LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gompers Preparatory Academy

CDS Code: 37 68338 0119610
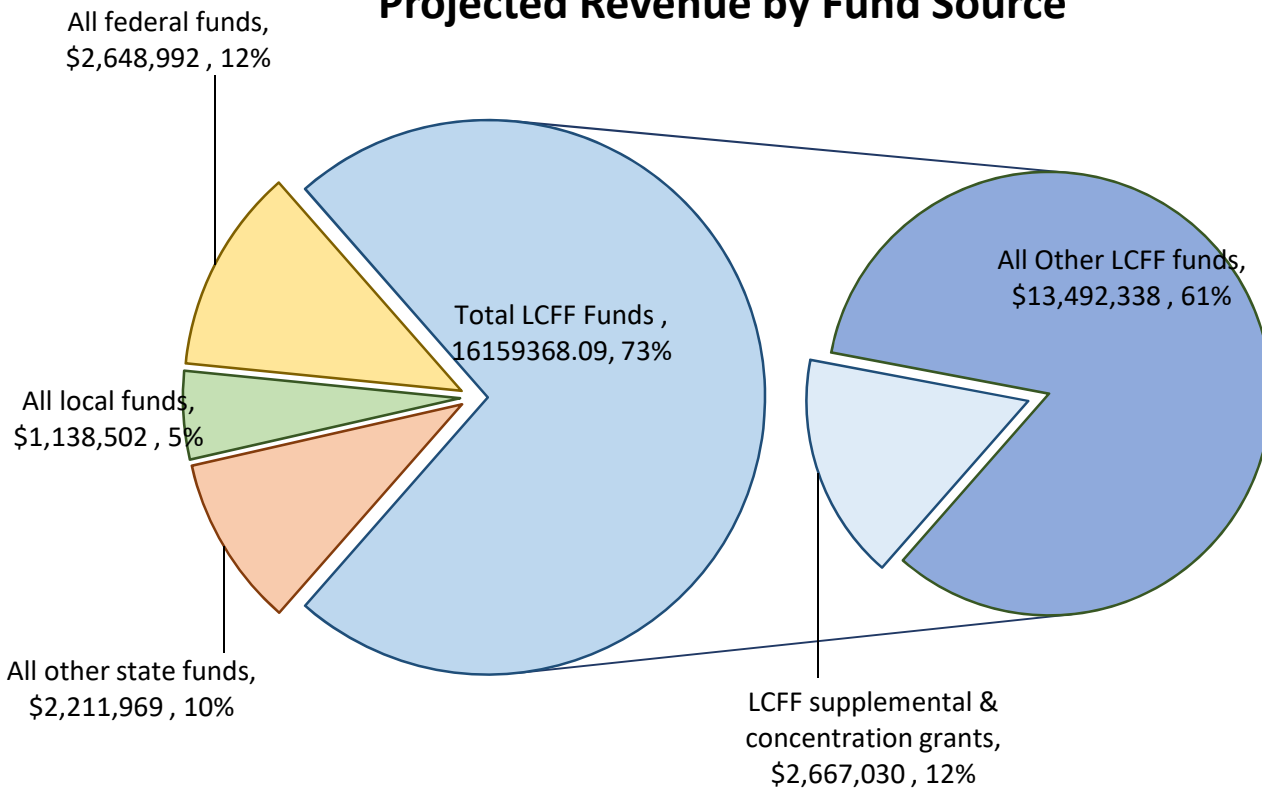
School Year: 2023-24

LEA contact information: Jane Leverson, 619-263-2171, jleverson@gomperscharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $2,648,992 , 12%

All local funds, $1,138,502 , 5%

All other state funds, $2,211,969 , 10%

Total LCFF Funds , 16159368.09, 73%

All Other LCFF funds, $13,492,338 , 61%

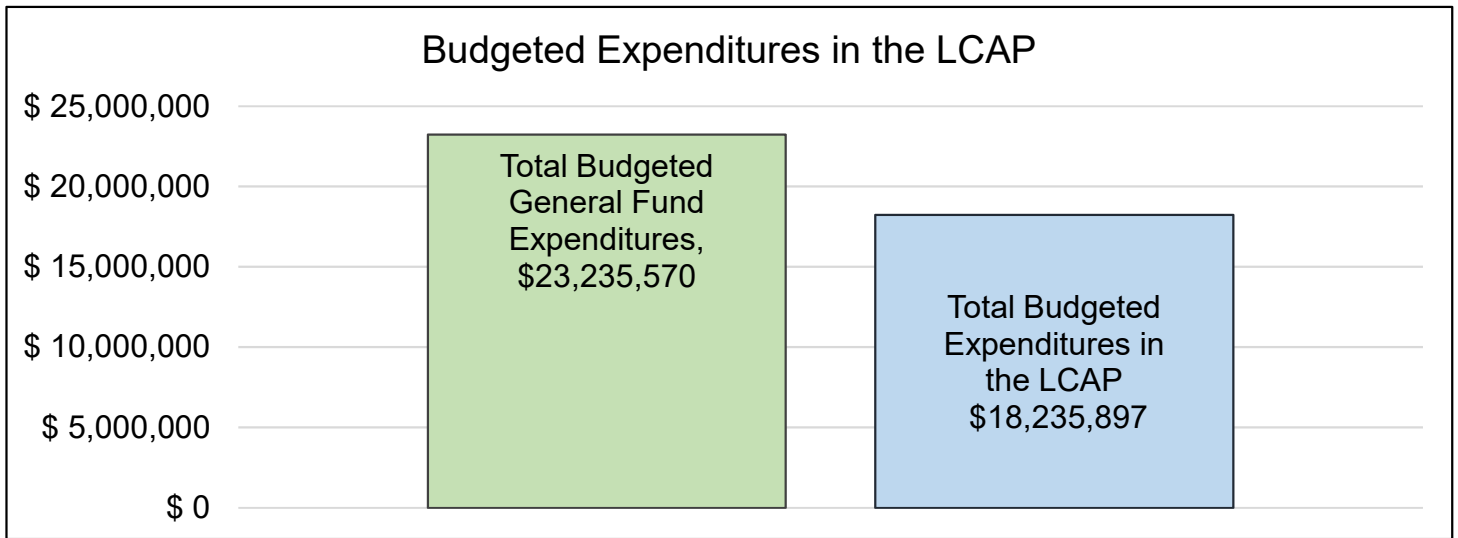LCFF supplemental & concentration grants, $2,667,030 , 12%

This chart shows the total general purpose revenue Gompers Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gompers Preparatory Academy is $22,158,831.52, of which $16,159,368.09 is Local Control Funding Formula (LCFF), $2,211,969.00 is other state funds, $1,138,502.00 is local funds, and $2,648,992.43 is federal funds. Of the $16,159,368.09 in LCFF Funds, $2,667,030.39 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Bar chart titled "Budgeted Expenditures in the LCAP" with a y-axis from $0 to $25,000,000. Total Budgeted General Fund Expenditures, $23,235,570. Total Budgeted Expenditures in the LCAP $18,235,897.

This chart provides a quick summary of how much Gompers Preparatory Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gompers Preparatory Academy plans to spend $23,235,569.86 for the 2023-24 school year. Of that amount, $18,235,897.00 is tied to actions/services in the LCAP and $4,999,672.86 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
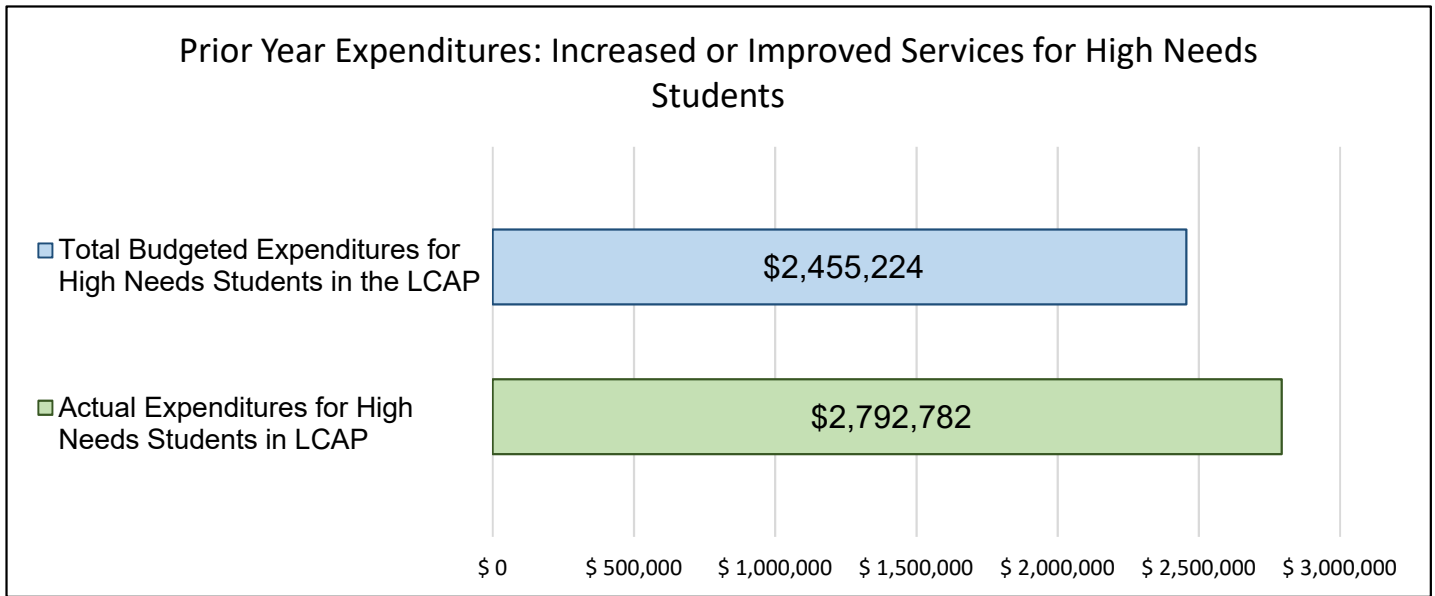
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Gompers Preparatory Academy is projecting it will receive $2,667,030.39 based on the enrollment of foster youth, English learner, and low-income students. Gompers Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gompers Preparatory Academy plans to spend $2,694,401.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,455,224
Actual Expenditures for High Needs Students in LCAP	$2,792,782

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what Gompers Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gompers Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Gompers Preparatory Academy's LCAP budgeted $2,455,224.00 for planned actions to increase or improve services for high needs students. Gompers Preparatory Academy actually spent $2,792,782.00 for actions to increase or improve services for high needs students in 2022-23.

2. Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gompers Preparatory Academy	Jane Firpo-Leverson Chief of Staff	jleverson@gomperscharter.org 6192632171

1. Plan Summary [2023-24]

1. General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Gompers Preparatory Academy is an independent 501c3 public charter school providing a college preparatory path for neighborhood students in grades 6-12. GPA is located in Southeastern San Diego, an inner-city area where gang violence, drug abuse, unemployment, and poverty continue to be challenges faced by its community members. Despite the obstacles, GPA has experienced tremendous growth and transformation over the past 18 years. What once was a failing public school in 2004, is now a thriving college preparatory academy providing students with a rigorous A-G curriculum including AP coursework, as well as athletic and performing arts opportunities. Our mission at GPA, in partnership with UCSD and our community, is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our vision is to continue leading the charge for educational equity through consistent, strong, and innovative leadership, intentional reflective practices, continued growth and improvement, and preserving the number one priority of GPA, which is to keep students first in all that we do.

Historical Perspective/GPA's Origin Story:
In addition to the overview above, it is important to fully understand our journey to becoming an independent public conversion charter school. The following timeline of events and narrative sections are meant to provide insight into the process, the challenges, and the outcomes of our journey so far. They were included as an integral part of our first Self-Study in 2013/2014 and we believe they are still relevant and essential to reflect on in order to propel our work forward.

GPA Timeline of Events:

September 2004-05
Gompers Middle School: (Grades 7-9) designated as Program Improvement Year 5 SDUSD school. Superintendent Bersin directs a workgroup to be formed to decide which option the school (staff and parents) will choose under the federal mandate of NCLB.

March 2005:
Workgroup addresses SDUSD to convert Gompers to a direct- funded charter school.

September 2005:
Gompers Charter Middle School opens as a conversion charter school serving students in grades 7-9 to support closure of district high school in the community (although charter approved for grades 6-8).

September 2006:
GCMS adds 6th grade and serves 6-9th grade.

September 2007:
GCMS serves grades 6-8, as district Lincoln HS re-opened.

September 2008:
GCMS approved to serve grades 6-9 to alleviate a large number of 9th grade students in the community and in doing so, secure sole possession of the facility under Prop 39.

January 2009:
GPA Charter Petition Approved by SDUSD to serve grades 9-12 at the push of GCMS parents who do not want their children to attend the local district Lincoln High School.

September 2009:
Gompers Preparatory opens serving students in grades 9-10 (expanding by one grade level per year); GCMS continues to serve grades 6-8. Same leadership team for both schools.

July 2010:
Gompers Charter Middle School and Gompers Preparatory merge as one school to serve students in grades 6-12 under singular college preparatory focus.

June 2012:
GPA graduates its first class of seniors.

June 2013 - 2023:
GPA has graduated 11 senior classes; enrollment has grown to +1300 students grades 6-12.

History of Gompers Charter Conversion:

In the fall of 2004, Gompers Middle School was one of nine SDUSD's schools that were placed in Year 5 of Program Improvement under NCLB after six consecutive years of poor academic results. Superintendent Alan Bersin "...[called for] the creation of a work group at each of the failing schools – composed of the principal, teachers, parents, and other community members – to come up with a proposed plan of action." Under NCLB, the schools were required to restructure and had one of five options or face closure:

1. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
2. Enter into a contract with an entity, such as a private management
company, to operate the school as a public school;
3. Turn the operation of the school over to the State (California Department of Education);
4. Re-open the school as a public charter school (conversion/reconstitution)
5. Implement any major restructuring of the school's governance designed to improve student academic achievement and that has substantial promise of enabling the school to make AYP.

Gompers Middle School work group was formed consisting of school administrators, teachers, current students, parents and local community members that worked on developing a plan of action based on the five options mentioned earlier. Initially, the workgroup first sought modifications of the district's policy on employment. According to Brian Bennett, then Director of the Office of School Choice, "The district asked for a union waiver of key teacher-contract provisions governing how schools fill jobs for all eight of the low-performing schools...the main issue was to get around seniority rules, [however] the local union, the San Diego Education Association, never replied to this request" (E. W. Robelen).

After numerous late evening meetings, the workgroup chose option number 4, reopen the school as a conversion charter school and partner with the University of California, San Diego (UCSD). This partnership was the most appealing to the work group since many parents within the Gompers community already had their child enrolled at the acclaimed college-preparatory charter school located on the UCSD campus, The Preuss School.

Section 47605.2 of the California Education Code clearly outlines the signature requirements the work group had to collect in support of establishing a charter school and then present to the SDUSD board: (Charter School - Education Code)

1) The petition [must] be signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

2) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

In addition, conversion charter schools have one more signature requirement:

3. A [charter] petition that proposes to convert an existing public school to a charter school...may be submitted to the governing board of the school district for review after the petition has been signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

The Gompers Middle School workgroup launched a grass-roots effort as they gathered a total of: 719 parent signatures in a door-to-door campaign within the community. In addition, the workgroup successfully collected 57.1% of the permanent status teachers employed at Gompers with an additional 24 classified staff members who also supported Gompers Middle School conversion to a charter school.

At this time, a political shift was occurring among the trustees of the San Diego school board. Superintendent Bersin, a supporter of urban school reform, school choice and the charter school movement was voted out of office by the newly elected trustees. There was a complete ideological shift at the district and their intentions were clear, as reported by the Union Tribune, Voice of San Diego and local news media. Hurdles created by the district were constantly placed in front of the schools that chose the independent charter route.

In February 2005, as community support was gaining momentum for charter conversion of Gompers Middle School, in an attempt to derail the charter movement, the district removed the school principal, Vincent M. Riveroll, a charismatic charter supporter and workgroup member, and placed him at the district's central office. Hoping to damper the movement toward charter the action had the counter effect and ignited Gompers parents, students and teachers who protested his removal at the school site and at the district office, demanding Riveroll's reinstatement. The board refused. Many in the community believed this sudden move was a clear message from the board on what the workgroup would be up against. This only fueled the grassroots movement within the community and it grew larger and stronger. A community that had been a previous heir to a failing community district school for over 50 years would not be denied the opportunity to create a quality school for their children outside the local control of SDUSD.

On March 1, 2005, Gompers teachers, staff, parents, students and community members packed the Eugene Bruckner Education Center Auditorium holding bright pink and yellow signs demanding that their voices be heard. Reporters from local and national news media arrived early to cover this historical event. Three of the workgroups listed on the board's agenda for a public hearing: Gompers, Keiller and King-Chavez, had chosen the conversion charter school route. Each group arrived with busloads of supporters anxiously waiting to address the superintendent and school board trustees. As the San Diego Unified School District Board meeting convened, workgroups representing each of the program improvement schools addressed and presented their case in favor of converting to a charter school. The trustees asked a number of questions and finally held a vote to either approve or deny the charter petition. At the conclusion of the meeting, Gompers' parents addressed the board, vehemently demanding the right to educational equity for their children. None were more convincing than 9th grade Gompers Middle School ESL student Miriam Saadati, who stepped to the podium to ask in broken English, "Don't we deserve good things?" (Figure 1).

The combination of a vocal and well-organized parent group in collaboration with powerful, well-established community organizations seemed to influence the School Board, which approved the application for an independent charter school in a unanimous vote on March 1, 2005.

Creation of Gompers Charter Middle School (2005-2010):

GCMS opened its doors in the fall of 2005 (September 6, 2005) as a conversion charter school serving grades 7-9 its first year. GCMS then merged with GPA serving grades 6-10 in the 2009-10 school year. Prior to GCMS opening, Director Riveroll and his leadership team instituted a strategy of school improvement that incorporated restructuring and reculturing the former Gompers campus. This was in response to a previously chaotic learning environment and a physical facility that suffered from years of neglect. Initial restructuring took place at the Gompers campus during the summer of 2005 prior to student arrival.

Restructuring involved:

Hiring highly qualified teachers through a national search versus a post and bid process (SDUSD). Applicants underwent a rigorous 3-phase interview process conducted by the "hiring committee," that also included modeling a lesson plan and submitting an essay in response to an issue/scenario. All hired applicants were required to demonstrate how they would model the school's mission and vision.

Staff Development/Professional Development: Prior to the school's opening, all staff underwent "culture camp," a 2-week induction that included the history of the grass-roots movement that led to GCMS, visiting model room environments, learning common classroom protocols and school culture management.

REACH Values: Adopted from a leadership team visit to Connecticut's Amistad Academy (Amistad Academy REACH Values) Respect, Enthusiasm, Achievement, Citizenship and Hard work.
Implementation of School Uniforms.

