

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

(Charter 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. (LCAP Priorities 1, 2, 4 and 7)

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
<b>Metric/Indicator</b> Maintain or increase performance levels on state math assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher.	No state assessment data available for 2019-20  For future years: <ul style="list-style-type: none"><li>• MATH Quarter Final data will show increased alignment and increased scores</li><li>• Percentage of students meeting or exceeding standard on the MATH SBAC will increase annually</li><li>• Our distance from Standard on the CDE Dashboard for MATH will decrease</li></ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Leadership and select staff attend CCSS professional development through SDCOE and other agencies</li> <li>Onsite professional development for math department</li> <li>School-wide Professional Development on Common Core transition and interventions</li> <li>Math department to determine assessments to be used for ongoing progress monitoring</li> <li>Use of diagnostic assessments for math course placement, intervention planning, and program evaluation</li> <li>-Use of web based programs for skill development</li> <li>-New curriculum adoptions for middle school and high school math, respectively</li> </ul>	<p>Portion of Instructional Leads' salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 150054</p> <p>Portion of Instructional Leads' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$45016</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 401074</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 108645</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 300000</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits LCFF Base 90000</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 70107</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Title I 21032</p>	<p>Portion of Assistant Directors' salaries and benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100036</p> <p>Portion of Assistant Directors' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 30011</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 436718</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 131015</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 326661</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits LCFF Base 97998</p> <p>Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 112946</p> <p>Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Title I 32303</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Math Software and Materials 4000-4999: Books And Supplies Lottery 34344  Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 15864	Math Software and Materials 4000-4999: Books And Supplies Lottery 37866  Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 2717
Action 1 continued	Math Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 55000  Portion of Assistant Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 71487  Assistant Director Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 21466  Encore Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30030  Encore Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12871  Tutoring services 5000-5999: Services And Other Operating Expenditures Title I 62415	Math Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 34571  Portion of Assistant Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 71487  Assistant Director Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 21446  Encore Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 44568  Encore Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13371  Tutoring services 5000-5999: Services And Other Operating Expenditures Title I 60126

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 2

(Charter 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. (LCAP Priorities 1, 2, 4 and 7)

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
<b>Metric/Indicator</b> Maintain or increase performance levels on state ELA assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher.	No state assessment data available for 2019-20  For future years: <ul style="list-style-type: none"><li>• ELA Quarter Final data will show increased alignment and increased scores</li><li>• Percentage of students meeting or exceeding standard on the ELA SBAC will increase annually</li><li>• Our distance from Standard on the CDE Dashboard for ELA will decrease</li></ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Leadership and select staff attend CCSS professional development through SDCOE and other agencies</li> <li>Onsite professional development for ELA department</li> <li>School-wide Professional Development on Common Core transition and interventions</li> <li>ELA department to determine assessments to be used for ongoing progress monitoring</li> </ul>	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50018	Portion of Assistant Directors' salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 50018
	Portion of Instructional Leads' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$15005	Portion of Assistant Directors' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15006
	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$332010	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 361516
	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$99603	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 108455
	Portion of English Teachers' Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$250000	Portion of English Teachers' Salaries 2000-2999: Classified Personnel Salaries LCFF Base 272218
	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Base \$75000	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Base 81665
	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I \$64668	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I 112946
	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Base \$19400	Portion of English Teachers' Benefits 3000-3999: Employee Benefits LCFF Base 32303
	Portion of Reading Resource Teacher Salary 1000-1999: Certificated Personnel Salaries	Portion of Reading Resource Teacher Salary 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration \$43,484  Portion of Reading Resource Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13045	LCFF Supplemental and Concentration 0  Portion of Reading Resource Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Action 1 Continued	Encore program 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12870  Encore program 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30030  Professional Development 5000-5999: Services And Other Operating Expenditures Title II 15863.75  Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 23000	Encore program 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13371  Encore program 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 44569  Professional Development 5000-5999: Services And Other Operating Expenditures Title II 9591  Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22100

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A description of the successes and challenges in implementing the actions/services to achieve the goal.





## Goal 3

(Charter Goal #3)

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

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"> <li>• 5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.</li> <li>• 5% more students will score proficient or above on the AP assessment.</li> <li>• Average ACT scores will increase by 1 point per section</li> </ul>	<p>No state assessment data available and ACT scores limited for 2019-20</p> <p>For future years:</p> <ul style="list-style-type: none"> <li>• Our percentage of students meeting or exceeding standard on the CAASPP ELA, Math and CAST (Science) will increase annually</li> <li>• Our distance from Standard will decrease on the CDE Dashboard in both ELA and Math</li> <li>• College Readiness Indicator will increase annually on the CDE Dashboard</li> <li>• AP Pass Rate will increase annually</li> </ul> <p>Increase average GPA annually            Increase percentages in student/staff surveys</p> <ul style="list-style-type: none"> <li>• Increase average GPA annually</li> </ul>

