Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Gompers Preparatory Academy	Vincent Riveroll Director	vriveroll@gomperscharter.org (619) 263-2171

2017-20 Plan Summary

The Story

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

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

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

A brief history is as follows:

- September 2004: Gompers Middle School (Grades 7-9) designated as Program Improvement Year 5 SDUSD school. Superintendent Bersin directs a workgroup to be

formed to decide which option the school (staff and parents) will choose under the federal mandate of NCLB.

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

- September 2005: Gompers Charter Middle School opens as a conversion charter, serving students in grades 7-9 to support closure of district high school in the community.

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

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

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

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

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

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

- June 2012: GPA graduates its first class of seniors.

- June 2013 – Present: GPA graduates 100% of its seniors for seven consecutive years; with an average of 75% of seniors gaining admittance to 4-year universities. Enrollment climbs to approx. 1350 in 2018-19 school year

THE COMMUNITY

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

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

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

Restructuring involved:

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

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

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

- Implementation of School Uniforms.

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

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

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

in Every Child (2003).

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

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

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

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

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

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

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

Staff engaged in professional development weekly with a heavy focus on room environment and student engagement strategies. The academic master schedule initially included a longer school day, block schedule for academic core subjects including a daily rotating A/B schedule, College Class, Advisory, and at the end of the day with Encore where students needing additional supports could receive them and on track students could participate in extra-curricular events during the school day. Initially the daily bell schedule was adjusted so that all students would start each school day with 90 minutes of English and Math instruction with two teachers in every classroom followed by a one-hour lunch break. However, adjustments have 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 focus of the first several years of the charter were immersed in setting the conditions in which student learning, long gone from district-run Gompers Middle school, could take place upon. To have the proper context for the decision making that went into the amount of effort and energy placed into re-culturing the school in the first several years, you have to picture a school before the charter that resembled the schools found in movies such as "Dangerous Minds" and "Stand and Deliver." School facilities and curriculum materials were insufficient, 90% of the 750 students at the time were entering the school at the 7th grade level below or far below basic on standardized testing (STAR testing results 2004-05) and reading and engaging in math 3 to 5 grade levels below their age level. Zero percent of the 7th graders were proficient on the STAR writing test (STAR writing results 2005). Locally, 52 rival gangs laid claim to

most of our students by the 8th grade (Bruckner 2006) in which 17 gang related funerals (Garcia 2004) took place the year before the charter and a 50% drop out rate awaited middle school students who would attend district school Gompers Secondary School (SDUSD School Report Card GHS 2003). It was these facts that made the politics of the district to derail the success of this charter school, which required GPA to pull both financial and personnel resources away from the most deserving students in the city to combat their efforts that make those responsible without conscience. Ultimately, it would all serve as fuel for the community, parents, students and staff to create a strong school culture that exists today and the bedrock for the continual systemic growth trend upward in standardized test scores 6 of 8 testing years and non-standardized measures of achievement each year of both GCMS and GPA charters reported later in this report.

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

GOMPERS PREPARATORY ACADEMY (2009-PRESENT)

Gompers Preparatory Academy opened its doors in September 2009 serving ninth and tenth grade students under a separate charter from GCMS. In 2010, GCMS and GPA merged to form GPA, an example of a "bridge school" as defined by the California Department of Education. Gompers Preparatory Academy currently serves predominately neighborhood students from the Chollas View community in grades 6-12 and reached full capacity in 2011-12 graduating its first senior class. GPA is a college- preparatory, direct-funded, 501c3 independent charter school currently serving 1,246 students. The SDUSD granted the school its second 5-year charter term in the 2013-14 school year. The majority of our students reside in the Southeastern San Diego neighborhoods (zip codes 92102, 92105, 92114, and 92113). Current enrollment data indicates an increase of 308 students from 2012 (first year as a 6-12 configuration) to the present. This implies increased retainment and steady growth over time - which we contribute to the overall college preparatory culture and confidence in our programs. The significant increase in retainment indicates our students and their families are selecting GPA over other area school choices because of the strong college preparatory culture. Increased retainment rates for grades 6-12 have largely impacted the academic program at GPA. In 2008, GPA retained 42% of its 8th grade class to start our high school and go onto become our first graduating class in 2012; compared to 93% retained 8th graders of this school year (Fall 2016). In addition to the increased retainment from 8-9th grades, we also see increased retainment of students in grades 9-12; showing a 23% increase overall.

English Learner and Special Education Enrollment Data:

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

- % English Language Learners: 22.7

- % Initial Fluent English Proficient (IFEP): 3.3

- % Re-designated Fluent English Proficient (RFEP): 55.6

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

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

- 6th Grade: 16.6%

- 7th Grade: 18.9%

- 8th Grade: 15.2%

- 9th Grade: 17%

- 10th Grade: 42.8%

- 11th Grade: 36%

- 12th Grade: 28%

- School-wide: 22%

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

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

SPED classification and percentages:

Specific Learning Disability (SLD) 63%

Other Health Impairment (OHI) 12%

Speech and Language Impairment (SLI) 5%

Intellectual Disability (ID) 5%

Emotional Disability (ED) 7%

Autism (AUT) 7%

Orthopedic Impairment (OI) 1%

Multiple Disabilities (MD) .5%

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

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

Academic Performance:

Since the inception of the original Charter, GCMS in 2006, our API based on CST increased 126 points. From the inception of GPA our API increased 98 points. During the transition to the Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC), GPA used the NWEA MAP assessment to monitor student progress. From our Spring 2014 administration of the MAP assessment, our students have shown an increase of 12% scoring at or above the grade level norm in both ELA and mathematics. The upward trend continues to support the work we have been doing in both ELA and mathematics. With that said, we continue to see a high need in both ELA and mathematics. From our Spring 2015 administration of the standards based SBAC assessment, our students have shown an increase in the percentage of students meeting or exceeding standards in ELA in all grade levels, ranging from one to thirteen percent. In mathematics, students have shown increases in all middle school grade levels ranging from four to seven percent and no change in the number of students meeting or exceeding standards in eleventh grade. The upward trend continues to support the work we have been doing in both ELA and mathematics. With that said, we continue to see a high need in both ELA and mathematics.

