

Mid-year Report for the 2021-22 LCAP

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gompers Preparatory Academy	Jane Levenson/Chief of Staff Anne Robinson/Consulting Advisor	jleverson@gomperscharter.org arobinson@gomperscharter.org (619) 263 - 2171

Goals and Actions

Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
Performance levels on MATH Quarter Finals, Smarter Balanced Assessment (SBAC), and CDE Dashboard will increase annually	2019 SBAC MATH Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% CDE Dashboard Data Math--Distance from Standard:	<ul style="list-style-type: none"> SBAC Math meeting or exceeding Grade Level Standards <i>2020: Due to the COVID-19 pandemic, state</i>		<ul style="list-style-type: none"> MATH Quarter Final data will show increased alignment and increased scores Percentage of students meeting or exceeding

	<p>2017: 71.2</p> <p>2018: 60.3</p> <p>2019: 52.2</p>	<p><i>law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p> <ul style="list-style-type: none"> • CDE Dashboard Data Math--Distance from Standard: <p><i>2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p>		<p>standard on the MATH SBAC will increase annually</p> <ul style="list-style-type: none"> • Our distance from Standard on the CDE Dashboard for MATH will decrease
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	Raising Student Achievement in Math	<p>1) Additional interventions to support and supplement classroom instruction will be developed (on going).</p> <p>2) Staff will provide: After School tutoring Pull-out/Push-in Programs, Learning</p>	<p>1) GPA is using additional math assessments and connected resources (LGL, DOMA) as an intervention to address learning loss in mathematics.</p>	\$1,114,371.00	\$425,863

Centers, Intersession and Summer Programming

3) Teachers will analyze Quarter Final data and student work to determine specific skill gap areas and common trends (on going) and implement effective teaching strategies to address gaps.

4) Provide professional development in ELA, Math and Science including Achieve 3000, CPM and SmartNGSS (on going).

5) Analyze overall data to determine progress and the need for additional professional development interventions (on going).

6) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.

7) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices

GPA has hired additional SPED support teachers to support in classrooms.

2) Every teacher is expected to complete an average of 3 hours of after school tutoring each week based on our CBA.

Our afterschool Encore program provides additional tutoring for one hour daily.

GPA currently has both a middle school and high school Learning Center/Academic Enrichment course in the Master schedule, as well as a College Success course to support enrolled students with additional academic support.

Due to the current CBA with SDEA, GPA no longer offers Winter and Spring intersessions. We currently have 4 Student Support Days in our calendar for additional academic interventions.

3) Due to staff shortages, GPA has not been conducting department meetings to review Quarter Final Data and student work. GPA offers ongoing Professional Development that includes a focus on exemplary work, quarterfinal development, and best practices for teaching. Implementation of this metric is

			<p>independent work for teachers as it is a best practice for educators.</p> <p>4) Professional Development has been provided for various math programs/resources utilized by GPA: CPM, Let's Go Learn, DOMA and Learning Upgrade.</p> <p>5) GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on the following data: grade reporting, interim assessments, progress reports, attendance rates, behavior reports, and SEL data.</p> <p>6) Professional development was provided focusing on Executive Functioning skills during Semester 1 (Fall 2021) - including time management, organization, self-monitoring, academic confidence and task completion.</p> <p>7) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations.</p>		
2		<i>Action 1 continued</i>			

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
Performance levels on ELA Quarter Finals, Smarter Balanced Assessment (SBAC), and CDE Dashboard will increase annually	2019 SBAC ELA Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4 2018: 34.3 2019: 23	<ul style="list-style-type: none"> SBAC ELA meeting or exceeding Grade Level Standards <p><i>2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p> <ul style="list-style-type: none"> CDE Dashboard Data ELA--Distance from Standard: 		<ul style="list-style-type: none"> ELA Quarter Final data will show increased alignment and increased scores Percentage of students meeting or exceeding standard on the ELA SBAC will increase annually Our distance from Standard on the CDE Dashboard for ELA will decrease

2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.

2021: Official results not yet released

Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	Raising Student Achievement in ELA	<p><i>1) Additional interventions to support and supplement classroom instruction will be developed (on going).</i></p> <p><i>2) Staff will provide:</i></p> <p><i>After School tutoring</i> <i>Pull-out/Push-in Programs</i> <i>Learning Centers</i> <i>Intersession and Summer Programming</i></p> <p><i>3) Teachers will analyze Quarter Final data and student work to determine specific skill gap areas and common trends (on going) and implement</i></p>	<p>1) GPA is using additional ELA assessments and connected resources (Achieve 3000, DORA, ELA Edge) as an intervention to address learning loss in ELA.</p> <p>GPA has hired additional SPED support teachers to support in classrooms.</p> <p>2) Every teacher is expected to complete an average of 3 hours of after school tutoring each week based on our CBA.</p> <p>Our afterschool Encore program provides additional tutoring for one hour daily.</p>	\$1,117,486.00	\$482,371

effective teaching strategies to address gaps

4) Provide professional development in ELA, Math and Science including Achieve 3000, CPM and SmartNGSS (on going).