Expected	Actual
	<ul style="list-style-type: none"> <li>Increase percentages in student/staff surveys</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Leadership and select staff attend CCSS professional development through SDCOE and other agencies</li> <li>Leadership and AP teachers attend AP professional development through College Board and other agencies</li> <li>Onsite professional development weekly for all departments</li> <li>School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps</li> <li>All departments to determine assessments to be used for ongoing progress monitoring</li> </ul>	<p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$152108</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$45632</p> <p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$200842</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits Title I \$60253</p> <p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$1695579</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$508678</p> <p>Portion of Support Teachers' Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$277417</p> <p>Portion of Support Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$83225</p>	<p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 165626</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 49688</p> <p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I 112946</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits Title I 32303</p> <p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1846267</p> <p>Portion of Teacher Benefits 3000-3999: Employee Benefits LCFF Base 553880</p> <p>Portion of Support Teachers' Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 78292</p> <p>Portion of Support Teachers' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23488</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Student Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$99900  Portion of After School Enrichment Staff Salaries 2000- 2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$30030	Instructional Student Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 212340  Portion of After School Enrichment Staff Salaries 2000- 2999: Classified Personnel Salaries LCFF Supplemental and Concentration 44569
Action 1 Continued	After School salaries benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12871  Professional Development 5000- 5999: Services And Other Operating Expenditures LCFF Base 15864	After School salaries benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13371  Professional Development 5000- 5999: Services And Other Operating Expenditures LCFF Base 2717

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 4

(Charter 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 ELPAC data. (LCAP Priorities 1, 2, 4 and 7)

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"> <li>EL students will maintain or increase performance levels on state ELA assessments to achieve mid-level (YELLOW) performance level or higher.</li> <li>EL students will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher.</li> <li>EL students will maintain or increase performance levels on state ELPAC assessments to achieve mid-level (YELLOW) performance level or higher.</li> </ul>	<p>No state assessment data available for 2019-20</p> <p>For future years:</p> <ul style="list-style-type: none"> <li>Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually</li> <li>Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually</li> <li>Increased percentage of students will score a level 3 or above on ELPAC</li> <li>GPA will increase the percentage of students making progress toward English language proficiency on the CDE Dashboard indicator annually.</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Leadership and select staff attend CCSS professional development specifically for ELD standards</li> <li>Onsite professional development for all departments</li> <li>School-wide Professional Development</li> <li>All departments to determine assessments to be used for ongoing progress monitoring</li> </ul>	<p>Portion of Instructional Leads' salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,017</p> <p>Portion of Instructional Leads' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$15,005</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 15863</p>	<p>Portion of Assistant Directors' salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 50018</p> <p>Portion of Assistant Directors' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 15005</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 2717</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 5

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

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>Students with Disabilities will maintain or increase performance levels on state ELA assessments to achieve mid-level (YELLOW) performance level or higher.</li><li>Students with Disabilities will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher.</li></ul>	<ul style="list-style-type: none"><li>No state assessment data available for 2019-20. ELPAC data limited in 2019-20 due to COVID school closure</li></ul> <p>For Future Years:</p> <ul style="list-style-type: none"><li>Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually</li><li>Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually</li></ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Leadership and select staff attend CCSS professional development specifically for SPED population.</li> <li>Onsite professional development for all departments</li> <li>School-wide Professional Development</li> <li>All departments to determine assessments to be used for ongoing progress monitoring</li> </ul>	<p>Portion of SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education \$540454</p> <p>Portion of SPED Teacher and Support Teacher Benefits 3000-3999: Employee Benefits Special Education \$385014</p> <p>Portion of SPED Support Teachers Salaries 2000-2999: Classified Personnel Salaries Special Education \$277640</p> <p>Special Education Support Materials 4000-4999: Books And Supplies Special Education \$8000</p> <p>Special Education--Other Expenses 5000-5999: Services And Other Operating Expenditures Special Education \$332215</p>	<p>Portion of SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education 294616</p> <p>Portion of SPED Teacher and Support Teacher Benefits 3000-3999: Employee Benefits Special Education 88385</p> <p>Portion of SPED Support Teachers Salaries 2000-2999: Classified Personnel Salaries Special Education 385365</p> <p>Special Education Support Materials 4000-4999: Books And Supplies Special Education 4360</p> <p>Special Education--Other Expenses 5000-5999: Services And Other Operating Expenditures Special Education 245199</p> <p>Portion of SPED Support Teachers Salaries 3000-3999: Employee Benefits Special Education 115610</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 6

(GPA Charter Outcome #6)

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

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school.</li><li>-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.</li></ul>	<ul style="list-style-type: none"><li>-Due to campus closures caused by COVID, in-person parent participation was not possible for a sizable amount of the school year.</li><li>-Virtual "Coffee with the Director" meetings were held on a regular basis (monthly or more), to update parents on school operations and respond to questions/concerns.</li><li>-"Student Support Wednesdays" were launched mid-year to give students and families more time each week to attend tutoring and/or meet with teachers, support staff tutors, academic counselors, and mental health professionals, to assist students in staying positively connected to school and reach their goals.</li></ul> <p>For future years:</p> <ul style="list-style-type: none"><li>School Site Council Meetings will be held at least two times throughout the school year</li><li>Coffee with the Director Meetings will be held at least six times per year</li></ul>