Development of the School Mission and School Beliefs and Non-Negotiables.

Reaching out to the neighborhood businesses with "REACH bucks" to promote the adoption of the REACH Values in the community.

Implementing a culture of respect. Eye Contact, handshakes, students respond "Yes ma'am", "No Sir". Implementation of Ron Clark's "5 Rules", The Essential 55: An Award Winning Educator's Rules for Discovering The Successful Student in Every Child (2003).

De-tracking: Tracking, systematically placing students in classrooms with peers who perform academically similar to them, whereby high-achieving students are placed in college-preparatory classrooms while low- achieving students are placed in remedial course, was eliminated at Gompers. The school subscribes to the belief that all students can succeed, therefore eliminating tracking, whereby "both low and high achieving students benefit from being exposed to one another in the classroom." (Hoxby)

Creating Safe & Adequate Facilities that are free from overcrowding and most classrooms had a 28:1 student to teacher ratio. At-risk

students in even smaller afternoon support classes for reading and math. Throughout the day the school security staff, along with school leadership, patrols the hallways and bathrooms with zero tolerance for truancy, disorder, gang affiliations and fighting.

School wide bullying prevention philosophy launched based on children's book and song "Don't Laugh at Me".

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

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

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

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

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

The areas of focus of the first several years of the charter were immersed in setting the conditions in which student learning, long gone from district-run Gompers Middle school, could take place. To have the proper context for the decision making that went into the amount of effort and energy placed into re-culturing the school in the first several years, you have to picture a school before the charter that resembled the schools found in movies such as "Dangerous Minds" and "Stand and Deliver." School facilities and curriculum materials were insufficient, 90% of the 750 students at the time were entering the school at the 7th grade level below or far below basic on standardized testing (STAR testing results 2004-05) and reading and engaging in math 3 to 5 grade levels below their age level. Zero percent of the 7th graders were proficient on the STAR writing test (STAR writing results 2005). Locally, 52 rival gangs laid claim to most of our students by the 8th grade (Bruckner 2006) in which 17 gang related funerals (Garcia 2004) took place the year before the charter and a 50% drop out rate awaited middle school students who would attend district school Gompers Secondary School (SDUSD School Report Card GHS 2003). Ultimately, it all served to motivate the community, parents, students and staff to create a strong school culture that exists today. It is our bedrock for the continual systemic growth trend upward in standardized test scores and non-standardized measures of achievement each year indicated later in this report.

On September 6, 2005, Gompers Charter Middle (GCMS) opened its doors to the community as one of the first conversion charter schools in San Diego Unified. After 3 years in operation, Gompers parents began to demand that GCMS school leadership develop a high school based on the GCMS college-preparatory model because they refused to enroll their child at the designated feeder high school, Lincoln.

Creation of Gompers Preparatory Academy (2009-PRESENT):

Gompers Preparatory Academy opened its doors in September 2009 serving ninth and tenth grade students under a separate charter from GCMS. In 2010, GCMS and GPA merged to form GPA, an example of a "bridge school" as defined by the California Department of Education. Gompers Preparatory Academy currently predominantly serves neighborhood students from the Chollas View community in grades 6-12 and reached full capacity in 2011-12 graduating its first senior class. GPA is a college-preparatory, direct-funded independent charter school currently serving 1,348 students.The SDUSD granted the school its second 5-year charter term in the 2013-14 school year and renewed an additional 5 years in 2019 that will extend to 2024. The majority of our students reside in the Southeastern San Diego neighborhoods (zip codes 92102, 92105, 92114, and 92113).

Historical Perspective on Leadership:

It is important to reflect through this process on the leadership factor that impacts the continued growth of the organization. GPA has been fortunate to be led by the same Director/Superintendent since 2005. In addition, there are 12 founders who started before the charter was created and still serve at GPA today in some capacity as either part of our staff or board, and the entire executive leadership team has served for 12+ years. When it is common practice in many districts to change principals every 3 to 5 years, the consistency at GPA is what we believe has had the largest impact on our school when it comes to changing our culture and consistent improvement; which is evident when comparing us to surrounding schools (Figures 14, 16, 18, 22, 30.) Our vision and mission have come to fruition through the stability of leadership, as we face the ongoing teacher attrition that many inner city schools experience. We have maintained the ability to grow and improve into a safe, college-prep experience for the students we serve in the inner city.

OUR COMMUNITY

GPA is situated in Southeastern San Diego, which is widely viewed as one of the most ethnically and economically diverse areas in the city. There are many challenges this area faces including being economically distressed, where 39.2% of the population are living in poverty, 26.5% are living below poverty and 39.5% of residents have no documented earnings. Many stakeholders in the neighborhood have worked hard to improve safety in the area, offer community members more opportunities for employment, upgrade facilities and utilities, and attract more consumers. Since our last Self-Study in 2014, 76.6 % of residents have completed high school and higher. This is a 23.3% increase from 2014. This data has impacted GPA with increased enrollment of the siblings of our former graduates representing the overall community change. In addition, in the class of 2019 we see a decrease in the number of first generation high school graduates in comparison with our

class of 2012. GPA is seeing a stronger college going mind-set in the middle school students since the conversion.The demographics of the Chollas View community are reflective of the students attending Gompers. The following charts illustrate racial composition of the Chollas View community where 61.7% of the population is comprised of Hispanics, while Whites and African- Americans make-up 29.6% of the population.

Over 60 percent of the population within our community is under the age of 40. These demographics are typical for low-income, inner-city neighborhoods. According to the economic indicator chart the median household income is $44,801, which is reflective of the demographics of the students attending Gompers.

OUR STUDENTS

There are no finer people in the world than our GPA students. As one founding member of GPA stated, "Our kids are diamonds. We are here to help them shine" (Garcia 2005). Serving grades 6 -12 is an honor and a privilege. Our students come to GPA with a variety of needs, and they bring with them their individual gifts. Due to the diverse social, emotional, physical, and academic needs of our students, GPA must remain flexible in order to best meet those needs. There is nothing more important to us than supporting our students as they navigate through middle school, high school, and beyond. The words "With Students First" are used when Director Riveroll signs each email, each letter home, each official transcript, etc. However, these words are more than just the complimentary closing of a letter, they are a promise and they are a belief system. Our work moving forward consists of reinforcing our belief system, and constantly implementing ways to improve the lives of our students through supporting them academically, socially, and emotionally.

The following data represents various aspects of our student body.

English Learner and Special Education Enrollment Data:

1) As of May 2023, GPA has assessed and identified:

- English Language Learners: 32%
- Initial Fluent English Proficient (IFEP)/English Only (EO): 16%
- Re-designated Fluent English Proficient (RFEP): 50.79%

2) GPA had the following reclassification rates per grade level in 2022-2023:
- 6th Grade: 1%
- 7th Grade: 2%
- 8th Grade: 1%
- 9th Grade: 0%
- 10th Grade: 1%

- 11th Grade: 2%
- 12th Grade: 1%

3) GPA provides special education services through the El Dorado Charter SELPA. GPA left the San Diego Unified SELPA in 2009 for greater flexibility in student programming and staffing decisions. Prior to this move, SDUSD special education programming did not allow full access to the college bound curriculum for all special education students. Our current special education population is 18 % and has ranged from 15% to 20% through the last 5 years.

SPED classification and percentages:
- Specific Learning Disability (SLD): 60%
- Other Health Impairment (OHI): 19%
- Speech and Language Impairment (SLI): 4%
- Intellectual Disability (ID): 4%
- Emotional Disability (ED): 3%
- Autism (AUT): 9%
- Deaf or Hard of Hearing (DHH): 1%
- Traumatic Brain Injury (TBI): .04%

Students are placed in various Special Education program options depending on their individual needs with 61% of our SPED population qualifying under the SLD eligibility; the majority of these students are served in general education classrooms using the co-teacher model. Students with more severe needs may be placed in our middle school special day classes, learning centers, or our community-based instruction program.

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

OUR EDUCATIONAL PHILOSOPHY

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

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

Academic Performance:

GPA is a data driven organization. Prior to the GCMS charter, the data of low standardized test scores (10% proficient/advanced in ELA, 2% proficient/advanced in math) were overshadowed by the data of daily fights, riots and deaths of students in the community at the hands of gang violence. One parent described the district school as "a prelude to prison" (Evans 2005). As a result, in 2005, GCMS implemented a strong school culture program in order to create an oasis within the community in which students could be safe first and then learn second. GPA has become a school that students want to attend as evidenced by our increased attendance rates, growing "wait list" for enrollment, and the increased size of our senior classes. Previous Board of Education member, John DeBeck noted that he wished many of his district schools had attendance rates like GPA (SDUSD Board Meeting, GPA charter approval 2009). With each successive year and then into the GPA charter, we continue to combat the very real issues of a large urban community and issues of poverty; which includes, many students coming to us significantly below grade level with a large special education and second language population. We are confident that we have found, and will continue to discover, the answers to achieve what many have believed was impossible for students at Gompers.

Our biggest accomplishment to date, after bringing the campus under control and keeping our students safe, was going on to graduate 100% of our diploma bound seniors for the past 11 consecutive years. In addition, 100% of these seniors apply and enroll in a 2 or 4-year college. This has not been without its challenges, an immense above and beyond effort from staff and has required an intense focus on the senior classes. However, with each year we learn new things about what our seniors need to successfully graduate and apply to colleges that we can then translate into programming in the lower grades. The "100/100" belief system talked about earlier in this document is an example of the GPA "trickle down theory" of education. What started as a way to get seniors across the finish line successfully was modified and applied to the younger grades for school-wide growth.

2. Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

3. Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

The following areas have been identified as needing significant improvement:

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

1. Additional interventions to support and supplement classroom instruction will be developed (on going).
2. Staff will provide: After School tutoring, Pull-out/Push-in Programs, Learning Centers, Student Support Days within each semester and Summer
3. Teachers will analyze Quarter Final data, ADAM assessment 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 using software programs such as; Lets' Go Learn, ADAM and DOMA (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
8. Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction.

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

1. Additional interventions to support and supplement classroom instruction will be developed (on going).

2. Staff will provide: After School tutoring, Pull-out/Push-in Programs, Learning Centers, Student Support Days within each semester and Summer
3. Teachers will analyze Quarter Final data, DORA assessment data, Achieve 3000 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 using software programs such as Achieve 3000, Actively Learn, Flocabulary, Common Lit and Let's Go Learn (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
8. Additional Targeted Support and Improvement for our African American, ELL, and SPED students include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction.

Goal #4: English Language Learners
Enhance, develop and organize programs and interventions to increase the academic performance of all English Language Learners; with an emphasis on those in beginning, early intermediate and intermediate levels based on current ELPAC data.

Steps to Achieve:
1. Develop vertically aligned ELD curriculum maps based on CCSS ELD standards (on-going).
2. Implement interventions to support and supplement instruction for our EL learners in our GE classes (ongoing).
3. Provide professional development school-wide around increasing integrated and designated ELD best practices/SDAIEStrategies (on-going).
4. Analyze research-based data to determine progress of our EL students and the need for additional professional development and interventions (ongoing).
5. Analyze student work and calibrate using rubrics aligned with CCSS for ELA and the ELD Standards (on-going).
6. Increase attention to embedding ELD standards into lessons across all content areas.
7. Additional Targeted Support and Improvement for our Els will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction.

Goal #5: Students with Disabilities
Enhance, develop and organize programs and interventions to increase the academic performance of all students in SPED; with an emphasis on those who have not reached proficiency according to state assessments.

Steps to Achieve:
1. Implement relevant scaffolding aligned with CCSS to support SPED students on achieving proficiency and College readiness (on-going).
2. Develop and implement SPED interventions that focus on advanced literacy skills to reach the Common Core English standards (on-going).

3. Implement interventions to support and supplement instruction for our SPED learners in our GE classes (ongoing).
4. Analyze student work and calibrate using IEP goals, Brigance and WJ scores (on-going).
5. Provide professional development school-wide around increasing SPED best practices/Current scaffolds (ongoing).
6. Analyze research-based data to determine progress of our SPED students and the need for additional professional development and interventions (on-going).
7. Additional Targeted Support and Improvement for our students with disabilities will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction.

Goal #7: College Preparatory School Culture
Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion.

Steps to Achieve:
1. GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons
2. Students will receive regular, proactive assistance and guidance from the Office of Student Engagement, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.
3. 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.
4. When necessary, students will be pulled temporarily from their regular classroom to meet with the Office of Student Engagement, Chief for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics
5. Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include focus groups, counseling, case manager training, parent workshops, SEL, enhanced parent engagement.

Goal #8: Safety and Attendance
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)

Steps to Achieve:
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 school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.
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
8. Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include parent education opportunities, focus groups, Coffee with Director topics that include how to increase attendance, increased home visits and wrap around support for families.

4. LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP continues to provide GPA and our educational partners with a path forward in addressing the overarching needs of our students, families, and community. An area to note that has been added this year (22/23) is our Additional Targeted Support and Improvement to support our African American, ELL, and SPED student subgroups based on our CA State dashboard data.

5. Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

1.   Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

2.   *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

3.   *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

2. Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the LCAP development process, GPA receives input on a variety of programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received.

A summary of the feedback provided by specific educational partners.

Survey Data from GPA Families, Students, Staff, Community, and Board of Directors indicated the following:
80% agree/strongly agree that - Students are achieving at Gompers Preparatory Academy
87% agree/strongly agree that - Students are engaged at Gompers Preparatory Academy as evidenced by high attendance rates.
91% agree/strongly agree that - Students are engaged at Gompers Preparatory Academy as evidenced by high graduation rates.
88% agree/strongly agree that - Gompers Preparatory Academy encourages parental involvement and participation.
91% agree/strongly agree that - Gompers Preparatory Academy maintains a positive school climate.
80% agree/strongly agree that - Gompers Preparatory Academy makes every effort to ensure students are taught by the most highly qualified, skilled, and culturally-sensitive teachers possible.
91% agree/strongly agree that - Gompers Preparatory Academy ensures sufficient student access to instructional materials, including technology.
92% agree/strongly agree that - Gompers Preparatory Academy's facilities are in good repair.
87% agree/strongly agree that - Gompers Preparatory Academy implements Common Core State Standards.
92% agree/strongly agree that - Gompers Preparatory Academy gives student access to core subjects that prepare them for high school graduation.
91% agree/strongly agree that - Gompers Preparatory Academy serves the needs of English Language Learners.
84% agree/strongly agree that - Gompers Preparatory Academy serves the needs of students with disabilities.
87% agree/strongly agree that - GPA offers intervention for students who need additional support.

Top focus among State Priorities included:

- -Recruit and Retain Highly Qualified Staff (69%)
- -Positive School Climate (46%)
- -Improve Student Achievement (35%)

ATSI goal Action Items from SSC:

- Additional Math tutoring for English Language Learners, SPED, African American subgroups
- Additional ELA tutoring (including outside agencies) for English Language Learners, SPED, African American subgroups

- Targeted small group instruction for English Language Learners, SPED, African American subgroups
- Additional English Language Development tutoring for English Language Learners
- Additional tutoring for SPED including executive functioning skills and IEP goal progress monitoring
- 1:1 intervention support for English Language Learners, SPED, African American subgroups
- Continue with SEL/Trauma informed practices for English Language Learners, SPED, African American subgroups
- Character Education Programming for English Language Learners, SPED, African American subgroups
- Continue PD for engagement including PBL to keep attendance rates high for English Language Learners, SPED, African American subgroups
- School-wide Attendance Initiatives (Student of the Month) for English Language Learners, SPED, African American subgroups
- Wrap-around Attendance programs for English Language Learners, SPED, African American subgroups
- Increase classroom engagement / physical activity (Living Museum) for English Language Learners, SPED, African American subgroups

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The goals, action items, and additional targeted support and improvement plans for our ATSI subgroups.

3. Goals and Actions

1. 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)

An explanation of why the LEA has developed this goal.

GPA developed this goal to address the need for increased student achievement in problem solving, computation, numeracy and critical thinking skills. Students historically enter GPA several grade levels behind and with skill gaps in mathematics.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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: 2017: 71.2 2018: 60.3 2019: 52.2	SBAC Math meeting or exceeding Grade Level Standards: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 6th- 6.26% 7th- 9.22% 8th- 9.64% 11th-15%	SBAC Math meeting or exceeding Grade Level Standards 2022: 6th-10.05% 7th- 12.79% 8th- 6.42% 11th- 16.26% CDE Dashboard Data Math--Distance from Standard: 2017: 71.2 2018: 60.3		• MATH Quarter Final data will show increased alignment and increased scores • Percentage of students meeting or exceeding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CDE Dashboard Data Math--Distance from Standard: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, Dashboard did not calculate distance from standard.	2019: 52.2 2020: n/a 2021: n/a 2022: 116 Sub group Distance from Standard 2022: AA: 111.1 EL:165 SWD: 179.6		standard on the MATH SBAC will increase annually • Our distance from Standard on the CDE Dashboard for MATH will decrease

3. Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Raising Student Achievement in Math	1) GPA is using additional math assessments and connected resources (LGL, DOMA, ADAM, KHAN) as an intervention to address learning loss in mathematics. 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 after school 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	$1,242,956.00	No

Action #	Title	Description	Total Funds	Contributing
		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 as well as the 3 additional weeks in the summer for Student Support Days. 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, quarter final 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: CPM, Let's Go Learn, DOMA and Learning Upgrade. 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. 6) Professional development for staff and College classes for students are provided focusing on Classroom Management and Executive Functioning skills - including time management, organization, self-monitoring, academic confidence and task completion. 7) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations. 8) Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include implementation of		

Action #	Title	Description	Total Funds	Contributing
		research-based intervention software such as Let's Go Learn (ADAM/DOMA), outside agency tutoring for mathematics, increased data analysis, increased family engagement and individualized instruction.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #8 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions have been added based on State dashboard indicators to address specific gaps for our African American, ELL, and SPED students. Supports will include, research-based measuring systems such as Let's Go Learn (ADAM, DOMA), outside agency tutoring for mathematics, increased data analysis, increased family engagement and individualized instruction

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

4. Goals and Actions

1. Goal

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)

An explanation of why the LEA has developed this goal.