OUR EDUCATIONAL PHILOSOPHY

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

LCAP Highlights

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

Review of Performance

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

Greatest Progress

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

As a college preparatory school with a mission of preparing all students to graduate high school and enter college, we are most proud of our progress in raising student achievement on many state-required standardized tests, as well as ongoing interim assessments. Additionally, we are proud of our efforts to prepare and support all students for the increased demands of college entrance exams and rigorous college preparatory coursework, including Advanced Placement courses. Our Average Daily Attendance is one of the highest for high schools in San Diego and parent involvement is consistently high, especially given the social and financial challenges our families face. Our suspension and expulsion rates have stayed consistently low for the past several years and we have structures in place to keep students in school every day and focused on college prep behaviors. Since our first graduating class in 2012, we have consistently maintained a Four-Year Cohort Graduation Rate above 95%, with over 90% of graduates having completed A-G requirements for admission to UC/CSU, over 90% completed at least one AP course, and all graduates gaining admission and/or enrolled in a 2-year or 4-year college. We continue to seek information from our students, families, staff, and alumni and adjust our practices to better support GPA students and alumni in preparing, transitioning and achieving success in college.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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

Three areas have been identified as needing significant improvement:

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

Steps to Achieve:
1. Develop vertically aligned ELD curriculum maps based on CCSS ELD standards (on-going).
2. Implement interventions to support and supplement instruction for our EL learners in our GE classes (ongoing).
3. Provide professional development school-wide around increasing integrated and designated ELD best practices/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.

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

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

3) 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 Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.
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 Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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

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 supported 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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 • 5% more students will score proficient or above on the Smarter Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: Maintain or increase performance levels on state math assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher. Actual: All student subgroups, with the exception of Students with Disabilities, achieved YELLOW performance level in 2018. Students with Disabilities achieved ORANGE.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for math department • School-wide Professional Development on Common Core transition and interventions • Math department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development for math department • School-wide Professional Development on Common Core transition and interventions • Math department to determine assessments to be used for ongoing progress monitoring • Use of diagnostic assessments for math course placement, intervention planning, and program evaluation • -Use of web based programs for skill development • -New curriculum adoptions for middle	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $140,211 Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $42,063 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $434,154 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $130,246 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Base $72,359 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Base $21,708 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I $72,359 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Title I $21,708	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $145050 Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $37790 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $434201 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $122201 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Base $72367 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Base $20367 Portion of Math Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I $72367 Portion of Math Teachers' Benefits 3000-3999: Employee Benefits Title I $20367

	school and high school math, respectively	Math Software and Materials 4000-4999: Books And Supplies Base $26,505	Math Software and Materials 4000-4999: Books And Supplies Lottery $30760
		Math Software and Materials 4000-4999: Books And Supplies Lottery $24,947	Portion of Assistant Director's Salary 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 62852

Action 2

	Supplemental Education Services through Leading Edge Learning After School Program (Encore)		Leading Edge Learning 5000-5999: Services And Other Operating Expenditures Title I 66415
			Encore 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 29029
			Encore 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12441

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 • 5% more students will score proficient or above on the Smarter Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: Maintain or increase performance levels on state ELA assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher. Actual: Subgroup performance levels for 2018 were as follows: • African American: YELLOW • English Learners, Socioeconomically Disadvantaged, Hispanic: ORANGE • Students with Disabilities: RED

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for ELA department • School-wide Professional Development on Common Core transition and interventions • ELA department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development for ELA department • School-wide Professional Development on Common Core transition and interventions • ELA department to determine assessments to be used for ongoing progress monitoring	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $46,737	Portion of Instructional Leads' salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $48350
		Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $14,021	Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $14505
		Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $434,267	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $49248
		Portion of English Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $130,280	Portion of English Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $147974
		Portion of English Teachers' Salaries 2000-2999: Classified Personnel Salaries Base $72,378	Portion of English Teachers' Salaries 2000-2999: Classified Personnel Salaries Base $82208
		Portion of English Teachers' Benefits 3000-3999: Employee Benefits Base $21,713	Portion of English Teachers' Benefits 3000-3999: Employee Benefits Base $24662
		Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I $72,378	Portion of English Teachers' Salaries 1000-1999: Certificated Personnel Salaries Title I $82208
		Portion of English Teachers' Benefits 3000-3999: Employee Benefits Base $21,713	Portion of English Teachers' Benefits 3000-3999: Employee Benefits Title I $24662
		Portion of Reading Resource Teacher Salary 1000-1999:	Portion of Reading Resource Teacher Salary 1000-1999:

		Certificated Personnel Salaries Supplemental and Concentration $42,034	Certificated Personnel Salaries Supplemental and Concentration $42,034
		Portion of Reading Resource Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $12,610	Portion of Reading Resource Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $12,610

Action 2

			ELA Supplies 4000-4999: Books And Supplies LCFF Base 3502

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

(Charter Goal #3)
Develop and organize school-wide measures to increase academic rigor in all content areas. (LCAP Priorities 1, 2, 4 and 7)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 • 5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments. • 5% more students will score proficient or above on the AP assessment. • Average ACT scores will increase by 1 point per section	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: • -Maintain or increase performance levels on state math assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher. • -Maintain or increase performance levels on state ELA assessments to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher. • -Maintain or increase performance levels on College/Career Readiness Indicator to achieve GREEN performance level or higher Actual Outcomes: • -ELA: ORANGE • -Math: YELLOW

	Expected	Actual
		• -College/Career Indicator: GREEN

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Leadership and AP teachers attend AP professional development through College Board and other agencies • Onsite professional development weekly for all departments • School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps • All departments to determine assessments	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Leadership and AP teachers attend AP professional development through College Board and other agencies • Onsite professional development for all departments • School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps • All departments to determine assessments	Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $365,080	Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $405744
		Portion of Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $109,524	Portion of Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration $121723
		Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I $250,187	Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I $194144
		Portion of Teacher Benefits 3000-3999: Employee Benefits Title I $78,729	Portion of Teacher Benefits 3000-3999: Employee Benefits Title I $58243
		Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $2,096,382	Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $1608671
		Portion of Teacher Benefits 3000-3999: Employee Benefits Base $628,915	Portion of Teacher Benefits 3000-3999: Employee Benefits Base $482601
		Portion of Support Teachers' Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration $270,841	Portion of Support Teachers' Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration $212008

to be used for ongoing progress monitoring	to be used for ongoing progress monitoring	Portion of Support Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $81,252	Portion of Support Teachers' Benefits 3000-3999: Employee Benefits Supplemental and Concentration $66602
		Instructional Materials selected to increase rigor 4000-4999: Books And Supplies Base $71,898	Instructional Materials selected to increase rigor 4000-4999: Books And Supplies Base $83680
		Portion of After School Enrichment Staff Salaries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $41,470	Portion of After School Enrichment Staff Salaries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $41,470

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 • 5% more EL students will score proficient or above on the Smarter Balanced and/or NWEA MAP assessment. • 80% of EL learners will increase one or more English Language Development band	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: • EL students will maintain or increase performance levels on state ELA assessments to achieve mid-level (YELLOW) performance level or higher. • EL students will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher. • EL students will maintain or increase performance levels on state ELPAC assessments to achieve mid-level (YELLOW) performance level or higher. Actual Outcomes:

Expected	Actual
	• ELA: ORANGE • Math: YELLOW • ELPAC: N/A (Baseline year)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Leadership and select staff attend CCSS professional development specifically for ELD standards • Onsite professional development weekly for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development specifically for ELD standards • Onsite professional development for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	Portion of Instructional Leads' salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $46,737 Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $14,021	Portion of Instructional Leads' salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $48350 Portion of Instructional Leads' benefits 3000-3999: Employee Benefits Supplemental and Concentration $14505

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence of state testing, continued use of NWEA MAP assessment. 70% of SPED learners will increase one or more levels of proficiency on state exams	Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: - Students with Disabilities will maintain or increase performance levels on state ELA assessments to achieve mid-level (YELLOW) performance level or higher. - Students with Disabilities will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher. Actual Outcomes: - ELA: RED - Math: ORANGE

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Leadership and select staff attend CCSS professional development specifically for SPED population. • Onsite professional development weekly for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development specifically for SPED population. • Onsite professional development for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	Portion of SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education $410,530.50	Portion of SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education $378417
		Portion of SPED Teacher and Support Teacher Benefits 3000-3999: Employee Benefits Special Education $206,765.11	Portion of SPED Teacher and Support Teacher Benefits 3000-3999: Employee Benefits Special Education $225177
		Portion of SPED Support Teachers Salaries 2000-2999: Classified Personnel Salaries Special Education $314,544.70	Portion of SPED Support Teachers Salaries 2000-2999: Classified Personnel Salaries Special Education $372174
		Special Education Support Materials 4000-4999: Books And Supplies Special Education $7,783	Special Education Support Materials 4000-4999: Books And Supplies Special Education $8000
		Special Education--Other Expenses 5000-5999: Services And Other Operating Expenditures Special Education $125,000	Special Education--Other Expenses 5000-5999: Services And Other Operating Expenditures Special Education $329653

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

(GPA Charter Outcome #5)
GPA parents will be aware and highly encouraged to be meaningfully engaged in their students' education and our school community.
(LCAP Priority 3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: (GPA Charter Outcome #1)

Annual Measurable Outcomes

Expected	Actual
18-19 • -Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school. • -Parent engagement will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	Measurable Outcomes were met for 2017-18

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

- Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops.

- All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home

- All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis.

- Parents will be involved in reviewing, updating and

approving the GPA Parental Involvement Policy, which will be approved annually by SSC and GPA Board of

Directors.

- -Translation services, babysitting services (when needed), and light refreshments will be provided at all parent events that require parents to give their full attention to a presentation and/or activity, including Parent Preparatory Academy meetings, Student Affairs family workshops including high school planning (A-G), college entrance, financial aid planning, etc.

- -All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home

- -Parents will be invited to participate on the School Site Council and English

Babysitting and translation services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,891

Babysitting and translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,448

Website-Subscription Fees 5000-5999: Services And Other Operating Expenditures Base $358

Portion of Website Administrator Salary 2000-2999: Classified Personnel Salaries Base $675

Books, Supplies, and Refreshments for Parent Engagement and Education 4000-4999: Books And Supplies Base $16,521

Babysitting and translation services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2496

Babysitting and translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration $7488

Website-Subscription Fees 5000-5999: Services And Other Operating Expenditures Base $500

Portion of Website Administrator Salary 2000-2999: Classified Personnel Salaries Base $800

Books, Supplies, and Refreshments for Parent Engagement and Education 4000-4999: Books And Supplies Base $15000

	Language Advisory Committee • -All parents will be encouraged to engage in their student's education via requirement to sign a GPA Parent Commitment form on annual basis. • -GPA will be responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning.

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 7

(GPA Charter Outcome #2)
Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion. (LCAP Priorities 4, 5, 6)

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
18-19 -The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students enrolled is achieved and maintained.	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: Maintain or improve performance levels on state Suspension/Expulsion measures to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher. Actual: Subgroup performance levels for 2018 were as follows: • African American: ORANGE • English Learners, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities: RED

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons	• GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons	Dean's Office Staff--Salaries 2000-2999: Classified Personnel Salaries Base $158,690	Dean's Office Staff--Salaries 2000-2999: Classified Personnel Salaries Base $168290
• Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.	• Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.	Dean's Office Staff--Benefits 3000-3999: Employee Benefits Base $47,607	Dean's Office Staff--Benefits 3000-3999: Employee Benefits Base $50487
		Portion of Assistant Director of Student Affairs' salary 2000-2999: Classified Personnel Salaries Base $26,363	Portion of Assistant Director of Student Affairs' salary 2000-2999: Classified Personnel Salaries Base $26864
		Portion of Assistant Director of Student Affairs' benefits 3000-3999: Employee Benefits Base $7,909	Portion of Assistant Director of Student Affairs' benefits 3000-3999: Employee Benefits Base $8059
• 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.	• 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.	Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions 5000-5999: Services And Other Operating Expenditures Base $46,907	Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions 5000-5999: Services And Other Operating Expenditures Base $55468
		Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school) 2000-2999: Classified Personnel Salaries Base $1,141,676	Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school) 2000-2999: Classified Personnel Salaries Base $826261
• When necessary, students will be pulled temporarily from their	• When necessary, students will be pulled temporarily from their	Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school) 3000-3999:	Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school) 3000-3999:

regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics.	regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics	Employee Benefits Base $342,503	Employee Benefits Base $247878

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 8

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
18-19 • Annual Average Daily Attendance = 95% or higher • District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards • School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.	(Note: Metrics updated in 2019 to align with CA School Dashboard Performance Levels) Expected Outcomes: • -Chronic Absenteeism will be kept to a minimum, with a goal of GREEN performance level for all student subgroups • -Annual Average Daily Attendance=95% or higher • -District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards • -School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building. Actual Outcomes:

Expected	Actual
	• -Chronic Absenteeism: GREEN performance level for all student subgroups • -Annual Average Daily Attendance for 2017-18: 96% • -All other expected outcomes met, as well.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming. • GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces. • GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for	• GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming. • GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces. • GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club	Custodial team salaries 2000-2999: Classified Personnel Salaries Base $213,756 Custodial team benefits 3000-3999: Employee Benefits Base $64,127 Office of Student Affairs home visits 5000-5999: Services And Other Operating Expenditures Base $50,356 Staff Salaries--Home Visits to ensure high attendance for all students 2000-2999: Classified Personnel Salaries Base $13,357 Staff Benefits--Home Visits to ensure high attendance for all students 3000-3999: Employee Benefits Base $4,007 Portion of Chief Business Officer Salary 1000-1999: Certificated Personnel Salaries Base $47,088	Custodial team salaries 2000-2999: Classified Personnel Salaries Base $302153 Custodial team benefits 3000-3999: Employee Benefits Base $90646 Office of Student Affairs home visits 5000-5999: Services And Other Operating Expenditures Base $3139 Staff Salaries--Home Visits to ensure high attendance for all students 2000-2999: Classified Personnel Salaries Base $16390 Staff Benefits--Home Visits to ensure high attendance for all students 3000-3999: Employee Benefits Base $4917 Portion of Chief Business Officer Salary 1000-1999: Certificated Personnel Salaries Base $48713

those sports that are not included in the CIF Frontier League.

- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.

- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary

participation for those sports that are not included in the CIF Frontier League.

- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.

- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical

Portion of Chief Business Officer Benefits 3000-3999: Employee Benefits Base $11,772	Portion of Chief Business Officer Benefits 3000-3999: Employee Benefits Base $12718
Learning Upgrade 4000-4999: Books And Supplies Base $7,500	Learning Upgrade 4000-4999: Books And Supplies Base 0
Encore Staff Salaries 2000-2999: Classified Personnel Salaries Base $41,470	Encore Staff Salaries 2000-2999: Classified Personnel Salaries Base $41,470
Classroom supplies to increase student engagement 4000-4999: Books And Supplies Base $430,393	Classroom supplies to increase student engagement 4000-4999: Books And Supplies Base 587261

| to meet the Common Core State Standards. | thinking skills necessary to meet the Common Core State Standards. |

Action 2

| | | | Nurse salary 1000-1999: Certificated Personnel Salaries LCFF Base 75222 |
| | | | Nurse benefits 3000-3999: Employee Benefits LCFF Base 18805 |

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 9

(Charter Goal #9)
GPA will make every effort to ensure students are taught by the most highly qualified, skilled, and culturally-sensitive teachers possible. (LCAP Priorities 1, 4, 5, 6, and 7)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	(GPA Charter Outcome #4 and #5)

Annual Measurable Outcomes

Expected	Actual
18-19 • Annual Percentage of Fully Credentialed Teachers = 95% • Annual Average Years of Experience for GPA teachers greater than or equal to 5	(Metrics updated in 2019 to reflect changes in GPA charter) Expected Outcomes: • -All new GPA teachers will complete a new employee training program that includes a GPA Culture Camp where employees will learn about the history and current state of GPA and receive guidance on best practices in working with students and families in our community. • -GPA will aim to place highly qualified teachers in every classroom, with a goal of 95% of classes being taught by teachers who are "highly qualified" in the subject being taught. • -GPA will aim to place experienced teachers in every classroom, with a goal of the average number of years teaching experience being 4 or higher.

Expected	Actual
	Actual Outcomes: • -All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus. • -2017-18: 97% of teachers "highly qualified" in the subject they are teaching • -2018-19 (as of 2018 CBEDS date): Average years of teaching experience for all teachers of record: 5.42 years

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families. • GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students. • All GPA Teachers will receive guidance and support from	• GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families. • GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students. • All GPA Teachers will receive guidance and support from	HR/Talent Services' salaries 2000-2999: Classified Personnel Salaries Base $152,206 HR/Talent Services' benefits 3000-3999: Employee Benefits Base $45,662 EdJoin fees 5000-5999: Services And Other Operating Expenditures Base $750 Professional development materials, instructional consultants, and Classroom Supplies 5000-5999: Services And Other Operating Expenditures Title II $90,774	HR/Talent Services' salaries 2000-2999: Classified Personnel Salaries Base $127,120 HR/Talent Services' benefits 3000-3999: Employee Benefits Base $56338 EdJoin fees 5000-5999: Services And Other Operating Expenditures Base $750 Professional development materials, instructional consultants, and Classroom Supplies 5000-5999: Services And Other Operating Expenditures Title II 60667 HR/Talent Services' benefits 1000-1999: Certificated Personnel Salaries LCFF Base 60672

experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.	experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 10

(GPA Charter Outcome #10)
GPA students will have access to college role models through UCSD interns and tutors serving on site and providing tutoring and program support. Students who receive below a 2.5 GPA at the first reporting period or a "D" or "F" in a core content area will be highly encouraged to attend one or more intervention programs throughout the year (when funding available), including After School tutoring, Saturday tutoring, Winter Intersession, Spring Intersession, or Summer School. (LCAP Priority 1, 2, 4, 5, 6, and 7)

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
18-19 • Tutor and intern sign-in sheets will demonstrate a minimum of 40 UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings. • Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000 hours is reached.	(Metrics updated in 2019 to reflect changes in GPA charter) Expected Outcomes: • -On an annual basis, at least 30 UCSD interns and tutors will volunteer at GPA to serve as college role models and provide tutoring and program support, • -GPA teachers and staff will closely monitor student achievement and provide interventions to assist students who have fallen below 2.5 g.p.a. or earned a "D" or "F" in a core content area. As funding allows, GPA will make every effort to offer after school tutoring, intersessions, and summer school on an annual basis. Actual Outcomes: • -Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-16, 2016-17, and 2017-18 school years • -GPA has offered summer school every summer since 2012. GPA has offered several forms of additional interventions via after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the 2015-16, 2016-17, and 2017-18 school years.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments. • A comprehensive summer school will be in operation every summer	• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments. • A comprehensive summer school will be in operation every summer	Business Office Support Staff Salaries 2000-2999: Classified Personnel Salaries Base $22,880	Business Office Support Staff Salaries 2000-2999: Classified Personnel Salaries Base $24960
		Business Office Support Staff Benefits 3000-3999: Employee Benefits Base $6,864	Business Office Support Staff Benefits 3000-3999: Employee Benefits Base $7488

at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework. • One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.	at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework. • One week Intersessions will be offered during both winter and spring breaks (as funding and staffing allows), to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.	Portion of counselors' salaries 1000-1999: Certificated Personnel Salaries Base $25,480 Portion of counselors' benefits 3000-3999: Employee Benefits Base $7,644 Portion of Site Technician's Salary 2000-2999: Classified Personnel Salaries Base $5,846 Portion of Site Technician's Benefits 3000-3999: Employee Benefits Base $1,754 Portion of Assistant Directors' Salary 1000-1999: Certificated Personnel Salaries Base $10,920 Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits Base $3,276	Portion of counselors' salaries 1000-1999: Certificated Personnel Salaries Base $25,480 Portion of counselors' benefits 3000-3999: Employee Benefits Base $7,644 Portion of Site Technician's Salary 2000-2999: Classified Personnel Salaries Base $6700 Portion of Site Technician's Benefits 3000-3999: Employee Benefits Base $2010 Portion of Assistant Directors' Salary 1000-1999: Certificated Personnel Salaries Base $10919 Portion of Assistant Directors' Benefits 3000-3999: Employee Benefits Base $3,276

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 11

(GPA Charter Outcome #11)
GPA will ensure ALL students have a strong commitment, are well informed, and are fully supported in earning a high school diploma "on time" with their 9th grade cohort. GPA will provide all students with the opportunity and support necessary to complete the rigorous A-G curriculum required for admission to universities in the UC/CSU systems. GPA will provide all students with the opportunity and support necessary to complete at least one Advanced Placement course during their high school years. GPA will provide all seniors with the support necessary to gain admission to a 2- or 4-year college after graduation. (LCAP Priorities 1, 2, 4, 5, 6, 7, and 8)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	(GPA Charter Outcome #8, #9, #10, $11, and #12)

Annual Measurable Outcomes

Expected	Actual

18-19

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

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

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

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

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

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

(Metrics Updated in 2019 to reflect changes to GPA charter)

Expected Outcomes:

- -Four-Year Cohort Graduation Data, as provided by the California Department of Education, will exceed the Federal target of 90% each year.
- -GPA Counselors will annually track and support each student's progress in completing all of the school's graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates.
- -Student transcripts for all graduating seniors will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.)
- -Student transcripts for all graduating seniors will indicate that at least 90% of seniors have successfully completed at least one AP course. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.)
- -GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.)