Expected	Actual
	<ul style="list-style-type: none"> <li>• -Parent/Teacher conferences will be offered to parents at least two times per year</li> <li>• Parent Commitment Forms will be signed and collected as part of the annual student (re)enrollment process</li> <li>• Student Affairs Parent Workshops (high school planning (A-G), college entrance, financial aid planning, etc) will be held at least four times per year</li> <li>• Parent Involvement Policy will be reviewed, updated and approved annually</li> <li>• Local Control Accountability Plan will be reviewed, updated and approved annually</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• 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.</li> <li>• -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 Parent Preparatory Academy meetings, Student Affairs family workshops including high school planning (A-G), college entrance, financial aid planning, etc.</li> </ul>	<p>Babysitting and translation services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2582</p> <p>Babysitting and translation services 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7746</p> <p>Website-Subscription Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$358</p>	<p>Babysitting and translation services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9001</p> <p>Babysitting and translation services 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7746</p> <p>Website-Subscription Fees 5000-5999: Services And Other Operating Expenditures LCFF Base 500</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>• -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</li> <li>• -Parents will be invited to participate on the School Site Council and English Language Advisory Committee</li> <li>• -All parents will be encouraged to engage in their student's education via requirement to sign a GPA Parent Commitment form on annual basis.</li> <li>• -GPA will be responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning.</li> </ul>	<p>Portion of Website Administrator Salary 2000-2999: Classified Personnel Salaries LCFF Base \$827</p> <p>Books, Supplies, and Refreshments for Parent Engagement and Education 4000-4999: Books And Supplies LCFF Base \$15450</p> <p>Babysitting and translation services 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2065</p>	<p>Portion of Website Administrator Salary 2000-2999: Classified Personnel Salaries LCFF Base 828</p> <p>Books, Supplies, and Refreshments for Parent Engagement and Education 4000-4999: Books And Supplies LCFF Base 15000</p> <p>Babysitting and translation services 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3449</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 7

(GPA Charter Outcome #7)

Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion. (LCAP Priorities 1, 4, and 6)

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:    (GPA Charter Outcome #2)

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> -Maintain or improve performance levels on state Suspension/Expulsion measures to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher.	No state assessment data available for 2019-20  For future years: <ul style="list-style-type: none"> <li>GPA will decrease the total number of discipline referrals annually</li> <li>GPA will decrease the total number of suspensions annually</li> <li>GPA will decrease the suspension rate annually</li> </ul>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons</li> </ul>	Dean's Office Staff--Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$174096	Dean's Office Staff--Salaries 2000-2999: Classified Personnel Salaries LCFF Base 171496

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p>Dean's Office Staff--Benefits 3000-3999: Employee Benefits LCFF Base \$52229</p> <p>Portion of Assistant Director of Student Affairs' salary 2000-2999: Classified Personnel Salaries LCFF Base \$27791</p> <p>Portion of Assistant Director of Student Affairs' benefits 3000-3999: Employee Benefits LCFF Base \$8337</p> <p>Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions 5000-5999: Services And Other Operating Expenditures LCFF Base \$57132</p> <p>Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school) 2000-2999: Classified Personnel Salaries LCFF Base \$854768</p> <p>Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school) 3000-3999: Employee Benefits LCFF Base \$256430</p>	<p>Dean's Office Staff--Benefits 3000-3999: Employee Benefits LCFF Base 51449</p> <p>Portion of Assistant Director of Student Affairs' salary 2000-2999: Classified Personnel Salaries LCFF Base 56783</p> <p>Portion of Assistant Director of Student Affairs' benefits 3000-3999: Employee Benefits LCFF Base 16945</p> <p>Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions 5000-5999: Services And Other Operating Expenditures LCFF Base 38257</p> <p>Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school) 2000-2999: Classified Personnel Salaries LCFF Base 810953</p> <p>Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school) 3000-3999: Employee Benefits LCFF Base 243286</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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## Goal 8

### (Charter Goal #8)

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)

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"><li>-Chronic Absenteeism will be kept to a minimum, with a goal of GREEN performance level for all student subgroups</li><li>-Annual Average Daily Attendance=95% or higher</li><li>-District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards</li><li>-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.</li></ul>	<ul style="list-style-type: none"><li>• No state assessment data available for Chronic Absenteeism for 2019-20</li><li>• Due to school campus closure starting March 2020, no in-person instruction was offered to students. However, our Continuity of Learning plan ensured each student was assigned a tutor who met with them one on one weekly. Attendance at these tutoring sessions exceeded 95%.</li><li>• --District and school risk management insurance provider facility assessments continue to show that the campus is in good repair and free of hazards.</li><li>• -School leadership continues to 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.</li></ul>