GPA developed this goal to address the need for increased student achievement in reading, writing, thinking, speaking and critical thinking skills. Students historically enter GPA several grade levels behind and with skill gaps in all areas of literacy.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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-34% 7th-40% 8th-40% 11th-54% CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4 2018: 34.3 2019: 23	SBAC ELA meeting or exceeding Grade Level Standards: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 6th- 25%% 7th- 35.43% 8th- 30.73% 11th- 63.73%	SBAC ELA meeting or exceeding Grade Level Standards: 2022: 6th- 24.02%% 7th- 31.08% 8th- 28.9% 11th- 51.5% CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4		• ELA Quarter Final data will show increased alignment and increased scores • Percentage of students meeting or exceeding standard on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CDE Dashboard Data ELA--Distance from Standard: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 2021: Due to the COVID-19 pandemic, Dashboard did not calculate distance from standard.	2018: 34.3 2019: 23 2020: n/a 2021: n/a 2022: 43.2 Subgroup Distance from Standard 2022: AA: 40.1 EL: 81.1 SWD: 124.2		the ELA SBAC will increase annually • Our distance from Standard on the CDE Dashboard for ELA will decrease

~~3.~~ Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Raising Student Achievement in ELA	1) GPA is using additional ELA assessments and connected resources (Achieve 3000, DORA, ELA Edge) as an intervention to address learning loss in ELA. 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 after school 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	$1,444,302.00	No

Action #	Title	Description	Total Funds	Contributing
		no longer offers Winter and Spring intercessions. We currently have 4 Student Support Days in our calendar for additional academic interventions, and 3 weeks in Summer. 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 the following data: grade reporting, interim assessments, progress reports, attendance rates, behavior reports, and SEL data. 6) Professional development for staff and College classes for students are provided focusing on Classroom Management and Executive Functioning skills - including time management, organization, self-monitoring, academic confidence and task completion. 7) Professional development was provided on Trauma Informed Practices in Fall 2021 to all staff and continues to be monitored through staff observations. 8) Additional Targeted Support and Improvement for our African American, ELL, and SPED students. Supports will include, research-based measuring systems such as Let's Go Learn (DORA/Achieve 3000), outside agency tutoring for reading and literacy, increased data analysis, increased family engagement and individualized instruction.		

Action #	Title	Description	Total Funds	Contributing

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #8 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions have been added based on State dashboard indicators to address specific reading, writing, listening, speaking and critical thinking gaps for our African American, ELL, and SPED students. Supports will include, research-based measuring systems such as Let's Go Learn (DORA/Achieve 3000), outside agency tutoring for reading and literacy, increased data analysis, increased family engagement and individualized instruction

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

5. Goals and Actions

1. 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)

An explanation of why the LEA has developed this goal.

GPA developed this goal to address the need for increased rigor as a college preparatory academy to ensure access to all grade level and higher content and that student achievement increases throughout all grade levels and coursework including Advanced Placement Courses.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• CAASPP data • CDE Dashboard • CDE College Readiness Indicator • AP Pass Rates	2019 SBAC MATH Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% 2019 SBAC ELA Meeting or Exceeding Grade Level Standards: 6th-34% 7th-40% 8th-40% 11th-54%	SBAC Math meeting or exceeding Grade Level Standards: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 6th- 6.26% 7th- 9.22% 8th- 9.64% 11th-15% SBAC ELA Meeting or	SBAC Math meeting or exceeding Grade Level Standards 2022: 6th-10.05% 7th- 12.79% 8th- 6.42% 11th- 16.26% SBAC ELA Meeting or Exceeding Grade Level Standards: 2022: 6th- 24.02%% 7th- 31.08%		• Our percentage of students meeting or exceeding standard on the CAASPP ELA, Math and CAST (Science) will increase annually • Our distance from Standard will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 SBAC Science Meeting or Exceeding Grade Level Standards: 8th-27% 11th-16% CDE Dashboard Data Math--Distance from Standard: 2017: 71.2 2018: 60.3 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%	Exceeding Grade Level Standards: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 6th- 25%% 7th- 35.43% 8th- 30.73% 11th- 63.73% SBAC Science Meeting or Exceeding Grade Level Standards: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: 8th- 20.02% 11th- 31.49% CDE Dashboard Data Math--Distance from Standard:	8th- 28.9% 11th- 51.5% SBAC Science Meeting or Exceeding Grade Level Standards: 2022: 8th- 29.2% 11th- 30.79% CDE Dashboard Data Math--Distance from Standard: 2017: 71.2 2018: 60.3 2019: 52.2 2020: n/a 2021: n/a 2022: 116 CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4 2018: 34.3 2019: 23 2020: n/a 2021: n/a 2022:43.2		decrease on the CDE Dashboard in both ELA and Math • College Readiness Indicator will increase annually on the CDE Dashboard • AP Pass Rate will increase annually • Increase average GPA annually • Increase percentages in student/staff surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Average Grade Point Average: 2019 - 2.92 2019 Student Survey Results: • 74% of students report they are organized • 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	2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, state did not report distance from standard. CDE Dashboard Data ELA--Distance from Standard: 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, state did not report distance from standard. College and Career Readiness Indicator: 2020: Due to the	College and Career Readiness Indicator: 2022: Due to the COVID-19 pandemic, state did not report on College and Career Readiness Indicator. AP Pass Rates: 2022: Average Grade Point Average: Spring (2022): Fall (2023): Student and Staff Survey Results: 2022:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 • 50% of staff believe that our students need additional support with time management, organization and like skills	COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021:Due to the COVID-19 pandemic, state did not report College and Career Readiness. AP Pass Rates: 2015:15% 2016: 20% 2017: 31% 2018: 20% 2019: 33%2020: 40% 2021: 26.3% Average Grade Point Average: Fall 2019: 2.92 Spring 2020: No grade point averages were accrued this semester due to school closure. Credit/No Credit was temporarily implemented. Fall 2020: 3.29			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Spring 2021: 3.41 Fall 2021: 3.57 Student and Staff Survey Results: 2019 Student Survey Results: • 74% of students report they are organized • 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			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 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 • 50% of staff believe that our students need additional support with time management, organization and like skills Due to COVID School Closure, students and staff were not			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		surveyed during the 2020-2021 school year.			

3. Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase and Maintain High Levels of Academic Rigor for All Students	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. 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, DOMA, and Learning upgrade address skill gaps as well as provide acceleration for students at their individual ability levels. 3) Every teacher is expected to complete scheduled tutoring each week based on our CBA. Our after school 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. In addition, students have access to SES tutoring both on and off campus. 4) We currently have 4 Student Support Days in our calendar for additional academic interventions and 3 weeks of student support days in Summer	$3,639,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5) GPA analyzes overall data to determine the need for additional professional development and interventions quarterly based on the following data: grade reporting, assessments, progress reports, attendance rates, behavior reports, and SEL data. 6) Ongoing professional development is provided focusing on Executive Functioning skills - including time management, organization, self-monitoring, academic confidence and task completion. 7) Ongoing professional development focusing on Trauma Informed Practices will be provided to all staff and will be monitored through staff observations. 8) Additional Targeted Support and Improvement interventions for our African American, ELL, and SPED students will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction. Supports will include implementation during tutoring of research-based measuring systems for Math and ELA skill building such as Let's Go Learn (DORA/ADAM) and Achieve 3000.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #8 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions have been added based on State dashboard indicators to address specific skill gaps in accessing grade level and higher content in all subjects for our African American, ELL, and SPED students. Support will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction. Supports will include implementation during tutoring of research-based measuring systems for Math and ELA skill building such as Let's Go Learn (DORA/ADAM) and Achieve 3000.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

6. Goals and Actions

1. Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

GPA developed this goal to address the need for increased student achievement in English Proficiency for our English Language Learners and to increase reclassification of our ELLs.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• SBAC Math • SBAC ELA • ELPAC • CDE Dashboard: Progress toward English language proficiency	SBAC Distance from Standard Data for EL students (Mathematics): 2017: 158.3 2018: 132.7 2019: 131.0 SBAC Distance from Standard Data for EL students (ELA): 2017: 103.2 2018: 110.5 2019: 113.8	SBAC Distance from Standard Data for EL students (Mathematics): 2017: 158.3 2018: 132.7 2019: 131.0 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators.	SBAC Distance from Standard Data for EL students (Mathematics): 2017: 158.3 2018: 132.7 2019: 131.0 2020: n/a 2021: n/a 2022: 165 SBAC Distance from Standard Data for EL students (ELA):		• Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 ELPAC Data: Level 1 Minimally Developed: 17.81% Level 2 Somewhat Developed: 48.99% Level 3 Moderately Developed: 28.34% Level 4 Well Developed: 4.86% Percent of EL students making progress toward English language proficiency: 2019: 33.5%	2021: Due to the COVID-19 pandemic, state did not report Distance from Standard. SBAC Distance from Standard Data for EL students (ELA): 2017: 103.2 2018: 110.5 2019: 113.8 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, state did not report Distance from Standard. ELPAC Data: Level 1 Minimally Developed: 2019: 17.81% 2020: 14.5% 2021: 14.44%	2017: 103.2 2018: 110.5 2019: 113.8 2020: n/a 2021: n/a 2022: 81.1 ELPAC Data: Level 1 Minimally Developed: 2022: 5.39% Level 2 Somewhat Developed: 2022: 40.43% Level 3 Moderately Developed: 2022: 40.43 % Level 4 Well Developed: 2022: 13.75% Percent of EL students making progress toward English language proficiency: 2022: 37.9%		• 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 CDE Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 2 Somewhat Developed: 2019: 48.99% 2020: 41.99% 2021: 41.38% Level 3 Moderately Developed: 2019: 28.34% 2020: 31.11% 2021: 35% Level 4 Well Developed: 2019: 4.86% 2020: 12.38% 2021: 9.16% Percent of EL students making progress toward English language proficiency: 2019: 33.5% 2020: 31% 2021: 35%			indicator annually.

