Neighborhoods of San Diego for over 20 years we have had the opportunity to see the tremendous positive impact that GPA has had on its students, their families and the Community.

With our support this year, we will have provided GPA in excess of 1 million dollars for their facilities and programs since they became a charter school. We made these grants on the basis of regular site visits to the school, attendance at their programs, ongoing conversations with Director Riveroll, Pete Chodzko and members of the GPA Board and staff and a review and analysis of the contributions and success of the school. These grants would not have been made without GPA's continuing demonstration of its success.

The transformation of this school to a charter has been nothing short of amazing. Gompers, prior to becoming a charter was a dangerous place for students and visitors. In fact it was the only place in the Diamond where I have felt physically afraid. Today, a visit is an inspiration as you see the students taking advantage of the opportunity and the inspiration that they are experiencing.

The record of the school's accomplishment speaks for itself. In spite of the recent incorrect, shallow and unfortunate approach taken by one investigative journalist, the school remains totally supported by those who are aware of the "real" facts about the school i.e. the parents, the students, the teachers and the funders. The waiting list for students is just one indication of the support that the school has earned.

Thank you for your past support of the school. We are looking forward to even more progress in the next 5 years with the renewal of the Charter.

Sincerely,

Peter K. Ellsworth
President