5) Analyze overall data to determine progress and the need for additional professional development interventions (on going).

6) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.

7) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices

GPA currently has both a middle school and high school Learning Center/Academic Enrichment course in the Master schedule, as well as a College Success course to support enrolled students with additional academic support.

Due to the current CBA with SDEA, GPA no longer offers Winter and Spring intercessions. We currently have 4 Student Support Days in our calendar for additional academic interventions.

3) Due to staff shortages, GPA has not been conducting department meetings to review Quarter Final Data and student work. GPA offers ongoing Professional Development that includes a focus on exemplary work, quarterfinal development, and best practices for teaching. Implementation of this metric is independent work for teachers as it is a best practice for educators.

4) Professional Development has been provided for various math programs/resources utilized by GPA: Achieve 3000, Actively Learn, DORA and ELA Edge.

5) GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on

			<p>the following data: grade reporting, interim assessments, progress reports, attendance rates, behavior reports, and SEL data.</p> <p>6) Professional development was provided focusing on Executive Functioning skills during Semester 1 (Fall 2021) - including time management, organization, self-monitoring, academic confidence and task completion.</p> <p>7) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations.</p>		
2		<i>Action 1 continued</i>			

Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-Year	End of Year	Desired Outcome for 2023–24
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		January 2022	Complete in the Spring	
<ul style="list-style-type: none"> CAASPP data CDE Dashboard CDE College Readiness Indicator AP Pass Rates 	<p>2019 SBAC MATH Meeting or Exceeding Grade Level Standards:</p> <p>6th-35%</p> <p>7th-35%</p> <p>8th-29%</p> <p>11th-12%</p> <p>2019 SBAC ELA Meeting or Exceeding Grade Level Standards:</p> <p>6th-35%</p> <p>7th-35%</p> <p>8th-29%</p> <p>11th-12%</p> <p>2019 SBAC Science Meeting or Exceeding Grade Level Standards:</p> <p>8th-27%</p> <p>11th-16%</p> <p>CDE Dashboard Data Math--Distance from Standard:</p> <p>2017: 71.2</p> <p>2018: 60.3</p>	<p>2020 SBAC MATH, ELA and Science Meeting or Exceeding Grade Level Standards:</p> <p><i>Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p>2021 SBAC MATH, ELA and Science Meeting or Exceeding Grade Level Standards:</p> <p><i>Official results not yet released</i></p> <p>CDE Dashboard Data Math/ELA--Distance from Standard:</p> <p><i>2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p>		<p>Our percentage of students meeting or exceeding standard on the CAASPP ELA, Math and CAST (Science) will increase annually</p> <p>Our distance from Standard will decrease on the CDE Dashboard in both ELA and Math</p> <p>College Readiness Indicator will increase annually on the CDE Dashboard</p> <p>AP Pass Rate will increase annually Increase average</p> <p>GPA annually Increase percentages in student/staff surveys</p> <p>Increase average GPA annually</p> <p>Increase percentages in student/staff surveys</p>

2019: 52.2

CDE Dashboard Data
ELA--Distance from
Standard:

2017: 25.4

2018: 34.3

2019: 23

College and Career
Readiness Indicator:
2017-35%

2018-50%

2019-50%

AP Pass Rates:
2015:15%

2016: 20%

2017: 31%

2018: 20%

2019: 33%

Average Grade Point
Average:

2019 - 2.92

2019 Student Survey
Results:

74%of students
report they are
organized

College and Career
Readiness Indicator:

2020: *Due to the
COVID-19 pandemic,
state law suspended the
reporting of state and
local indicators.*

2021:*Official results not
yet released*

AP Pass Rates:

2020: 40%

2021: 26.3%

Average Grade Point
Average:

Spring 2020: No grade
point averages were
accrued this semester
due to school closure.
Credit/No Credit was
temporarily implemented.

Fall 2020: 3.29

Spring 2021: 3.41

Fall 2021: 3.57

46%of students report they are good time managers

49% students report feeling overwhelmed academically or socially

2019 Staff Survey Results:

49% of staff believe that our students need improved study skills

43% of staff believe that our students need increased rigor

52% of staff believe that our students needs additional social/emotional supports

52% of staff believe that our students need confidence/ character building

Student and Staff Survey Results:

Due to COVID School Closure, students and staff were not surveyed during the 2020-2021 school year.