~~3.~~ Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supports for English Learners	1) Due to staff shortages, GPA has not been conducting department meetings or staff professional development to study ELPAC,	$103,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 2) GPA has been utilizing Achieve 3000 to support our designated ELD with a focus on nonfiction 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. Implementation to start in 23-23. 5) Ongoing professional development for staff and College classes for students are provided focusing on Classroom Management and Executive Functioning skills - including time management, organization, self-monitoring, academic confidence and task completion. 6) Ongoing professional development is provided on Trauma Informed Practices to all staff and continues to be monitored through staff observations. 7) The EL Coordinator and ELA team members attend ongoing professional development including: CRLP San Diego for our Integrated/Designated ELD Learning How English Works institute, CABE, EL RISE! Introduction to the English Learner Roadmap Asynchronous Course, SDCOE Mega Network meeting, and paraeducator EL series.		

Action #	Title	Description	Total Funds	Contributing
		8) Additional Targeted Support and Improvement for our ELL students will include outside agency tutoring, increased data analysis, increased family engagement and individualized instruction. Supports will also include implementation during tutoring of research-based measuring systems such as Let's Go Learn (DORA) and Achieve 3000, as well as ELPAC strand data. El coordinator will do consistent check-ins with EL students and progress monitoring before and after ELPAC administration.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #7 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions have been added based on State dashboard indicators to address specific skill gaps for ELLs. Support will include outside agency tutoring, increased data analysis, increased family engagement and individualized

instruction. Supports will also include implementation during tutoring of research-based measuring systems such as Let's Go Learn (DORA) and Achieve 3000, as well as ELPAC strand data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

7.   Goals and Actions

1. 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)

An explanation of why the LEA has developed this goal.

GPA developed this goal to address the need for increased student achievement for students with disabilities.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Smarter Balanced Assessment (SBAC)-Math • Smarter Balanced Assessment (SBAC)-ELA	SBAC Distance from Standard Data for SPED students (Mathematics): 2017: 165.6 2018: 153.7 2019: 150.1 SBAC Distance from Standard Data for SPED students (ELA): 2017: 101.3 2018: 119.5 2019: 111.9	SBAC Distance from Standard Data for SPED students (Mathematics): 2017: 165.6 2018: 153.7 2019: 150.1 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, state did not report on	SBAC Distance from Standard Data for SPED students (Mathematics): 2022: 179.6 SBAC Distance from Standard Data for SPED students (ELA): 2022: 124.2		• Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually • Students in the SPED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Distance from Standard. SBAC Distance from Standard Data for SPED students (ELA): 2017: 101.3 2018: 119.5 2019: 111.9 2020: Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators. 2021: Due to the COVID-19 pandemic, state did not report on Distance from Standard.			subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually

3. Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Supports for Students with Disabilities	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.	$2,699,312.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		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. 4) GPA has provided professional development on effective scaffolding for students with disabilities. 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. Specific SPED data analysis is completed by individual teachers and staff members to address specific student needs. 6) Ongoing professional development on the co-teacher model as needed to support current co-teaching relationships and Universal Design Learning. 7) Ongoing professional development for staff and College classes for students are provided focusing on Classroom Management and Executive Functioning skills - including time management, organization, self-monitoring, academic confidence and task completion. 8) Ongoing professional development is provided on Trauma Informed Practices for all staff and continues to be monitored through staff observations. 9) Additional Targeted Support and Improvement for our SPED students will include outside agency tutoring, increased data analysis of both achievement data and IEP/goal related data, increased family engagement and individualized instruction. Support will also include		

Action #	Title	Description	Total Funds	Contributing
		implementation of research based skill building programs such as Let's Go Learn (DORA/ADAM/DOMA) and Achieve 3000 (Non-fiction Reading Comprehension).		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #9 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions have been added based on State dashboard indicators to address specific skill gaps for our SPED students. Support will include outside agency tutoring, increased data analysis of both achievement data and IEP/goal related data, increased family engagement and individualized instruction. Support will also include implementation of research based skill building programs such as Let's Go Learn (DORA/ADAM/DOMA) and Achieve 3000 (Non-fiction Reading Comprehension).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

8. Goals and Actions

1. Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• School Site Council Meetings • Coffee with the Director Meetings • Parent/Teacher Conferences • Parent Commitment Form	• School Site Council Meetings are held at least two times throughout the school year • Coffee with the Director Meetings are held at least six times per year	1) School Site Council Meetings are held at least two times throughout the school year 2) Coffee with the Director Meetings are held at least six times per year: • -GPA held a Coffee with the Director Meeting on 8/27/2021. 3) Parent/Teacher	1) School Site Council Meetings are held at least two times throughout the school year 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:		• School Site Council Meetings will be held at least two times throughout the school year • Coffee with the Director Meetings will be held at least six

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

• Parent Workshops
 	
• Parent Involvement Policy
 	
• Local Control Accountability Plan
	• - Parent/Teacher conferences are offered to parents at least two times per year
	
	• Parent Commitment Forms have been 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) are held at least four times per year
		conferences are offered to parents at least two times per year:
		
		  • - Parent/Teacher conferences were held 10/18/2021-10/22/2021 and 4/11/2022-4/15/2022
		
		4) Parent Commitment Forms are provided to each family every school year:
		
		  • -Parent Commitment Forms were provided to each family in the student planner for the 2021-2022 school year.
		
		5) Student Affairs Parent Workshop (high school planning (A- G), college
			• - Parent/Teacher conferences were held 10/17/2022-10/21/2022 and 4/10/2023-4/13/2023
			
			4) Parent Commitment Forms are provided to each family every school year:
			
			  • -Parent Commitment Forms were provided to each family in the student planner for the 2022-2023 school year.
			
			5) Student Affairs Parent Workshop are held during each school year:
			
			  • - During the 22-23 year Student Affairs has
					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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

	• Parent Involvement Policy is reviewed, updated and approved annually
	
	• Local Control Accountability Plan is reviewed, updated and approved annually
		entrance, financial aid planning, etc) are held during each school year:
		   • -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.
		
		6) Our Parent Involvement Policy is reviewed, updated and approved annually by our SSC and Board of Directors.
		   • -Board of Directors approved Fall 2021
		   • -SSC approval Spring 2022
			held parent workshops on the following topics: College Applications 101, Safety Net, CSU Applications, Mental Wellness, UC College Applications, College Going Process, Financial Aide, A-G Requirements, and Understanding Current Drug trends
			
			6) Our Parent Involvement Policy is reviewed, updated and approved annually by our SSC and Board of Directors.
			   • -Board of Directors
					will be held at least four times per year
					
					• Parent Involvement Policy will be reviewed, updated and approved annually
					
					• Local Control Accountability Plan will be reviewed, updated and approved annually
					
					• Parents will be asked to participate in WestEd's California School Parent Survey, to obtain: parent perceptions about the school's

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7) Our Local Control Accountability Plan is reviewed, updated annually by our SSC and Board of Directors. • -Board and SSC approval Spring 2022 8) Parents will be asked to participate in WestEd's California School Parent Survey in Spring 2022, to obtain: parent perceptions about the school's learning environment; school climate; student supports; and parent outreach and involvement efforts	approved Fall 2022 7) Our Local Control Accountability Plan is reviewed, updated annually by our SSC and Board of Directors. • -Board and SSC approval Spring 2023 8) Out Title 1 Part A: Parent and Family Engagement Policy was approved by our Board of Directors and SSC in January 2023. 8) Parents participated in Surveys to provide feedback and input on LCAP, School Climate, Student Achievement, and State Priorities.		learning environment; school climate; student supports; and parent outreach and involvement efforts

3. Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent Engagement	1) Parents were invited to participate in each "Coffee with the Director" meetings, via auto dialer and email and well as on our school website and social media accounts. 2) Parents are invited to participate in each of the English Language Advisory Committee meetings, via auto dialer and email. 3) Parents are involved in reviewing, updating and approving the GPA Parental Involvement Policy and Local Control Accountability Plan which is approved annually by SSC and GPA Board of Directors. 4) Translation services and light refreshments are provided at parent events that require parents to give their full attention to a presentation and/or activity, including CWD, 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 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 as well as participate in parent conferences. 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 an individual basis to address a wide variety of topics parents wish to discuss with GPA.	$42,122.00	No

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

GPA may consolidate this goal in the 24/25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

9. Goals and Actions

1. Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Annual Student Discipline Referrals • Total Annual Suspensions • School Suspension Rate	Discipline Referrals: 2018-2019: 1010 2019-2020: 456* Total Suspensions: 2018-2019: 218 2019-2020: 51* School Suspension Rate: 2017-2018: 10.6% 2018-2019: 12.7% 2019-2020: 3.4%* (*data limited to first semester due to	Discipline Referrals: 2018-2019: 1010 2019-2020: 456* 2020-2021: Due to the implementation of Distance Learning for the 2020-2021 school year there were no reported referrals or suspensions. 2021-2022: 196 students have received a total of 1181 referrals (As of February 2022)	Discipline Referrals: 2022-2023(As of May 2023) 847 Total Suspensions: 2022-2023(As of May 2023) 123 students have been suspended on 146 occasions School Suspension Rate: 2022-2023(As of May 2023) 9% 2021-2022: 9.1%		• GPA will decrease the total number of discipline referrals annually • GPA will decrease the total number of suspensions annually • GPA will decrease the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID campus closure)	Total Suspensions: 2018-2019: 218 2019-2020: 51* 2020-2021: Due to the implementation of Distance Learning for the 2020-2021 school year there were no reported referrals or suspensions. 2021-2022: 69 (As of February 2022) School Suspension Rate: 2017-2018: 10.6% 2018-2019: 12.7% 2019-2020: 3.4%* 2021-2022: 3% (As of February 2022) (*data limited to first semester due to COVID campus closure)	ATSI Subgroups (21-22): AA: 10.5% EL: 10.3% SWD: 13.2%		suspension rate annually