Expected	Actual
19-20	<p>For future years:</p> <ul style="list-style-type: none"> <li>Annual Average Daily Attendance = 95% or higher</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>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.</li> <li>GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>Custodial team salaries 2000-2999: Classified Personnel Salaries LCFF Base \$317531</p> <p>Custodial team benefits 3000-3999: Employee Benefits LCFF Base \$95259</p> <p>Office of Student Affairs home visits 5000-5999: Services And Other Operating Expenditures LCFF Base \$3233</p> <p>Staff Salaries--Home Visits to ensure high attendance for all students 2000-2999: Classified Personnel Salaries LCFF Base \$16955</p> <p>Staff Benefits--Home Visits to ensure high attendance for all students 3000-3999: Employee Benefits LCFF Base \$5086</p> <p>Portion of Chief Business Officer Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$50393</p> <p>Portion of Chief Business Officer Benefits 3000-3999: Employee Benefits LCFF Base \$15117</p>	<p>Custodial team salaries 2000-2999: Classified Personnel Salaries LCFF Base 333408</p> <p>Custodial team benefits 3000-3999: Employee Benefits LCFF Base 100022</p> <p>Office of Student Affairs home visits 5000-5999: Services And Other Operating Expenditures LCFF Base 3330</p> <p>Staff Salaries--Home Visits to ensure high attendance for all students 2000-2999: Classified Personnel Salaries LCFF Base 17540</p> <p>Staff Benefits--Home Visits to ensure high attendance for all students 3000-3999: Employee Benefits LCFF Base 5262</p> <p>Portion of Chief Business Officer Salary 1000-1999: Certificated Personnel Salaries LCFF Base 80502</p> <p>Portion of Chief Business Officer Benefits 3000-3999: Employee Benefits LCFF Base 24151</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>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.</li> </ul>	Learning Upgrade 4000-4999: Books And Supplies LCFF Base 0  Encore Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base 0  Classroom supplies to increase student engagement 4000-4999: Books And Supplies LCFF Base \$877075	Learning Upgrade 4000-4999: Books And Supplies LCFF Base 0  Encore Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base 0  Classroom supplies to increase student engagement 4000-4999: Books And Supplies LCFF Base 934602
Action 1 Continued	Custodial Supplies 4000-4999: Books And Supplies LCFF Base 60453	Custodial Supplies 4000-4999: Books And Supplies LCFF Base 69604

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 9

(Charter Goal #9)

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)

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
<b>Metric/Indicator</b> <ul style="list-style-type: none"> <li>-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.</li> <li>-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.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-All new GPA teachers will completed 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.</li> <li>-97% of classes were taught by teachers who are “highly qualified” in the subject being taught.</li> <li>-Average number of years teaching experience=7 years</li> </ul> <p>For future years:</p> <ul style="list-style-type: none"> <li>All new GPA teachers will complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus.</li> <li>Percent of teachers “highly qualified” in the subject they are teaching will remain above 95%</li> </ul>

Expected	Actual
	<ul style="list-style-type: none"> <li>2019-20 Average years of teaching experience for all teachers of record will continue to exceed 5 years</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>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.</li> <li>GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.</li> <li>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.</li> </ul>	<p>HR/Talent Services' salaries 2000-2999: Classified Personnel Salaries LCFF Base \$131506</p> <p>HR/Talent Services' benefits 3000-3999: Employee Benefits LCFF Base \$58281</p> <p>EdJoin fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$772</p> <p>Professional development materials, instructional consultants, and Classroom Supplies 5000-5999: Services And Other Operating Expenditures Title II \$60667</p> <p>HR/Talent Services' salaries 1000-1999: Certificated Personnel Salaries LCFF Base 62765</p>	<p>HR/Talent Services' salaries 2000-2999: Classified Personnel Salaries LCFF Base 146151</p> <p>HR/Talent Services' benefits 3000-3999: Employee Benefits LCFF Base 62675</p> <p>EdJoin fees 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>Professional development materials, instructional consultants, and Classroom Supplies 5000-5999: Services And Other Operating Expenditures Title II 16826</p> <p>HR/Talent Services' salaries 1000-1999: Certificated Personnel Salaries LCFF Base 62765</p> <p>Professional development materials, instructional consultants, and Classroom Supplies 4000-4999: Books And Supplies Title II 2676</p>

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 10

(Charter Outcome #10)

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)

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	Actual
<b>Metric/Indicator</b> <ul style="list-style-type: none"> <li>-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,</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>Annual average for UCSD interns and tutors exceeded 30 volunteers for 2019-20 school year</li> <li>With the exception of 2020, due to COVID school closures, GPA has offered summer school every summer since 2012. All students were offered one to one tutoring by GPA teachers and support staff and, for interested families, cost-free tutoring with approved private tutoring agencies.</li> </ul> <p>For future years:</p> <ul style="list-style-type: none"> <li>Annual average for UCSD interns and tutors will exceed 30</li> <li>GPA will continue to offer summer school every summer</li> </ul>

Expected	Actual
	<ul style="list-style-type: none"> <li>GPA will continue to offer several forms of additional interventions via after school tutoring, Saturday tutoring, and Winter and Spring Intersessions.</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.</li> <li>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.</li> <li>One week Intersessions will be offered during both winter and spring breaks (as funding and staffing levels allow), to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.</li> </ul>	<p>Business Office Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$25821</p> <p>Business Office Support Staff Benefits 3000-3999: Employee Benefits LCFF Base \$7,907</p> <p>Portion of counselors' salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$26,359</p> <p>Portion of counselors' benefits 3000-3999: Employee Benefits LCFF Base \$7,908</p> <p>Portion of Site Technician's Salary 2000-2999: Classified Personnel Salaries LCFF Base \$6,931</p> <p>Portion of Site Technician's Benefits 3000-3999: Employee Benefits LCFF Base \$1,814</p>	<p>Business Office Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25821</p> <p>Business Office Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7746</p> <p>Portion of counselors' salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 19002</p> <p>Portion of counselors' benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 5700</p> <p>Portion of Site Technician's Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6931</p> <p>Portion of Site Technician's Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2079</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Portion of Assistant Directors' Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$11,296  Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits LCFF Base \$3,389	Portion of Assistant Directors' Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12782  Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3835

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.