50% of staff believe that our students need additional support with time management , organization and like skills

Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	Increase and Maintain High Levels of Academic Rigor for All Students	<p>1) Enhance existing vertically aligned curriculum maps based on CCSS, NGSS and state standards for all courses. Enhance AP Program to continue professional development and best practices in AP courses. (on going)</p> <p>2) Implement cross-curricular systems that systematically teach skill gaps, standards, and acceleration simultaneously.</p> <p>3) Expand interventions to support and supplement instruction for our struggling learners.</p> <p>After School tutoring Pull-out Programs Learning Centers</p>	<p>1) Due to staff shortages, GPA has not been conducting department meetings to enhance existing curriculum maps. GPA offers ongoing Professional Development that includes a focus on effective lesson planning, and best practices for teaching. Implementation of this metric is independent work for teachers as it is a best practice for educators.</p> <p>2) Professional development for project-based learning has been implemented and offered on an ongoing basis for teachers. Programs such as Achieve 3000, Actively Learn, ELA Edge, DORA,</p>	\$5,747,108.00	\$2,2587,665

		<p style="text-align: center;">Intercession and Summer Programming</p> <p>4) Analyze data to determine progress and the need for additional professional development and interventions (on-going)</p> <p>5) Develop skills that promote college and career readiness; such as time management, organization, and academic confidence.</p> <p>6) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices</p>	<p>DOMA, and Learning upgrade address skill gaps as well as provide acceleration for students at their individual ability levels.</p> <p>3) Every teacher is expected to complete an average of 3 hours of after school tutoring each week based on our CBA.</p> <p>Our afterschool Encore program provides additional tutoring for one hour daily.</p> <p>GPA currently has both a middle school and high school Learning Center/Academic Enrichment course in the Master schedule, as well as a College Success course to support enrolled students with additional academic support.</p> <p>Due to the current CBA with SDEA, GPA no longer offers Winter and Spring intercessions. We currently have 4 Student Support Days in our calendar for additional academic interventions</p> <p>4) GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on the following data: grade reporting, interim assessments, progress reports, attendance</p>		
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			<p>rates, behavior reports, and SEL data.</p> <p>5) Professional development was provided focusing on Executive Functioning skills during Semester 1 (Fall 2021) - including time management, organization, self-monitoring, academic confidence and task completion.</p> <p>6) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations.</p>		
2		Action 1 continued			

Goal

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

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24

<ul style="list-style-type: none"> • SBAC Math • SBAC ELA • ELPAC • CDE Dashboard: Progress toward English language proficiency 	<p>SBAC Distance from Standard Data for EL students (Mathematics):</p> <p>2017: 158.3</p> <p>2018: 132.7</p> <p>2019: 131.0</p> <p>SBAC Distance from Standard Data for EL students (ELA):</p> <p>2017: 103.2</p> <p>2018: 110.5</p> <p>2019: 113.8</p> <p>2019 ELPAC Data:</p> <p>Level 1 Minimally Developed: 17.81%</p> <p>Level 2 Somewhat Developed: 48.99%</p> <p>Level 3 Moderately Developed: 28.34%</p> <p>Level 4 Well Developed: 4.86%</p>	<p>SBAC Distance from Standard Data for EL students Math and ELA:</p> <p><i>2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p> <p>ELPAC Data:</p> <p>Level 1 Minimally Developed:</p> <p>2020: 14.5%</p> <p>2021: 14.44%</p> <p>Level 2 Somewhat Developed:</p> <p>2020: 41.99%</p> <p>2021: 41.38%</p> <p>Level 3 Moderately Developed:</p> <p>2020: 31.11%</p> <p>2021: 35%</p> <p>Level 4 Well Developed:</p>		<ul style="list-style-type: none"> • Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually • Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually • Increased percentage of students will score a level 3 or above on ELPAC • GPA will increase the percentage of students making progress toward English language proficiency on the
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	Percent of EL students making progress toward English language proficiency: 2019: 33.5%	2020: 12.38% 2021: 9.16% Percent of EL students making progress toward English language proficiency: 2020: 31% 2021: 35%		CDE Dashboard indicator annually.
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	Supports for English Learners	<p>1) Leadership and staff study ELPAC requirements, practice tests (ongoing)</p> <p>2) Improve interventions to support and supplement instruction for our EL learners in all content areas using integrated and designated ELD (on going) Provide professional development school-wide around increasing ELD best practices and widening knowledge base school- wide on implementation of ELD standards (ongoing)</p> <p>3) Analyze data to determine progress of our EL students and the need for</p>	<p>1) Due to staff shortages, GPA has not been conducting department meetings or staff professional development to study ELPAC, requirements and practice tests. GPA's ELD Coordinator attends frequent ELD/ELPAC trainings through the SDCOE and implements into practice. Several staff members are attending an additional ELD training series hosted by UCSD CREATE.</p> <p>2) GPA has been utilizing Achieve 3000 to support our designated ELD with a focus on nonfiction</p>	\$166,047.00	\$81,030

additional professional development and interventions (ongoing)