Actual Outcomes:

- -Four-Year Cohort Graduation Data for all GPA graduating classes:

2018: 99.3%

2017: 97.4%

2016: 99.2%

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. • For any senior who has not yet passed the CAHSEE, a team of staff members will be formed	• 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. • Any senior who is at risk of not receiving full credit for one of their A-G	Counselors' Salaries 1000-1999: Certificated Personnel Salaries Base $66,150 Counselors' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $119,358 Counseling Support Staff Salaries 2000-2999: Classified Personnel Salaries Base $30,872	Counselors' Salaries 1000-1999: Certificated Personnel Salaries Base $36073 Counselors' Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $96027 Counseling Support Staff Salaries 2000-2999: Classified Personnel Salaries Base 0

to provide tutoring to ensure the test will be passed during the senior year.

- Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions.
- All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

courses will receive specialized assistance from a senior team member after school or during one of the intersessions.

- All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.

- Multiple AP Study sessions are held each year to increase student success on the rigorous AP exams.

- Students in need receive assistance in pursuing financial aid for exam fees

Counselors and Support Staff Benefits 3000-3999: Employee Benefits Base $29,106

Counselors and Support Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration $35,807

Counselors and Support Staff Benefits 3000-3999: Employee Benefits Base $10822

Counselors and Support Staff Benefits 3000-3999: Employee Benefits Supplemental and Concentration $28808

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

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

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

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

The school ensures the parents and school community understand student achievement of the academic standards/Student Learning Objectives through the curricular/co-curricular program. Involvement Opportunities include:
- Parent Education Courses
- Student Assessment Data Presentations
- WASC Surveys
- Development of WASC Student Learning Objectives

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

Impact on LCAP and Annual Update

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

• As a charter school, Gompers Preparatory Academy is a school of choice in SD Unified School District. Parents have helped to create the mission and goals of the school and choose to send their children to GPA because they believe GPA is the best fit for their family.

- Parents are aware of the school's strengths and areas of growth for educating all students and provided feedback and recommendations on how the school can continue to improve it's service to our community.

- GPA parents have expressed a strong desire for GPA to remain focused on it's "100/100" mission where every student is given the access and support to graduate high school and gain entrance to a 2 or 4 year college.

- Stakeholder surveys have resulted in the following goals being identified for the coming years, with school spending to be aligned accordingly:

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

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 5% more students will score proficient or above on the Smarter	• 5% more students will score proficient or above on the Smarter	Maintain or increase performance levels on state math assessments to ensure all student subgroups achieve mid-level (YELLOW)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	performance level or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners	LEA-wide	All Schools
Foster Youth	Schoolwide	
Low Income		

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| New Action | Modified Action | Modified Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for math department • School-wide Professional Development on Common Core transition and interventions • Math department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for math department • School-wide Professional Development on Common Core transition and interventions • Math department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development for math department • School-wide Professional Development on Common Core transition and interventions • Math department to determine assessments to be used for ongoing progress monitoring • Use of diagnostic assessments for math course placement, intervention planning, and program evaluation • -Use of web based programs for skill development

			• -New curriculum adoptions for middle school and high school math, respectively

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,752	$140,211	150054
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries and benefits
Amount	$2,121	$42,063	$45016
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits
Amount	$848	$434,154	401074
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries

Amount	$1,632	$130,246	108645
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits
Amount	$6,701.53	$72,359	300000
Source		Base	LCFF Base
Budget Reference	Math Software	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries
Amount	$1,917	$21,708	90000
Source		Base	LCFF Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits
Amount	$7,537	$72,359	70107
Source		Title I	Title I
Budget Reference	Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of Math Teachers' Salaries
Amount		$21,708	21032
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Portion of Math Teachers' Benefits	3000-3999: Employee Benefits Portion of Math Teachers' Benefits
Amount		$26,505	34344
Source		Base	Lottery
Budget Reference		4000-4999: Books And Supplies Math Software and Materials	4000-4999: Books And Supplies Math Software and Materials

Amount		$24,947	15864
Source		Lottery	LCFF Base
Budget Reference		4000-4999: Books And Supplies Math Software and Materials	5000-5999: Services And Other Operating Expenditures Professional Development

Action 2

OR

Actions/Services

		Action 1 continued

Budgeted Expenditures

Amount		55000
Source		LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Math Curriculum
Amount		71487
Source		LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Assistant Director
Amount		21466
Source		LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Assistant Director Benefits

Amount		30030
Source		LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Encore Staff
Amount		12871
Source		LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Encore Staff Benefits
Amount		62415
Source		Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures Tutoring services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 5% more students will score proficient or above on the Smarter	• 5% more students will score proficient or above on the Smarter	Maintain or increase performance levels on state ELA assessments to ensure all student subgroups achieve mid-level (YELLOW)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	Balanced assessment. • 5% increase of SPED students who score proficient on the Smarter Balanced assessment. • 5% increase of EL students who score proficient on the Smarter Balanced assessment.	performance level or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for ELA department • School-wide Professional Development on Common Core transition and interventions • ELA department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development weekly for ELA department • School-wide Professional Development on Common Core transition and interventions • ELA department to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Onsite professional development for ELA department • School-wide Professional Development on Common Core transition and interventions • ELA department to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,752	$46,737	$50018
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salaries
Amount	$2,121	$14,021	$15005
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits
Amount	$848	$434,267	$332010
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries
Amount	$1,632	$130,280	$99603
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits
Amount	$6,701.53	$72,378	$250000
Source		Base	LCFF Base
Budget Reference	Math Software	2000-2999: Classified Personnel Salaries Portion of English Teachers' Salaries	2000-2999: Classified Personnel Salaries Portion of English Teachers' Salaries