## Goal 11

(GPA Charter Outcome #11)

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)

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	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>-Four-Year Cohort Graduation Data, as provided by the California Department of Education, will exceed the Federal target of 90% each year.</li> <li>-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.</li> <li>-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.)</li> <li>-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.)</li> <li>-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.)</li> </ul>	<ul style="list-style-type: none"> <li>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%</li> <li>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: <ul style="list-style-type: none"> <li>-Satisfied the requirements to graduate on time with their classmates</li> <li>-Completed A-G requirements for admission to UC/CSU</li> <li>-Completed at least one AP course</li> <li>-Gained admission and/or enrolled in a 2-year or 4-year college</li> </ul> </li> </ul> <p>For future years:</p> <ul style="list-style-type: none"> <li>Four-Year Cohort Graduation Data for all GPA graduating classes will continue to exceed 95%</li> <li>At least 90% of students in each GPA senior class, including each student sub-group, will achieve the following: <ol style="list-style-type: none"> <li>1) Satisfy the requirements to graduate on time with their classmates</li> <li>2) Complete A-G requirements for admission to UC/CSU</li> <li>3) Complete at least one AP course</li> <li>4) Gain admission and/or enrolled in a 2-year or 4-year college</li> </ol> </li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet regularly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff.</li> <li>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.</li> <li>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.</li> <li>Multiple AP Study sessions are held each year to increase student success on the rigorous AP exams.</li> <li>Students in need receive assistance in pursuing financial aid for exam fees</li> </ul>	<p>Counselors Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$77823</p> <p>Counselors Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$133268</p> <p>Counseling Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits LCFF Base \$23347</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33317</p>	<p>Academic Counselors Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 70077</p> <p>College Counselors Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 95010</p> <p>Counseling Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base 0</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 21023</p> <p>Counselors and Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23753</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In order to prepare to welcome students back on campus GPA has been following national, state and local regulations to make sure our campus is prepared. GPA has budgeted additional funds for custodial supplies, of which a portion was used to procure PPE for students and staff, including:</p> <p>Face masks and face shields Gloves Electrostatic Sprayers Floor decals for social distancing Banners and signage related to social distancing and COVID Cleaning wipes (Clorox Wipes) Disinfectant spray Deep steam cleaning of the interior of GPA vehicles Infrared Thermometers</p> <p>Items exceeding \$1,000.00 in cost will be purchased using the \$1,125,000 set aside for capitalized equipment. An example would be the electrostatic sprayers. A portion of the monies budgeted for non-capitalized equipment was used to purchase:</p> <p>Plexiglass barriers for student desks and staff workstations Hand sanitizing stations to be placed in the classrooms New filters for the air conditioning system to help better filter the air circulating through the classrooms</p>	1,183,333	681,300	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the success of GPA's robust Distance Learning Program, most GPA families preferred to have students participate from home for the entire 2020-2021 school year. GPA plans to expend more than 50% of the budgeted funds during the 2020-21 school year, to support small scale returns to campus for students and staff. Remaining funds will be spent during the 2021-22 school year, and before the deadlines for each funding source.

### **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

GPA designed and provided a robust Distance Learning program for students 6-12 for the 20-21 school year. On campus activities took place in Spring including a recess program for social and emotional wellness and an on-campus distance learning program. There was no in-person instruction on campus.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>To support student distance learning GPA has allocated extra funding in non-capitalized equipment to be invested in the following areas:</p> <p>Technology for students: GPA purchased 500 new chromebooks to ensure the school had enough devices for every student to have a working school device that would connect them to their classes virtually. GPA purchased MiFi devices to make sure that students and staff have the ability to stay connected and to help close the digital divide that exists in our country. GPA will continue to pay upwards of \$40,000.00 per month to keep the MiFi's working throughout the school year.</p> <p>Technology for staff: GPA spent roughly \$165,000.00 on technology and software for teachers and staff to make sure they have the tools needed to carry out GPA's distance learning plan. The technology list includes - tablets, laptops, keyboards, document cameras, electronic pencils all to help teachers and staff better interact with the software provided and to support student learning.</p> <p>Desks and furniture needed for distance learning will also be provided for students and staff. If an item is not already on campus and accessible for a student, GPA will purchase the item for a family to use during distance learning. Some examples of purchase would include, but are not limited to - desks, chair, lamps, school supplies, etc.</p>	1,890,000	1,848,045	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A



## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Learning:

This plan was thoughtfully and thoroughly designed to provide a robust online learning experience for our students while continuing to provide the rigor and support aligned with our mission. Feedback on parent and staff surveys was incorporated into the creation of the plan. Teachers provide live instruction daily, as is required by Senate Bill 98, and students attend their 5 classes each day. Classes are 45 minutes long and, once students log on live and attendance is taken, teachers direct students to either synchronous or asynchronous learning at that time.