4) Provide all EL learners with goal setting and monitoring of their progress (annually)

Continued training on importance to support all-inclusion SPED program and co-teaching model (ongoing)

5) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.

6) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices

text, in addition to the DORA and Learning Upgrade software programs.

3) GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on the following data: grade reporting, interim assessments, progress reports, attendance rates, behavior reports, and SEL data.

Specific EL data analysis is completed by individual teachers and staff members to address specific student needs.

4) Due to staff shortages, GPA has not yet been able to provide all EL learners with a goal setting monitoring system.

5) Professional development was provided focusing on Executive Functioning skills during Semester 1 (Fall 2021) - including time management, organization, self-monitoring, academic confidence and task completion.

6) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations.

Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-Year Complete in Dec/January	End of Year Complete in the Spring	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Smarter Balanced Assessment (SBAC)-Math Smarter Balanced Assessment (SBAC)-ELA 	<p>SBAC Distance from Standard Data for SPED students (Mathematics): 2017: 165.6 2018: 153.7 2019: 150.1</p> <p>SBAC Distance from Standard Data for SPED students (ELA): 2017: 101.3 2018: 119.5 2019: 111.9</p>	<p>SBAC Distance from Standard Data for SPED students Math and ELA:</p> <p><i>2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.</i></p> <p><i>2021: Official results not yet released</i></p>		<ul style="list-style-type: none"> Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually

Actions

Action #	Title	Description	Mid-year Update Complete in December/January	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	Supports for Students with Disabilities	<ol style="list-style-type: none"> 1. Continued training on importance to support all-inclusion SPED program and co-teaching model (ongoing) 2. Continue relevant scaffolding aligned with Common Core to support SPED students on achieving proficiency and College readiness. (ongoing) 3. Provide consistent interventions to support and supplement instruction for our SPED learners in our GE classes 4. Provide professional development school-wide around increasing SPED best practices/Current scaffolds. (on-going) 5. Analyze data to determine progress of our SPED students 	<ol style="list-style-type: none"> 1. Due to staff shortages, teachers and affected staff are provided training as needed to support our SPED program and implementation of the co-teaching model. 2021/2022 Training topics have included; lesson design, UDL, lesson modeling, effective communication, co-teaching basics, and the implementation of IEPs etc. 2. GPA has continued relevant scaffolding aligned with Common Core to support SPED students on achieving proficiency and College readiness. 3. GPA has expanded the intervention software programs available to students with disabilities to include; Achieve 3000, LGL, ADAM, DOMA, DORA, Math Edge and Learning Upgrade. 	\$2,378,953.00	\$1,226,662

		<p>and the need for additional professional development and interventions (ongoing)</p> <p>6. Professional Development on co-teacher model and Universal Design Learning (ongoing)</p> <p>7. Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.</p> <p>8. All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices</p>	<p>GPA has hired additional support staff to provide additional support for students with disabilities in the general education classrooms.</p> <p>4. GPA has provided professional development on effective scaffolding for students with disabilities.</p> <p>5. GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on the following data: grade reporting, interim assessments, progress reports, attendance rates, behavior reports, and SEL data.</p> <p>Specific SPED data analysis is completed by individual teachers and staff members to address specific student needs.</p> <p>6. GPA has provided professional Development on the co-teacher model as needed to support current co-teaching relationships and Universal Design Learning.</p> <p>7. Professional development was provided focusing on Executive</p>		
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			<p>Functioning skills during Semester 1 (Fall 2021) - including time management, organization, self-monitoring, academic confidence and task completion.</p> <p>8. Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations.</p>		
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Goal

Goal #	Description
6	<p>(GPA Charter Outcome #6)</p> <p>GPA parents will be aware and highly encouraged to be meaningfully engaged in their students' education and our school community. (LCAP Priority 3)</p>

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
<ul style="list-style-type: none"> School Site Council Meetings 	<ol style="list-style-type: none"> School Site Council Meetings are held at least two times throughout the school year 	<ol style="list-style-type: none"> Due to staff shortages, GPA has not yet held a School Site Council Meeting for the 2021/2022 school year. 		<ul style="list-style-type: none"> School Site Council Meetings will be held at least two times throughout the school year