3. Actions

Action #	Title	Description	Total Funds	Contributing
7.1	School Culture and Climate	1) 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.	$2,679,154.00	Yes

Action #	Title	Description	Total Funds	Contributing
		An At-Promise Coordinator position has been added to our current staffing focusing on the SEL of students qualifying as At-promise due to social emotional or academic needs. GPA provided all staff professional development around SEL and trauma informed practices. The Office of Student Conduct and the Student Affairs team have been trained on restorative practices and built a discipline system focusing on SEL. 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) Ongoing professional development was provided focusing on Executive Functioning skills during Semester 1- including time management, organization, self-monitoring, academic confidence and task completion. 6) Due to staff shortages, GPA Culture Expert curriculum is being taught to all students through classroom lessons. 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. 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		

Action #	Title	Description	Total Funds	Contributing
		understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis from leadership and staff. 9) When necessary, students have been pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director or designee to develop an action plan for improved behavior and academics. 10) Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include focus groups, counseling, case manager training, parent workshops, SEL, and enhanced parent engagement.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #10 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions for our African American, ELL, and SPED students will include focus groups, counseling, case manager training, parent workshops, SEL, and enhanced parent engagement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

10. Goals and Actions

1. 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)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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% • Chronic Absenteeism Rate:	• Annual Average Daily Attendance: 2021-22*: • -P-1: 92.11% • -P-2: 90.71% 2020-21:90.85% 2019-20: 95.92% 2018-19: 95.35% 2017-18: 96.04%	• Annual Average Daily Attendance: 2022-2023: • -P-1: 91.55% • -P-2: 91.22% Chronic Absenteeism Rate: 2022: 36.3%		• Annual Average Daily Attendance = 95% or higher • Chronic Absenteeism Rate = 5% or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: N/A 2018-19: 11.5% 2017-18: 6.8% 2016-17: 7.8%	2016-17: 95.95% *2021-22 ADA highly affected by COVID illnesses • Chronic Absenteeism Rate: 2020-21: 2.4% (Distance Learning) 2019-20: N/A 2018-19: 11.5% 2017-18: 6.8% 2016-17: 7.8%	By ATSI Subgroups: AA: 35.5% EL: 39.4% SWD: 39.8%		

3. Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	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	$5,376,691.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to provide safe outdoor activities to students. Our full athletics program was able to resume during 22-23 starting in the all. 4) GPA staff members are required to report for active supervision before school, after school, and during classroom transitions. Active supervision includes creating positive student connections, modeling and reminding students of college-prep behaviors, monitoring student-to-student interactions, ensuring school uniform compliance, etc. Support staff and additional supervision staff provide active supervision for students during middle school and high school lunch periods. (Due to the current Collective Bargaining Agreement with SDEA, GPA unit members are not required to supervise during 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 standards-aligned materials needed for learning are provided to students through each individual classroom. GPA planners and school supplies are provided to all students. Student who need support with wifi are able to request a device from our OTI department. 7) In summer of 2022, CharterSafe provided GPA with a comprehensive facility assessment report, which provided recommendations. With the exception of some concerns that need to be addressed by San Diego Unified School District, GPA has addressed all hazards and concerns from this report and continues to address maintenance and safety issues 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 work on our new academic buildings		

Action #	Title	Description	Total Funds	Contributing
		began in Spring 2023. In addition, during the summer of 2023 GPA will have Seismic, HVAC and plumbing upgrades completed on our campus. 9) Additional Targeted Support and Improvement for our African American, ELL, and SPED students will include parent education opportunities, focus groups, Coffee with Director topics that include how to increase attendance, increased home visits and wrap around support for families.		
8.2		Action 1 Continued		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in our planned actions versus the implementation of these actions. However, Action Item #9 is a new item based on current State dashboard indicators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions continue to be effective in making progress toward this goal because they address the specific needs we are targeting.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional Targeted Support and Improvement interventions for our African American, ELL, and SPED students will include parent education opportunities, focus groups, Coffee with Director topics that include how to increase attendance, increased home visits and wrap around support for families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

11. Goals and Actions

1. 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)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• GPA New Teacher Culture Camp attendance • Annual percent of "highly qualified" teachers • Average years of teaching experience	• All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus.	• All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus in August. Teachers	• All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus in August. Teachers		• All new GPA teachers will complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 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	hired after the start of the school year complete mandatory trainings and a modified culture camp. • Percent of teachers "highly qualified" in the subject they are teaching: • -2019-20: 98% • -2020-21: 100% • -2021-22: 96% • Average years of teaching experience for all teachers of record: • -2019-20: 7 • -2020-21: 7.8 • -2021-22: 7.9	hired after the start of the school year complete mandatory trainings and a modified culture camp. • Percent of teachers "highly qualified" in the subject they are teaching: • -2022-23: 81.38% • Average years of teaching experience for all teachers of record: • -2022-2023: 9		• Percent 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

3. Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Teacher Quality and Experience	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. • -2021-22: 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. • -2022-23: GPA continues to be challenged by the national shortage of teachers. GPA continues to consistently post opening, attend job fairs, and conduct interviews. 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. • -2021-22: 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. • -2022-23: GPA implemented comprehensive all staff development as well as new teacher professional development during the launch of the school year, and additional PDs were implemented throughout the year based on the needs the staff determined. A workgroup committee was formed of staff and teachers in order to dig deeper into the areas staff determined as highest need in August, and strategies to fulfill those areas were also provided in PD during January. Ongoing PD continues throughout the year. 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.	$312,484.00	No

Action #	Title	Description	Total Funds	Contributing
		• -2021-22: All staff have access to our lead teacher, Director Riveroll's 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 received a formal observation from leadership that provides essential individual feedback to improve their teaching practice and meet student needs. • -2022-23: Staff continue to have access to our lead teacher, Director Riveroll's classroom for modeling and brainstorming. The workgroup committee is another resource, as well as our Program Specialists who support directly in classrooms. By the end of March 2023, all unit members received a formal observation from leadership that provides essential individual feedback to improve their teaching practice and meet student needs.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the staffing shortage nationwide - despite best practices to hire the most qualified staff - this has been a challenging time in education to achieve this goal. GPA continues to make every effort to fulfill this goal and will continue to do so.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions are effective toward meeting our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

GPA may consolidate this goal in the 24/25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

12. Goals and Actions

1. Goal

Goal #	Description
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, Weekend tutoring, Student Support Days, or Summer School. (LCAP Priority 1, 2, 4, 5, 6, and 7)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Intern/Tutor Attendance Logs • Summer School Attendance • Tutoring/Inter session Attendance	• Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-20 school years • GPA has offered summer	• Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-20 school years. • -202-21 and 2021-22: Due to Covid protocols -	• Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-20 school years. • -2022-2023 Due to transportatio n issues and		• Annual average for UCSD interns and tutors will exceed 30 • GPA will continue to offer summer school every summer

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school every summer since 2012. • GPA has offered several forms of additional interventions including after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the for 2015-21 school years	interns or non-staff members are not permitted on campus at this time. • GPA has offered summer school every summer from 2012 to 2019. • -2020: Summer school was not held in 2020 due to the pandemic and the SEL needs of students and staff. • -2021: 63 students attended summer school in 2021 • GPA has offered several forms of additional	other obstacles, GPA has not resumed UCSD tutors on campus. In the Summer of 2022: 147 students attended and completed 262 courses for credit. As part of our current Collective Bargaining Agreement, GPA teachers offer weekly tutoring outside of class to support students. GPA offers SES tutoring for students both on and off campus to support academic achievement for students who need additional support.		• GPA will continue to offer several forms of additional academic interventions including after school tutoring, weekend tutoring, and student support days.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		interventions including after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the for 2015-21 school years. • -2021-22: 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 intervention.			

3. Actions

Action #	Title	Description	Total Funds	Contributing
10.1	College Role Models and Tutoring/Supports	1) UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments. Tutors/interns were unable to volunteer during 21/22 school year due to the need for Covid safety protocols at that time. The number of UCSD tutors and interns has declined over the past few years due to online learning during the quarantine and Covid safety issues. 2022-2023 Due to transportation issues and other obstacles, GPA has not resumed UCSD tutors on campus. 2) 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. 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. 3) 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, to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.	$313,828.00	No

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The UCSD interns and tutors have declined over the years due to online learning during quarantine and Covid safety protocols. Due to transportation issues and other obstacles, GPA has not resumed UCSD tutors on campus.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

GPA may consolidate this goal in the 24/25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