### Access to devices and connectivity:

Throughout the summer, parents were provided with communication through surveys, autodialers, and 11 scheduled pick up dates in order to receive technology for their students. GPA provided (and continues to provide as needed) chromebooks, chargers, Mifi hotspots, and other necessary equipment to ensure our students are able to connect remotely. Equipment distribution continues as needed. Additional school supplies including textbooks, notebooks, binders, art materials, etc. were provided to all students and scheduled pick up dates for materials and resources continue to be assigned as needed. Prior to August 31, 2020, GPA distributed 854 chromebooks and 1,017 Mifi hotspot devices. Students in grades 9-12 kept their chromebooks with them from the Spring of 2020 and had them over the summer as well. GPA's curbside department continues to schedule pick ups as needed for ongoing school supplies, etc.

### Pupil Participation and Progress:

Attendance rates for distance learning average weekly at 95% and progress is monitored through ongoing grades and assessments.

### Distance Learning Professional Development:

GPA provided one full week before students returned in August to give staff time to prepare for distance learning. Professional development was provided for all staff that included, mandatory training from Human Resources, professional development for departments and grade levels. Staff were provided with both asynchronous and synchronous learning time, as well as access to campus as needed. Staff continue to receive Professional Development quarterly that centers around engagement, social/emotional wellness, and best practices for distance learning through project based learning and individualized instruction. Staff have full access to our Office of Technology and Innovation (OTI) - we have added components that now include remote support, at home support, and curbside support. Training videos were created by our OTI department for all-staff members to support with new platforms for distance learning. Staff were provided with training for additional software programs we are implementing, and ongoing virtual office hours are provided by training representatives to ensure staff have support in real time when using our blended learning programs such as Achieve 3000 and Actively Learn.

### Staff Roles and Responsibilities:

In response to the evolving needs of our students, staff and families during the pandemic and to fully support distance learning, the following “Pop Up” departments have been created at GPA and utilized throughout the 20/21 school year:

- Home Delivery Distance Learning Support: Support staff assigned to this role will use all CDC precautions to schedule at home support for students and staff who need technology support, wellness check, etc.
- Curbside Distance Learning Support: Support staff assigned to this role will provide curbside pick up opportunities for students and staff who need to pick up technology, supplies, etc.
- Remote Distance Learning Support: Support staff assigned to this role will provide support over the phone or internet to troubleshoot remotely any issues that can be solved in this manner. This includes ongoing Zoom tech support office hours that students and staff can join at any time to get help on the spot.
- Tutoring Distance Learning Support: Support staff assigned to tutoring will be working one-on-one with students to help them with all of their classes and serve as an additional connection during this distance learning time.
- Translation Distance Learning Support: Our bilingual support staff will be working with our teaching staff to ensure the translation services are available as needed to maintain ongoing communication with our families.

Our custodial staff has received training in proper cleaning, sanitizing, and disinfecting protocols as recommended by the CDC. We have increased the frequency of cleaning and disinfecting of all hard surfaces around campus, common areas, and frequently used spaces. Our custodial team has also been trained on the appropriate EPA recommended products for use in schools to protect against COVID-19.

Supports for students with unique needs:

Foster Youth:

Foster youth receive attendance monitoring/engagement and communication with counselors as needed; referrals to both our GPA Family Services Program and community agencies for additional support and resources as needed; additional academic support from school as needed. GPA Family Services Coordinator works with families and students to determine if they have special or unmet needs for accessing distance learning and address their technology needs; provides weekly and/or bi- weekly check-ins with students and families via phone, zoom, and email; provides community resource information for families/students, such as shelter, housing, food, clothing, health, COVID resources; provides additional academic support as needed. GPA Family Services Coordinator will continue to participate in the SDCOE District liaison meeting for homeless and foster care to remain up to date with relevant resources and best practices

Students with Disabilities:

In addition to the support being provided to all students, Emergency Contingency Plans have been created for all students receiving Special Education services attached to their Individualized Education Plans. These plans are specific to the needs of the students during distance learning. All student ECPs/IEPs will be implemented as agreed upon during distance learning. Our students who have alternative placements i.e. NPS, will follow the same process of ECPs to ensure continued services during Distance Learning. GPA will continue to provide agreed upon DIS services virtually. All teachers have been made aware of their students who have disabilities

and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed.

**English Learners:**

In addition to the support being provided to all students, English Learners continue to receive specific EL supports during distance learning. Both Integrated and Designated ELD practices continue to be provided throughout classes. Students in our beginning and early intermediate groups are enrolled in our ESL course with the teacher and our ELD coordinator. All teachers have been made aware of their students who are English Learners and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
GPA added to our school licenses for support software programs, distance learning equipment, and distance learning technology needs. Additions include Explain Everything, Actively Learn, Champion of Ideas (EL program), Zoom upgrades, Mifi hotspots, in addition to creating new pop-up departments to support learning needs, technology, translation service, and tutoring. Along with the newly purchased licenses to address learning needs, GPA continues to offer Achieve 3000, MathLinks, Let's Go Learn, CPM, and Smart NGSS programs. GPA received CARES, Learning Loss Mitigation Funding and Payroll Protection Program monies which have been used to support the ongoing actions taken for distance learning.	299,474	379,155	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

GPA administered school wide assessments in ELA (including ELD) and Math in September 2020 using multiple resources such as Achieve 3000, Let's Go Learn, etc. to determine baseline data on students current levels in reading and math. Additional formative and summative assessments have been implemented each quarter including, but not limited to, quarter finals, on-demand writing, and unit tests.