<ul style="list-style-type: none"> ● Coffee with the Director Meetings ● Parent/Teacher Conferences ● Parent Commitment Form ● Parent Workshops ● Parent Involvement Policy ● Local Control Accountability Plan 	<ol style="list-style-type: none"> 2. Coffee with the Director Meetings are held at least six times per year 3. Parent/Teacher conferences are offered to parents at least two times per year 4. Parent Commitment Forms have been signed and collected as part of the annual student (re)enrollment process 5. Student Affairs Parent Workshops (high school planning (A- G), college entrance, financial aid planning, etc) are held at least four times per year 6. Parent Involvement Policy is reviewed, 	<ol style="list-style-type: none"> 2. GPA held a Coffee with the Director Meeting on 8/27/2021. 3. Parent/Teacher conferences were held 10/18/2021-10/22/2021. 4. Parent Commitment Forms were provided to each family in the student planner for the 2021-2022 school year. 5. GPA has held one Student Affairs Parent Workshop (high school planning (A- G), college entrance, financial aid planning, etc) to date during the 2021-2022 school year. 		<ul style="list-style-type: none"> ● Coffee with the Director Meetings will be held at least six times per year ● Parent/Teacher conferences will be offered to parents at least two times per year ● Parent Commitment Forms will be signed and collected as part of the annual student (re)enrollment process ● Student Affairs Parent Workshops (high school planning (A- G), college entrance, financial aid planning, etc) will be held at least four times per year
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	<p>updated and approved annually</p> <p>7. Local Control Accountability Plan is reviewed, updated and approved annually</p>	<p>6. Our Parent Involvement Policy is scheduled to be reviewed, updated and approved later this year.</p> <p>7. Our new Local Control Accountability Plan is scheduled to be reviewed, updated and approved later this year.</p>		<ul style="list-style-type: none"> • Parent Involvement Policy is reviewed, updated and approved annually • Local Control Accountability Plan is reviewed, updated and approved annually
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	Parent Engagement	<p>1. Parents will be invited to participate in in-person and/or virtual "Coffee with the Director" meetings, where they can receive updates and give input on school operations and offerings.</p> <p>2. Parents will be invited to participate on the School Site</p>	<p>1. Parents were invited to participate in the virtual "Coffee with the Director" meeting on 08/27/2021, via auto dialer and email and well as on our school website and social media accounts.</p> <p>2. Parents were invited to participate in the English Language Advisory Committee meeting on</p>	\$48,446.00	\$11,744

		<p>Council and English Language Advisory Committee</p> <ol style="list-style-type: none"> 3. Parents will be involved in reviewing, updating and approving the GPA Parental Involvement Policy and Local Control Accountability Plan which will be approved annually by SSC and GPA Board of Directors. 4. 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. 5. All major school activities will be announced on the school's Website and social media, through the school's auto dialer system, and via print notices carried or mailed home 6. All parents will be encouraged to engage in their student's 	<p>09/29/2021, via auto dialer and email.</p> <ol style="list-style-type: none"> 3. Parents will be involved in reviewing, updating and approving the GPA Parental Involvement Policy and Local Control Accountability Plan which will be approved annually by SSC and GPA Board of Directors through parent surveys and open forum meetings later this year. 4. Due to our current meetings being held virtually, translation services, babysitting services), and light refreshments have not been provided this school year. 5. All major school activities have been announced on the school's Website and social media, through the school's auto dialer system, and via email. 6. All parents have been encouraged to engage in their student's education via requirement to sign a GPA Parent Commitment form on annual basis. 		
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		<p>education via requirement to sign a GPA Parent Commitment form on annual basis.</p> <p>7. GPA will be responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning.</p>	<p>7. GPA has been responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning through adding agenda topics at public forum meetings to address concerns and questions that have arisen. In addition, GPA responds to parent on a individual basis to address a wide variety of topics parents wish to discuss with GPA.</p>		
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Goal

Goal #	Description
7	<p>(GPA Charter Outcome #7)</p> <p>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)</p>

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Annual Student Discipline Referrals Total Annual Suspensions 	<p>Discipline Referrals: 2018-2019: 1010 2019-2020: 456*</p> <p>Total Suspensions: 2018-2019: 218 2019-2020: 51*</p>	<p><i>Due to the implementation of Distance Learning for the 2020-2021 school year there were no reported referrals or suspensions.</i></p> <p>Discipline Referrals:</p>		<ul style="list-style-type: none"> GPA will decrease the total number of discipline referrals annually GPA will decrease the total number of