13. Goals and Actions

1. Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Four-Year Cohort Graduation Data • GPA Graduation Requirements • A-G requirements	• Four-Year Cohort Graduation Data for all GPA graduating classes: 2020: 97.8% 2019: 96.8% 2018: 99.3% 2017: 97.4% 2016: 99.2%	• Four-Year Cohort Graduation Data for all GPA graduating classes: 2021: 94.3% 2020: 97.8% 2019: 96.8% 2018: 99.3% 2017: 97.4%	• Four-Year Cohort Graduation Data for all GPA graduating classes: 2022: 97.8% 2021: 94.3% 2020: 97.8% 2019: 96.8% 2018: 99.3%		• Four-Year Cohort Graduation Data for all GPA graduating classes will exceed 95% • Four-Year Cohort High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for admission to UC/CSU • AP course completion • Admission/enrollment in a 2-year or 4-year college	2015: 97.0% 2014: 95.7% 2013: 98.7% 2012: 96.0% • Four-Year Cohort High School Dropout Rate for all GPA graduating classes: 2020: 1% 2019: 1% 2018: 0% 2017: 2% 2016: 0% 2015: 0% 2014: 3% 2013: 0% 2012: 0% • For all GPA graduating classes since the first graduating class of 2012, student records indicate that at least 90% of students in each GPA senior class, including each pupil subgroup achieved	2016: 99.2% 2015: 97.0% 2014: 95.7% 2013: 98.7% 2012: 96.0% • Four-Year Cohort High School Dropout Rate for all GPA graduating classes: 2021: 2% 2020: 1% 2019: 1% 2018: 0% 2017: 2% 2016: 0% 2015: 0% 2014: 3% 2013: 0% 2012: 0% • For all GPA graduating classes since the first graduating class of 2012, student records indicate that at least 90%	2017: 97.4% 2016: 99.2% 2015: 97.0% 2014: 95.7% 2013: 98.7% 2012: 96.0% • Four-Year Cohort High School Dropout Rate for all GPA graduating classes: 2022: 0% 2021: 2% 2020: 1% 2019: 1% 2018: 0% 2017: 2% 2016: 0% 2015: 0% 2014: 3% 2013: 0% 2012: 0% • For all GPA graduating classes since the first graduating class of 2012, student records		Dropout Rate will remain below 5% • At least 90% of students in each GPA senior class, including each student sub-group, will achieve the following: 1) Satisfy the requirements to graduate on time with their classmates 2) Complete A-G requirements for admission to UC/CSU 3) Complete at least one AP course 4) Gain admission and/or enrolled in a 2-year or 4-year college

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the following: 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	of students in each GPA senior class, including each pupil subgroup achieved the following: 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	indicate that at least 90% of students in each GPA senior class, including each pupil subgroup achieved the following: 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		

3. Actions

Action #	Title	Description	Total Funds	Contributing
11.1	College Preparation, At Promise Students, and Graduation	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. Due to staff shortages in the 2021-22 school year, formal senior team meetings have been held as needs arise. Action plans have been developed and assigned to staff to	$387,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address those needs. Senior team is in regular communication regarding seniors events, and those students who need additional support. 2) All seniors who have been at risk of not receiving full credit for one of their A-G courses during Semester 1 receive specialized assistance from a senior team member (At Promise Teams) after school or during the Semester 1 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 are held each year to increase student success on the rigorous AP exams. 5) Students have received assistance in pursuing financial aid for exam fees through the leadership team member overseeing AP when needed.		

4. Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

GPA may consolidate this goal in the 24/25 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

14. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2667030	70835

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

1. Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

GPA is situated in Southeastern San Diego, which is widely viewed as one of the most ethnically and economically diverse areas in the city. There are many challenges this area faces including being economically distressed, where 39.2% of the population are living in poverty, 26.5% are living below poverty and 39.5% of residents have no documented earnings.

GPA believes in the philosophy of educating the whole child, as we combat the very real issues of a large urban community and issues of poverty; which includes, many students coming to us significantly below grade level, large special education and second language populations, and foster youth. Our resolve to educate the whole child comes from the demographic data of the community and previous lack of success in the years that led to the charter conversion. We are serving a traditionally underserved population at the college and university

levels, which has been a Chollas View community-based problem for many years. As a result, Gompers Preparatory Academy was formulated on a singular outcome focus of preparing all students for a college preparatory pathway with a "whole child" focused learning setting to offset the impact of conditions such as poverty, first generation issues, violence and gang influence within the community. GPA serves a strongly documented need for the families it serves with a singular college preparatory focus.

Unlike traditional public schools, GPA staff members are required to report for active supervision before school, after school, and during classroom transitions. Active supervision includes creating positive student connections, modeling and reminding students of college-prep behaviors, monitoring student-to-student interactions, ensuring school uniform compliance, etc. Support staff and additional supervision staff provide active supervision for students during middle school and high school lunch periods. (Due to the current Collective Bargaining Agreement with SDEA, GPA unit members are not required to supervise during lunch.)

The GPA campus is a safe, secure, clean, welcoming, and engaging space for students, staff, and families, which helps to ensure the student and staff attendance rate is high. GPA staff, in partnership with San Diego Unified School District, ensure that the GPA campus facilities are reasonably equivalent to neighborhood schools that GPA students might otherwise attend, as defined by Proposition 39. In the spirit of our founders' determination that GPA students "deserve good things," GPA spends funds on additional staffing and resources to ensure that we go above and beyond these requirements for our students. We hire a larger custodial and landscaping team than most schools to ensure the campus is one of the safest, cleanest and most beautiful school campuses in the state. Additionally, we provide a fully stocked supply room, open multiple times per week, for teachers to obtain student and teacher materials that will benefit student learning.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 12,719,095	$ 2,916,086	$ -	$ 2,600,716	18,235,897	$ 14,754,765	$ 3,481,132

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Raising Student Achievement in Math	All	$ 1,049,641	$ -	$ -	$ 193,315	$ 1,242,956
2	1	Raising Student Achievement in ELA	All	$ 1,142,239	$ 176,217	$ -	$ 125,845	$ 1,444,302
3	1	Increase and Maintain High Levels of Academic Rigor for All Students	All	$ 2,180,777	$ 763,053	$ -	$ 494,065	$ 3,437,895
3	1	Increase and Maintain High Levels of Academic Rigor for All Students	All	$ 202,013	$ -	$ -	$ -	$ 202,013
4	1	Supports for English Learners	EL	$ 48,167	$ -	$ -	$ -	$ 48,167
4	1	Supports for English Learners	EL	$ 55,816	$ -	$ -	$ -	$ 55,816
5	1	Supports for Students with Disabilities	All	$ 272,015	$ 1,169,192	$ -	$ 1,258,106	$ 2,699,312
6	1	Parent Engagement	All	$ 42,122	$ -	$ -	$ -	$ 42,122
7	1	School Culture and Climate	All	$ 966,825	$ 520,345	$ -	$ -	$ 1,487,170
7	1	School Culture and Climate	All	$ 1,191,984	$ -	$ -	$ -	$ 1,191,984
8	1	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	All	$ 3,958,809	$ 287,279	$ -	$ 471,128	$ 4,717,216
8	1	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	All	$ 659,475	$ -	$ -	$ -	$ 659,475
9	1	Teacher Quality and Experience	All	$ 254,227	$ -	$ -	$ 58,257	$ 312,484
10	1	College Role Models and Tutoring/Supports	All	$ 109,871	$ -	$ -	$ -	$ 109,871
10	1	College Role Models and Tutoring/Supports	All	$ 203,956	$ -	$ -	$ -	$ 203,956
11	1	College Preparation, At Promise Students, and Graduation	All	$ 381,157	$ -	$ -	$ -	$ 381,157
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 13,492,338	$ 2,667,030	19.77%	0.00%	19.77%	$ 2,694,401	0.00%	19.97%	**Total:**	$ 2,694,401
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,694,401

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	1	Increase and Maintain High Levels of	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	$ 202,013	0.00%
4	1	Supports for English Learners	Yes	Schoolwide	English Learners	Gompers Preparatory Academy	$ 55,816	0.00%
7	1	School Culture and Climate	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	$ 1,191,984	0.00%
8	1	Campus Resources to Positively Eng	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	$ 659,475	0.00%
10	1	College Role Models and Tutoring/Su	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	$ 203,956	0.00%
11	1	College Preparation, At Promise Stud	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	$ 381,157	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 16,061,619.35	$ 15,063,158.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Raising Student Achievement in Math	No	$ 1,300,051	$ 949,634
2	1	Raising Student Achievement in ELA	No	$ 1,388,973	$ 1,288,349
3	1	Increase and Maintain High Levels of Academic Rigor for All Students	No	$ 3,449,178	$ 3,769,823
4	1	Supports for English Learners	Yes	$ 128,373	$ 148,373
5	1	Supports for Students with Disabilities	No	$ 1,861,252	$ 1,092,632
5	1	Supports for Students with Disabilities	Yes	$ 442,600	$ 829,472
6	1	Parent Engagement	No	$ 49,560	$ 54,560
7	1	School Culture and Climate	No	$ 366,671	$ 568,658
7	1	School Culture and Climate	Yes	$ 1,547,217	$ 1,509,984
8	1	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	No	$ 4,477,329	$ 3,908,906
9	1	Teacher Quality and Experience	No	$ 371,775	$ 285,355
10	1	College Role Models and Tutoring/Supports	No	$ 304,083	$ 304,083
11	1	College Preparation, At Promise Students, and Graduation	Yes	$ 374,557	$ 353,328
				$ -	$ -
				$ -	$ -

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,403,068	$ 2,455,224	$ 2,792,782	$ (337,558)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	1	Supports for English Learners	Yes	$ 90,849	$ 99,997.23	0.00%	0.00%
5	1	Supports for Students with Disabilities	Yes	$ 442,600	$ 829,472.39	0.00%	0.00%
7	1	School Culture and Climate	Yes	$ 1,547,217	$ 1,509,983.97	0.00%	0.00%
11	1	College Preparation, At Promise Students, and Graduation	Yes	$ 374,557	$ 353,328.50	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 12,234,956	$ 2,403,068	0.00%	19.64%	$ 2,792,782	0.00%	22.83%	$0.00 - No Carryover	0.00% - No Carryover

20. Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

21. Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

22. Plan Summary

1. Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

2. Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

23. Engaging Educational Partners

1. Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

2. Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

24. Goals and Actions

1. Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

2. Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

1. Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

2. Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

3. Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

4. Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

5. **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

6.   Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

25. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

1. Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

2. Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

26. Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

1. Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

2. Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

3. Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

4. Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

5. LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

6. Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

    1.   **Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

2.   **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

3.   **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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