Amount	$1,917	$21,713	$75000
Source		Base	LCFF Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits
Amount	$7,537	$72,378	$64668
Source		Title I	Title I
Budget Reference	Portion of Assistant Directors' salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries	1000-1999: Certificated Personnel Salaries Portion of English Teachers' Salaries
Amount		$21,713	$19400
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Portion of English Teachers' Benefits	3000-3999: Employee Benefits Portion of English Teachers' Benefits
Amount		$42,034	$43,484
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Reading Resource Teacher Salary	1000-1999: Certificated Personnel Salaries Portion of Reading Resource Teacher Salary
Amount		$12,610	$13045
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Portion of Reading Resource Teacher Benefits	3000-3999: Employee Benefits Portion of Reading Resource Teacher Benefits

Action 2

	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		Action 1 Continued

Budgeted Expenditures

Amount			12870
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Encore program
Amount			30030
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Encore program
Amount			15863.75
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development
Amount			23000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Curriculum

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

(Charter Goal #3)
Develop and organize school-wide measures to increase academic rigor in all content areas. (LCAP Priorities 1, 2, 4 and 7)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.	• 5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.	• 5% more students will score proficient or above on the Smarter Balanced or NWEA MAP assessments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		5% more students will score proficient or above on the AP assessment. - Average ACT scores will increase by 1 point per section	5% more students will score proficient or above on the AP assessment. - Average ACT scores will increase by 1 point per section	5% more students will score proficient or above on the AP assessment. - Average ACT scores will increase by 1 point per section

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Leadership and AP teachers attend AP professional development through College Board and other agencies • Onsite professional development weekly for all departments • School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Leadership and AP teachers attend AP professional development through College Board and other agencies • Onsite professional development weekly for all departments • School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development through SDCOE and other agencies • Leadership and AP teachers attend AP professional development through College Board and other agencies • Onsite professional development weekly for all departments • School-wide Professional Development on Common Core transition, AP strategies, and interventions to address gaps • All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,752	$365,080	$1152108
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries
Amount	$2,121	$109,524	$45632
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits
Amount	$848	$250,187	$200842
Source		Title I	Title I
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries
Amount	$1,632	$78,729	$60253
Source		Title I	Title I
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits
Amount	$6,701.53	$2,096,382	$1695579
Source		Base	LCFF Base
Budget Reference	Math Software $628,915	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of Teacher Salaries

Amount	$1,917	$628,915	$508678
Source		Base	LCFF Base
Budget Reference	Online Subscriptions	3000-3999: Employee Benefits Portion of Teacher Benefits	3000-3999: Employee Benefits Portion of Teacher Benefits
Amount	$7,537	$270,841	$277417
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Assistant Directors' salaries	2000-2999: Classified Personnel Salaries Portion of Support Teachers' Salaries	2000-2999: Classified Personnel Salaries Portion of Support Teachers' Salaries
Amount		$81,252	$83225
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Portion of Support Teachers' Benefits	3000-3999: Employee Benefits Portion of Support Teachers' Benefits
Amount		$71,898	$99900
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies Instructional Materials selected to increase rigor	5800: Professional/Consulting Services And Operating Expenditures Instructional Student Services
Amount		$41,470	$30030
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Portion of After School Enrichment Staff Salaries	2000-2999: Classified Personnel Salaries Portion of After School Enrichment Staff Salaries

Action 2

	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		Action 1 Continued

Budgeted Expenditures

Amount			12871
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits After School salaries benefits
Amount			15864
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 5% more EL students will score proficient or above on the Smarter Balanced	• 5% more EL students will score proficient or above on the Smarter Balanced	• EL students will maintain or increase performance levels on state ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		and/or NWEA MAP assessment. • 80% of EL learners will increase one or more English Language Development band	and/or NWEA MAP assessment. • 80% of EL learners will increase one or more English Language Development band	assessments to achieve mid-level (YELLOW) performance level or higher. • EL students will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher. • EL students will maintain or increase performance levels on state ELPAC assessments to achieve mid-level (YELLOW) performance level or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

LEA-wide

Schoolwide

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Leadership and select staff attend CCSS professional development specifically for ELD standards - Onsite professional development weekly for all departments - School-wide Professional Development - All departments to determine assessments to be used for ongoing progress monitoring	- Leadership and select staff attend CCSS professional development specifically for ELD standards - Onsite professional development weekly for all departments - School-wide Professional Development - All departments to determine assessments to be used for ongoing progress monitoring	- Leadership and select staff attend CCSS professional development specifically for ELD standards - Onsite professional development for all departments - School-wide Professional Development - All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$848	$46,737	$50,017
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	CCSA Conference	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salary	1000-1999: Certificated Personnel Salaries Portion of Instructional Leads' salary
Amount	$1,632	$14,021	$15,005
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits	3000-3999: Employee Benefits Portion of Instructional Leads' benefits
Amount	$6,701.53		15863
Source			LCFF Base
Budget Reference	Math Software		5000-5999: Services And Other Operating Expenditures Professional Development
Amount	$1,917		
Budget Reference	Online Subscriptions		
Amount	$7,537		
Budget Reference	Portion of Assistant Directors' salaries		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• 5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence	• 5% more students will score proficient or above on the Smarter Balanced Assessment or, in the absence	• Students with Disabilities will maintain or increase performance levels on state ELA assessments to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		of state testing, continued use of NWEA MAP assessment. • 70% of SPED learners will increase one or more levels of proficiency on state exams	of state testing, continued use of NWEA MAP assessment. • 70% of SPED learners will increase one or more levels of proficiency on state exams	achieve mid-level (YELLOW) performance level or higher. • Students with Disabilities will maintain or increase performance levels on state Math assessments to achieve mid-level (YELLOW) performance level or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Specific Student Groups: Special Education

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Leadership and select staff attend CCSS professional development specifically for SPED population. • Onsite professional development weekly for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development specifically for SPED population. • Onsite professional development weekly for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring	• Leadership and select staff attend CCSS professional development specifically for SPED population. • Onsite professional development for all departments • School-wide Professional Development • All departments to determine assessments to be used for ongoing progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,752	$410,530.50	$540454
Source		Special Education	Special Education
Budget Reference	Portion of Instructional Leads' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of SPED Teacher Salaries	1000-1999: Certificated Personnel Salaries Portion of SPED Teacher Salaries
Amount	$2,121	$206,765.11	$385014
Source		Special Education	Special Education
Budget Reference	Professional development	3000-3999: Employee Benefits Portion of SPED Teacher and Support Teacher Benefits	3000-3999: Employee Benefits Portion of SPED Teacher and Support Teacher Benefits
Amount	$848	$314,544.70	$277640
Source		Special Education	Special Education
Budget Reference	CCSA Conference	2000-2999: Classified Personnel Salaries Portion of SPED Support Teachers Salaries	2000-2999: Classified Personnel Salaries Portion of SPED Support Teachers Salaries
Amount	$1,632	$7,783	$8000
Source		Special Education	Special Education
Budget Reference	Portion of Reading Resource Teacher's salary and benefits	4000-4999: Books And Supplies Special Education Support Materials	4000-4999: Books And Supplies Special Education Support Materials
Amount	$6,701.53	$125,000	$332215
Source		Special Education	Special Education
Budget Reference	Math Software	5000-5999: Services And Other Operating Expenditures Special Education--Other Expenses	5000-5999: Services And Other Operating Expenditures Special Education--Other Expenses
Amount	$1,917		
Budget Reference	Online Subscriptions		