<ul style="list-style-type: none"> School Suspension Rate 	<p>School Suspension Rate:</p> <p>2017-2018: 10.6%</p> <p>2018-2019: 12.7%</p> <p>2019-2020: 3.4%*</p> <p>(*data limited to first semester due to COVID campus closure)</p>	<p>2021-2022: 196 students have received a total of 1181 referrals</p> <p>Total Suspensions:</p> <p>2021-2022: 69</p> <p>School Suspension Rate:</p> <p>2021-2022: 3%</p>		<p>suspensions annually</p> <ul style="list-style-type: none"> GPA will decrease the suspension rate annually
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	School Culture and Climate	<ol style="list-style-type: none"> Leadership and staff study SEL and develop intervention programs to address concerns (on going) Provide all staff professional development around SEL, restorative practices, and trauma informed practices (on-going) Analyze discipline data to determine progress and the need 	<ol style="list-style-type: none"> Leadership and staff study SEL and develop intervention programs to address concerns. Select staff have attended training sessions from SDCOE and other Education Agencies to bring their learning back to professional development. <p>An At-Promise Coordinator position has been added to our current staffing focusing on the SEL of students qualifying as</p>	\$2,483,245.00	\$547,373

		<p>for additional professional development and interventions (on-going)</p> <ol style="list-style-type: none"> 3. Survey students monitoring of their progress on SEL (annually) 4. Provide consistent interventions to support the SEL of our students (on-going) 5. Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence. 6. GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons 7. 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 	<p>At-promise due to social emotional or academic needs.</p> <p>GPA provided all staff professional development around SEL and trauma informed practices in 08/2021. The dean's office and the Student Affairs team have been trained on restorative practices and built a discipline system focusing on SEL.</p> <ol style="list-style-type: none"> 2. Analyze discipline data to determine progress and the need for additional professional development and interventions (on-going) 3. Students who are referred for behavior support complete a SEL survey. 4. Individual and group counseling, mediation services, and our tiered behavior system are current interventions that are provided to support the SEL of our students. 5. Professional development was provided focusing on Executive Functioning skills during Semester 1 (Fall 2021) - including time management, organization, 		
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		<p>positively impact academic and social success.</p> <p>8. 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.</p> <p>9. 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</p>	<p>self-monitoring, academic confidence and task completion.</p> <p>6. Due to staff shortages, GPA Culture Expert curriculum is being taught to all students through classroom lessons.</p> <p>7. Proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team is provided to encourage the development of college-prep behaviors that will positively impact academic and social success.</p> <p>8. Age-appropriate College Classes have been held on an as-needed basis throughout the year to address areas of concern with school culture. All students receive instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis from leadership and staff.</p> <p>9. When necessary, students have been pulled temporarily from their regular classroom to meet with the Dean of Students, AD for</p>		
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			Student Affairs, Parents/Guardians, and/or Director or designee to develop an action plan for improved behavior and academics.		
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Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
Annual Average Daily Attendance	Annual Average Daily Attendance: 2019-20: 95.92% 2018-19: 95.35% 2017-18: 96.04% 2016-17: 95.95%	P1 ADA 93.7%		Annual Average Daily Attendance = 95% or higher

Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	<i>Campus Resources to Positively Engage Students and Maintain High Attendance Rates</i>	<ol style="list-style-type: none"> 1. 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. 2. GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces. 3. 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. 4. All staff members will assist with active campus supervision before 	<ol style="list-style-type: none"> 1. Due to Covid 19, GPA has added additional custodial support and services. Additional cleaning methods, supplies, and cycles are being used daily to ensure every aspect of the campus is safe for students and staff. 2. Due to the pandemic, GPA has not yet hosted students/staff/parents in the new event center. Existing instructional and performance spaces on campus are upgraded to support physical distancing. 3. Due to the pandemic, athletics were postponed during distance learning. In Spring of 2021, GPA launched "Recess at GPA" in order to provide safe outdoor activities to students. Athletics were able to resume this Winter starting with our soccer and basketball teams. GPA continues to monitor these activities and provide ongoing testing. Safety protocols regarding student 	\$1,473,871.00	\$1,241,055