GPA teachers work with students in small targeted groups to identify learning gaps and to differentiate instruction in order to accelerate progress. Teachers work one-on-one as well to individualize instruction. GPA created a new department to offer more 1:1 tutoring to students during distance learning. These tutoring sessions are designed to provide students with a 1:1 learning coach. Students are also provided with Student Support Wednesdays each week where they have individual instruction with their teachers.

Synchronous/asynchronous lessons are differentiated based on student needs, ensuring all students are able to access the standards-based curriculum.

GPA measures the effectiveness of our tutoring supports, targeted small group instruction, differentiation and individualized instruction by monitoring student progress through Lexile levels, ongoing formative and summative assessments, quarter final scores, and written reports from tutors and support staff working with our most at-risk students. In addition, we measure the effectiveness of our services and supports by monitoring daily attendance, engagement, and impact on students' grades and assessment levels.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Gompers Preparatory Academy has a dedicated team of professionals who focus on the mental health and wellness of GPA students. The team is comprised of four School Counselors, a Psychologists, a Family Services Coordinator and an Office of Student Conduct Coordinator. These highly professional and efficient staff members work in collaboration with one another to build systems of care for students, families, as well as staff members.

We conduct weekly team meetings where we plan and prepare for how to reach the needs of our students. This team has participated in trauma informed professional developments and they implement their learnings in their dealings with our students; as well they coach and collaborate with teachers to understand what to look out for in students and how to refer them for supports.

As the year progressed and the need was identified, our middle school counselor and family services coordinator conducted ESL lessons and curriculum for our 6th and 7th grade students.

To match the current times of delivering education virtually, our counseling team has created a Virtual Calming Room that is located on our GPA website. Classroom teachers were asked to take the time to teach their students the features of the Virtual Calming Room, and how to locate it on our website. In addition parents were invited via email to explore and utilize the Virtual Calming Room.

COVID-19 has disproportionately affected southeastern San Diego, and several of students have suffered from personal illness, illness of family and unfortunate death. As a result our Office of Student Conduct coordinator and Family Services Coordinator have started a SOS (Sharing Our Stories) group, for students who have experienced loss.

Understanding that during adolescence the social world and peer interactions become increasingly important. Many of the students felt lonely and isolated due to the lack of personal interaction with their peers. The counseling team initiated a middle school Social Hour via Zoom. They created a safe space for students to interact and have fun playing facilitator led games.

Our Encore - middle school after school program made swift adjustments in order to provide enrichment activities and connections for students. Each week our Encore staff offer synchronous and asynchronous lessons through virtual channels (Zoom) that energize students and help them to build connections with their peers and caring adults. Some of the offerings include:

Reel Talk -podcasting, real talk and discovery  
Heart Beat Fitness- exercise and dance  
Colorful Canvas- a virtual art studio  
Homebody Fitness- fitness and healthy lifestyle  
Hit 'em with the Commas- book club  
Be Our Chef- recipes and cooking inspired by Disney movies

DIY Home Edition- arts, crafts and life hacks

GPA continues to partner with community based organizations that provide mental health services to children and their families. Which include: Union of Pan Asian Communities, San Diego Youth and Community, New Vision Counseling Services, and Harmonium

Our Family Services Coordinator screens and makes appropriate referrals to providers for intensive mental health support.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

GPA tracks student engagement and participation in distance learning through daily attendance in PowerSchool. Each day our attendance team and academic counselors make phone calls in the students home language to verify student absences and learn more about reasons for student absences and/or missing work in order to work with the family to increase student participation in distance learning.

Our counseling team has offered the following education and support sessions for parents:

Suicide and Mental Health During Times of COVID

Students Without Limits- Resources for Undocumented Students

Check Your Mood Week- mental health awareness

Safety Net- information about cyber security

Virtual "Coffee with the Director" meetings were held on a regular basis (monthly or more), to update parents on school operations and respond to questions/concerns.

"Student Support Wednesdays" were launched mid-year to give students and families more time each week to attend tutoring and/or meet with teachers, support staff tutors, academic counselors, and mental health professionals, to assist students in staying positively connected to school and reach their goals.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

GPA students usually receive meals during the school day from a San Diego Unified School District (SDUSD) Food Service kitchen based on the GPA campus. While this kitchen is not fully operational due to COVID, GPA families have been made aware of the meal distribution sites that SDUSD is offering throughout the city (closest site is approx. one mile from GPA). Additionally, families have

been made aware, and will continue to be informed, of other community resources related to food, health care, mental health resources and financial assistance.

Students that are on campus to attend On Campus Distance Learning are offered free breakfast and lunch meals and students attending Recess are offered a free supper meal. Meals are prepared by SDUSD Food Service and families continue to be able to access SDUSD food distribution sites while learning remotely.



## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In an effort to ensure we move in unison as an organization, our LCAP/LCP is directly aligned with our WASC Action Plan.

GPA hosted our most recent WASC accreditation visit in Fall 2020, earning the highest level of accreditation in our school's history (six years with a one day mid-cycle visit). Our eleven LCAP goals include the Action Plan goals from our comprehensive WASC Self Study Report, in addition to others. As we update our LCAP annually, it acts as an integral part of our self study reflection and Action Plan revision process. Our self study findings through this process, in turn, will guide our revisions to the LCAP.