		<p>school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.</p> <ol style="list-style-type: none"> 5. 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. 6. 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. 7. District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards 	<p>athletes and spectators are in place.</p> <ol style="list-style-type: none"> 4. GPA staff members are required to report for active supervision before school and after school. Due to the current CBA with SDEA, GPA unit members are not required to supervise during lunch. Support staff and additional supervision staff continue to provide supervision for students at lunch. 5. GPA's Family Support Center continues to alert parents when a student is absent by sending an automatic phone call home. Home visits continue to take place as needed and all Covid protocols are implemented for home visits to ensure staff and families are safe. 6. GPA implements a 1:1 chromebook program ensuring that all students have their own chromebook. GPA provides individual wifi access to students and families. Additional materials needed for learning are provided to students through each individual classroom. GPA planners and school supplies are provided to all students. 		
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		8. 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.	7. In September 2019, Charter Safe provided GPA with a comprehensive facility assessment report, which provided recommendations. Due to school closure, GPA is addressing hazards and concerns on an ongoing basis. 8. GPA continues to work with all parties involved in future construction projects. The construction of the GPA event center was completed in Spring 2021 and we anticipate shifting our athletics, performance and ENS offerings to this facility in shifts once the project is officially completed (Summer 2022).		
2		<i>Action 1 continued</i>			

Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-Year	End of Year	Desired Outcome for 2023–24
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		January 2022	Complete in the Spring	
<ul style="list-style-type: none"> ● GPA New Teacher Culture Camp attendance ● Annual percent of "highly qualified" teachers ● Average years of teaching experience 	<ul style="list-style-type: none"> ● All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus. ● 2019-20: 98% of teachers "highly qualified" in the subject they are teaching ● 2019-20 Average years of teaching experience for all teachers of record: 7 years 	<ul style="list-style-type: none"> ● All new GPA teachers completed employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus in August 2021. Teachers hired after the start of the school year, completed mandatory trainings and a modified culture camp. ● 2020-21: 100% of teachers "highly qualified" in the subject they are teaching ● 2021-22: 96% of teachers "highly qualified" in the subject they are teaching 		<ul style="list-style-type: none"> ● All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus. ● 2019-20: Percentage of teachers "highly qualified" in the subject they are teaching will remain above 95% ● Average years of teaching experience for all teachers of record will continue to exceed 5 years

		<ul style="list-style-type: none"> • 2020-21: Average years of teaching experience for all teachers of record: 7.8 years • 2021-22: Average years of teaching experience for all teachers of record: 7.9 years 		
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
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1	Teacher Quality and Experience	<ol style="list-style-type: none"> 1. 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. 2. GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students. 3. 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. 	<ol style="list-style-type: none"> 1. GPA is currently experiencing staffing shortages mirroring those at the national level. Recruiting efforts continue and GPA has established partnerships with staffing agencies to support in supplying the staffing pipeline during this challenging time. 2. GPA continues to implement a Culture Camp experience for new hires. Due to staffing shortages, teachers hired after the start of the school year are provided Culture Camp on a 1:1 basis as new GPA staff are onboarding. 3. All staff have access to our master teacher's, Director Riveroll, classroom and have the opportunity to observe as often as they wish. In addition, guidance and support is provided through thoughtful reflections from those who do observe Director Riveroll's classes. Informal observations were conducted during Semester One. By the end of February 2022, all unit members will receive a formal observation from leadership that provides essential individual feedback to improve their teaching practice and meet student needs. 	\$408,690.00	\$159,527
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Goal

Goal #	Description
10	<p>(Charter Outcome #10)</p> <p>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)</p>

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Intern/Tutor Attendance Logs Summer School Attendance Tutoring/Inter session Attendance 	<ul style="list-style-type: none"> Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-20 school years GPA has offered summer school every summer since 2012 GPA has offered several forms of additional interventions via 	<ul style="list-style-type: none"> Due to Covid protocols - interns or non-staff members are not permitted on campus at this time. Summer school was not held in 2020 due to the pandemic and the SEL needs of students and staff. 163 students attended summer school in 2021 		<ul style="list-style-type: none"> Annual average for UCSD interns and tutors will exceed 30 GPA will continue to offer summer school every summer GPA will continue to offer several forms of additional interventions via after school tutoring, Saturday

	after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the for 2015-20 school years			tutoring, and Winter and Spring Intersessions.
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	College Role Models and Tutoring/ Supports	<p>1) <i>Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments.</i></p> <p>2) <i>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.</i></p> <p>3) <i>One week Intersessions will be offered during both winter and spring breaks (as funding and</i></p>	<p>1) Due to the need for Covid safety protocols, interns or non-staff members are not permitted on campus at this time.</p> <p>2) GPA continues to provide students with summer school with the exception of summer of 2020 due to the pandemic. Students have the opportunity to take up to 3 courses to fill in learning gaps and recover credit units for graduation.</p> <p>3) Due to the current CBA with SDEA, GPA no longer offers Winter and Spring intersessions.</p>	\$261,922.00	\$93,936

		<i>staffing levels allow), to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.</i>	We currently have 4 Student Support Days in our calendar for additional academic interventions		
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Goal

Goal #	Description
11	<p>(GPA Charter Outcome #11)</p> <p>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)</p>

Measuring and Reporting Results

Metric	Baseline	Mid-Year January 2022	End of Year Complete in the Spring	Desired Outcome for 2023–24
<ul style="list-style-type: none"> Four-Year Cohort Graduation Data GPA Graduation Requirements 	<p>Four-Year Cohort Graduation Data for all GPA graduating classes:</p> <p>2020: 97.8%</p> <p>2019: 96.8%</p> <p>2018: 99.3%</p>	<p>Four-Year Cohort Graduation Data for all GPA graduating classes:</p> <p>2021: 94.3%</p> <p>Student records indicate that at least 90% of students in the class of 2021, including each pupil</p>		<p>Four-Year Cohort Graduation Data for all GPA graduating classes will continue to exceed 95%.</p> <p>At least 90% of students in each GPA senior class,</p>

<ul style="list-style-type: none"> ● A-G requirements for admission to UC/CSU ● AP course completion ● Admission/enrollment in a 2-year or 4- year college 	<p>2017: 97.4%</p> <p>2016: 99.2%</p> <p>2015: 97.0%</p> <p>2014: 95.7%</p> <p>2013: 98.7%</p> <p>2012: 96.0%</p> <p>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:</p> <ol style="list-style-type: none"> 1) Satisfied the requirements to graduate on time with their classmates 2) Completed A-G requirements for admission to UC/CSU 3) Completed at least one AP course 4) Gained admission and/or enrolled in a 2-year or 4-year college 	<p>subgroup achieved the following:</p> <ol style="list-style-type: none"> 1) Satisfied the requirements to graduate on time with their classmates 2) Completed A-G requirements for admission to UC/CSU 3) Completed at least one AP course 4) Gained admission and/or enrolled in a 2-year or 4-year college 		<p>including each student sub-group, will achieve the following:</p> <ol style="list-style-type: none"> 1) Satisfied the requirements to graduate on time with their classmates 2) Completed A-G requirements for admission to UC/CSU 3) Completed at least one AP course 4) Gained admission and/or enrolled in a 2-year or 4-year college
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Actions

Action #	Title	Description	Mid-year Update January 2022	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	College Preparation, At Promise Students, and Graduation	<ol style="list-style-type: none"> 1. 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. 2. 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 (At Promise Teams). 3. 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. 	<ol style="list-style-type: none"> 1. Due to staff shortages, formal senior team meetings have been held as needs arise. Action plans have been developed and assigned to staff to address those needs. 2. All seniors who have been at risk of not receiving full credit for one of their A-G courses during Semester 1, received specialized assistance from a senior team member after school or during the S1 student support days. 3. Each diploma bound student in the Class of 2022 has completed or is scheduled to complete at least one AP course prior to graduation. 4. Multiple AP Study sessions were held during Semester 1 to 	\$491,353.00	\$238,843

		<p>4. Multiple AP Study sessions are held each year to increase student success on the rigorous AP exams.</p> <p>5. Students in need receive assistance in pursuing financial aid for exam fees</p>	<p>increase student success on the rigorous AP exams.</p> <p>5. Students have received assistance in pursuing financial aid for exam fees through the AD overseeing AP when needed.</p>		
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Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name: GOMPERS PREPARATORY ACADEMY

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	Current Forecast	Difference	Comments
Total LCFF funds	\$ 13,928,925.85	\$ 13,127,923.38	\$ (801,002.47)	LCFF revenue is down because ADA is lower than budget by 114.38
LCFF supplemental & concentration grants	\$ 2,122,950.49	\$ 2,136,694.83	\$ 13,744.34	S&C up due to the increase of the Concentration Grant funding. Rate increased to 65% as a result of the 2021 Budget Act
All other state funds	\$ 1,496,278.67	\$ 1,450,065.53	\$ (46,213.14)	Less Expanded Learning Opportunities Grant revenue
All local funds	\$ 2,104,114.83	\$ 2,705,080.56	\$ 600,965.73	Additional PPP Loan Forgiveness Funds
All federal funds	\$ 2,921,347.58	\$ 2,780,923.61	\$ (140,423.97)	Less ESSER II revenue
Total Projected Revenue	\$ 20,450,666.92	\$ 20,063,993.08	\$ (386,673.84)	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 20,299,456.39	\$ 19,534,110.85	\$ (765,345.54)	Lower salaries and benefits but additional expenses for utilities, security services and contracted substitutes