Upon reviewing school-wide data from Chapter II of our WASC Self Study, our critical learner needs (CLNs), and findings from our WASC Focus groups, it is apparent that our work ahead continues to center around increasing student achievement for all students with an emphasis on our subgroup populations. Our whole child approach, as is indicated through our school model of having almost the same number of classified staff as we do certificated, is working to improve the academic, social, and emotional well being of the students we serve. Since our mid-cycle review in 2016, we have implemented programs that have aligned our curriculum, increased our rigor, and broadened our abilities to target growth and monitor progress. Now, through this reflective process, it is clear that our continual improvement will focus on sustaining our current programs, and determining the need to develop additional ones. As all staff contributed to determine our most recent CLNs, the need to support our students with navigating the increased demands implemented across the board at GPA over the past 4 years, was apparent in that staff voted the need for social, emotional support and confidence/character building as our number one priority. In addition to this critical area of need, the ongoing support for students to receive interventions, remediation, additional tutoring and support was identified. These areas correlate directly to our school-wide data story. As rigor in our classrooms has increased, the need for students to be stronger writers has also increased, making it an area staff identified. Due to the historical fact that GPA also serves a large number of students with disabilities, it too was identified as a continued area for focus as a major student learner need. In addition, and in support of the rigor increase, our students display a need for support in the life skills such as studying, prioritizing, organizing their time, and understanding how to advocate for themselves. An area that was identified, through current dashboard data and Focus/Home group findings, is our need to continue to monitor suspension data and determine action plans that work in conjunction with our current intake process and restorative justice measures, in order to decrease our suspension numbers. Another piece to this puzzle is working directly with our teachers on classroom management strategies and their ability to implement their classroom discipline plans effectively and consistently. Our attendance rates and student survey data regarding how students feel about attending school are very positive, so working on reviewing all that is going well and creating these outcomes is another area to study that will help engage those students who find themselves with repeated offenses.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,914,092.75	10,593,326.00
LCFF Base	6,420,587.00	6,464,652.00
LCFF Supplemental and Concentration	2,276,766.00	2,464,610.00
Lottery	34,344.00	37,866.00
Special Education	1,543,323.00	1,133,535.00
Supplemental and Concentration	83,225.00	0.00
Title I	479,317.00	463,570.00
Title II	76,530.75	29,093.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,914,092.75	10,593,326.00
1000-1999: Certificated Personnel Salaries	4,353,120.00	4,295,930.00
2000-2999: Classified Personnel Salaries	2,592,387.00	2,542,248.00
3000-3999: Employee Benefits	2,215,117.00	2,040,049.00
4000-4999: Books And Supplies	1,073,322.00	1,120,779.00
5000-5999: Services And Other Operating Expenditures	580,246.75	381,980.00
5800: Professional/Consulting Services And Operating Expenditures	99,900.00	212,340.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,914,092.75	10,593,326.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,224,215.00	2,316,195.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,252,834.00	1,346,281.00
1000-1999: Certificated Personnel Salaries	Special Education	540,454.00	294,616.00
1000-1999: Certificated Personnel Salaries	Title I	335,617.00	338,838.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,806,226.00	1,809,377.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	508,521.00	347,506.00
2000-2999: Classified Personnel Salaries	Special Education	277,640.00	385,365.00
3000-3999: Employee Benefits	LCFF Base	1,228,182.00	1,269,636.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	437,411.00	501,812.00
3000-3999: Employee Benefits	Special Education	385,014.00	203,995.00
3000-3999: Employee Benefits	Supplemental and Concentration	83,225.00	0.00
3000-3999: Employee Benefits	Title I	81,285.00	64,606.00
4000-4999: Books And Supplies	LCFF Base	952,978.00	1,019,206.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	78,000.00	56,671.00
4000-4999: Books And Supplies	Lottery	34,344.00	37,866.00
4000-4999: Books And Supplies	Special Education	8,000.00	4,360.00
4000-4999: Books And Supplies	Title II	0.00	2,676.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	109,086.00	50,238.00
5000-5999: Services And Other Operating Expenditures	Special Education	332,215.00	245,199.00
5000-5999: Services And Other Operating Expenditures	Title I	62,415.00	60,126.00
5000-5999: Services And Other Operating Expenditures	Title II	76,530.75	26,417.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	99,900.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	212,340.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,489,405.00	1,553,840.00
Goal 2	1,043,996.75	1,123,758.00
Goal 3	3,182,399.00	3,135,487.00
Goal 4	80,885.00	67,740.00
Goal 5	1,543,323.00	1,133,535.00
Goal 6	29,028.00	36,524.00
Goal 7	1,430,783.00	1,389,169.00
Goal 8	1,441,102.00	1,568,421.00
Goal 9	313,991.00	291,093.00
Goal 10	91,425.00	83,896.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,183,333.00	\$681,300.00
Distance Learning Program	\$1,890,000.00	\$1,848,045.00
Pupil Learning Loss	\$299,474.00	\$379,155.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$3,372,807.00	\$2,908,500.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$299,474.00	\$379,155.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$299,474.00	\$379,155.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,183,333.00	\$681,300.00
Distance Learning Program	\$1,890,000.00	\$1,848,045.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$3,073,333.00	\$2,529,345.00