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: (GPA Charter Outcome #1)

Identified Need:

Parent Involvement has been demonstrated to improve student success. GPA is committed to increasing/maintaining high levels of parent engagement and involvement at the school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school. -Parent engagement	-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school. -Parent engagement	-Parents are encouraged on an annual basis to commit at least 15 hours per year towards supporting the school. -Parent engagement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.	will be recorded via sign-in logs and indicate an average annual increase in the parent participation rate of 10% over the life of the charter or at least 3,000 hours of parent participation per year.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops. • All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home • All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis.	• Translation and babysitting services will be provided, as needed, at all parent events that require parents to give their full attention to a presentation and/or activity, including monthly Parent Preparatory Academies, parenting, and family college preparation workshops. • All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home • All parents will be encouraged to engage in their student's education via requirement to sign a GPA Commitment form on annual basis.	• Parents will be involved in reviewing, updating and approving the GPA Parental Involvement Policy, which will be approved annually by SSC and GPA Board of Directors. • -Translation services, babysitting services (when needed), and light refreshments will be provided at all parent events that require parents to give their full attention to a presentation and/or activity, including Parent Preparatory Academy meetings, Student Affairs family workshops including high school planning (A-G), college entrance, financial aid planning, etc. • -All major school activities will be announced on the school's Website, through the school's auto dialer system, and via print notices carried or mailed home

| | | - -Parents will be invited to participate on the School Site Council and English Language Advisory Committee

- -All parents will be encouraged to engage in their student's education via requirement to sign a GPA Parent Commitment form on annual basis.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,324	$3,891	$2582
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Babysitting and translation services	1000-1999: Certificated Personnel Salaries Babysitting and translation services	1000-1999: Certificated Personnel Salaries Babysitting and translation services
Amount	$1,485	$6,448	$7746
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Website	2000-2999: Classified Personnel Salaries Babysitting and translation services	2000-2999: Classified Personnel Salaries Babysitting and translation services

Amount		$358	$358
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Website-Subscription Fees	5000-5999: Services And Other Operating Expenditures Website-Subscription Fees
Amount		$675	$827
Source		Base	LCFF Base
Budget Reference		2000-2999: Classified Personnel Salaries Portion of Website Administrator Salary	2000-2999: Classified Personnel Salaries Portion of Website Administrator Salary
Amount		$16,521	$15450
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies Books, Supplies, and Refreshments for Parent Engagement and Education	4000-4999: Books And Supplies Books, Supplies, and Refreshments for Parent Engagement and Education
Amount			2065
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Babysitting and translation services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 7

(GPA Charter Outcome #7)
Students will demonstrate college-preparatory behaviors and be focused on learning, resulting in low rates for suspension and expulsion. (LCAP Priorities 1, 4, and 6)

State and/or Local Priorities addressed by this goal:

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

Local Priorities: (GPA Charter Outcome #2)

Identified Need:

The GPA school culture will need to continue to focus on college-prep behaviors that prepare students for success in grades 6-12, college, and career.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		-The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students enrolled is achieved and maintained.	-The school will demonstrate a 10% annual decline in suspension and expulsion rates until less than 10 suspensions per year per 100 students enrolled is achieved and maintained.	-Maintain or improve performance levels on state Suspension/Expulsion measures to ensure all student subgroups achieve mid-level (YELLOW) performance level or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

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

LEA-wide

Schoolwide

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

- Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and

2018-19 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

- Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and

2019-20 Actions/Services

- GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons

- Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and

Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.

- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.

- When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics.

Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.

- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.

- When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics.

Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.

- Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.

- When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,437	$158,690	$174096
Source		Base	LCFF Base
Budget Reference	Portion of Dean's Office salary and benefits	2000-2999: Classified Personnel Salaries Dean's Office Staff--Salaries	2000-2999: Classified Personnel Salaries Dean's Office Staff--Salaries

Amount	$12,612	$47,607	$52229
Source		Base	LCFF Base
Budget Reference	Portion of Dean's Assistant salary and benefits	3000-3999: Employee Benefits Dean's Office Staff--Benefits	3000-3999: Employee Benefits Dean's Office Staff--Benefits
Amount	$9,840	$26,363	$27791
Source		Base	LCFF Base
Budget Reference	Portion of Assistant Director of Student Affairs' salary and benefits	2000-2999: Classified Personnel Salaries Portion of Assistant Director of Student Affairs' salary	2000-2999: Classified Personnel Salaries Portion of Assistant Director of Student Affairs' salary
Amount	$169,317	$7,909	$8337
Source		Base	LCFF Base
Budget Reference	Lunch duty supervisors; portion of teacher's and support staff's salaries and benefit	3000-3999: Employee Benefits Portion of Assistant Director of Student Affairs' benefits	3000-3999: Employee Benefits Portion of Assistant Director of Student Affairs' benefits
Amount		$46,907	$57132
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions	5000-5999: Services And Other Operating Expenditures Other Expenditures used for increasing positive student engagement and lowering suspensions/expulsions

Amount		$1,141,676	$854768
Source		Base	LCFF Base
Budget Reference		2000-2999: Classified Personnel Salaries Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school)	2000-2999: Classified Personnel Salaries Portion of Support Staff Salaries--increased supervision roles (before school, transitions, lunch, and after school)
Amount		$342,503	$256430
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school)	3000-3999: Employee Benefits Portion of Support Staff Benefits--increased supervision roles (before school, transitions, lunch, and after school)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 8

(Charter Goal #8)
The GPA campus will be a safe, secure, clean, welcoming, and engaging space for students and families and the student attendance rate will be high. GPA's facilities will be reasonably equivalent to neighborhood schools GPA students might otherwise attend. GPA will regularly evaluate the status of the school's instructional resources, including print and electronic, and adjust spending in these areas to ensure students have easy and regular access to standards-aligned instructional materials. (LCAP Priorities 1, 3, 5, and 6)

State and/or Local Priorities addressed by this goal:

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

Local Priorities: (GPA Charter Outcome #3)

Identified Need:

Students need to attend school regularly to learn and perform at their best.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• Annual Average Daily Attendance = 95% or higher • District and school risk management	• Annual Average Daily Attendance = 95% or higher • District and school risk management	• -Chronic Absenteeism will be kept to a minimum, with a goal of GREEN performance

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		insurance provider facility assessments will show that the campus is in good repair and free of hazards • School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.	insurance provider facility assessments will show that the campus is in good repair and free of hazards • School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.	level for all student subgroups • -Annual Average Daily Attendance=95% or higher • -District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards • -School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming.	• GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming.	• GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming.

- GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.

- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.

- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.

- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate,

---

- GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.

- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.

- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.

- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate,

---

- GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces.

- GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League.

- All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school.

- When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school.

- GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate,

purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards.	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.	purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$68,703	$213,756	$317531
Source		Base	LCFF Base
Budget Reference	Custodial team's salaries and benefits	2000-2999: Classified Personnel Salaries Custodial team salaries	2000-2999: Classified Personnel Salaries Custodial team salaries
Amount	$169,317	$64,127	$95259
Source		Base	LCFF Base
Budget Reference	Before and after school supervisors; portion of teacher's and support staff's salaries and benefits	3000-3999: Employee Benefits Custodial team benefits	3000-3999: Employee Benefits Custodial team benefits
Amount	$26,523	$50,356	$3233
Source		Base	LCFF Base
Budget Reference	Office of Student Affairs home visits	5000-5999: Services And Other Operating Expenditures Office of Student Affairs home visits	5000-5999: Services And Other Operating Expenditures Office of Student Affairs home visits

Amount	$8,818	$13,357	$16955
Source		Base	LCFF Base
Budget Reference	Chief Business Officer salary and benefits	2000-2999: Classified Personnel Salaries Staff Salaries--Home Visits to ensure high attendance for all students	2000-2999: Classified Personnel Salaries Staff Salaries--Home Visits to ensure high attendance for all students
Amount	$1,724	$4,007	$5086
Source		Base	LCFF Base
Budget Reference	Destiny library and textbook manager fee	3000-3999: Employee Benefits Staff Benefits--Home Visits to ensure high attendance for all students	3000-3999: Employee Benefits Staff Benefits--Home Visits to ensure high attendance for all students
Amount	$6,875	$47,088	$50393
Source		Base	LCFF Base
Budget Reference	APEX Learning	1000-1999: Certificated Personnel Salaries Portion of Chief Business Officer Salary	1000-1999: Certificated Personnel Salaries Portion of Chief Business Officer Salary
Amount		$11,772	$15117
Source		Base	LCFF Base
Budget Reference	ALEKS tutoring and assessment	3000-3999: Employee Benefits Portion of Chief Business Officer Benefits	3000-3999: Employee Benefits Portion of Chief Business Officer Benefits
Amount	$4,774	$7,500	0
Source		Base	LCFF Base
Budget Reference	Learning Upgrade -	4000-4999: Books And Supplies Learning Upgrade	4000-4999: Books And Supplies Learning Upgrade

Amount	$7,947	$41,470	0
Source		Base	LCFF Base
Budget Reference	Rosetta Stone	2000-2999: Classified Personnel Salaries Encore Staff Salaries	2000-2999: Classified Personnel Salaries Encore Staff Salaries
Amount		$430,393	$877075
Source		Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies Classroom supplies to increase student engagement	4000-4999: Books And Supplies Classroom supplies to increase student engagement

Action 2

OR

Actions/Services

		Action 1 Continued

Budgeted Expenditures

Amount			60453
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Custodial Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 9

(Charter Goal #9)
GPA will make every effort to ensure students are taught by the most highly qualified, skilled, and culturally-sensitive teachers possible. (LCAP Priorities 1, 4, 5, 6, and 7)

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Local and National research show that teacher quality is the most important within school factor influencing the achievement of students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• Annual Percentage of Fully Credentialed Teachers = 95%	• Annual Percentage of Fully Credentialed Teachers = 95%	• -All new GPA teachers will complete a new employee training program that includes a GPA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• Annual Average Years of Experience for GPA teachers greater than or equal to 5	• Annual Average Years of Experience for GPA teachers greater than or equal to 5	Culture Camp where employees will learn about the history and current state of GPA and receive guidance on best practices in working with students and families in our community. • -GPA will aim to place highly qualified teachers in every classroom, with a goal of 95% of classes being taught by teachers who are "highly qualified" in the subject being taught. • -GPA will aim to place experienced teachers in every classroom, with a goal of the average number of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				years teaching experience being 4 or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all

2018-19 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all

2019-20 Actions/Services

- GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all

GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

- GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.

- All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

- GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.

- All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families.

- GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students.

- All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,390	$152,206	$131506
Source		Base	LCFF Base
Budget Reference	HR/Talent Services' salaries and benefits	2000-2999: Classified Personnel Salaries HR/Talent Services' salaries	2000-2999: Classified Personnel Salaries HR/Talent Services' salaries
Amount	$600	$45,662	$58281
Source		Base	LCFF Base
Budget Reference	EdJoin fees	3000-3999: Employee Benefits HR/Talent Services' benefits	3000-3999: Employee Benefits HR/Talent Services' benefits

Amount		$750	$772
Source		Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures EdJoin fees	5000-5999: Services And Other Operating Expenditures EdJoin fees
Amount		$90,774	$60667
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures Professional development materials, instructional consultants, and Classroom Supplies	5000-5999: Services And Other Operating Expenditures Professional development materials, instructional consultants, and Classroom Supplies
Amount			62765
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries HR/Talent Services' salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 10

(Charter Outcome #10)
GPA students will have access to college role models through UCSD interns and tutors serving on site and providing tutoring and program support. Students who receive below a 2.5 GPA at the first reporting period or a "D" or "F" in a core content area will be highly encouraged to attend one or more intervention programs throughout the year (when funding available), including After School tutoring, Saturday tutoring, Winter Intersession, Spring Intersession, or Summer School. (LCAP Priority 1, 2, 4, 5, 6, and 7)

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Not all students entering GPA are prepared adequately to engage in the rigorous curriculum that has been implemented.   Therefore, to the degree necessary, GPA will provide a wide range of academic and social support, "scaffolds" (Alvarez & Mehan, 2005), to students so that they can be successful in our high expectations learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• Tutor and intern sign-in sheets will	• Tutor and intern sign-in sheets will	• -On an annual basis, at least 30 UCSD

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		demonstrate a minimum of 40 UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings. • Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000	demonstrate a minimum of 40 UCSD interns and tutors will be provided each school year to serve in classrooms, intervention programs and student support settings. • Students participating in interventions will be tracked via Student Information System records (Zangle, PowerSchool, etc.) and other secure, shared, online student tracking documents, with a goal of increasing the number of hours of academic and intervention support programs by 10% until a goal of 10,000	interns and tutors will volunteer at GPA to serve as college role models and provide tutoring and program support, • -GPA teachers and staff will closely monitor student achievement and provide interventions to assist students who have fallen below 2.5 g.p.a. or earned a "D" or "F" in a core content area. As funding allows, GPA will make every effort to offer after school tutoring, intersessions, and summer school on an annual basis.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		hours is reached.	hours is reached.	

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in	• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in	• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in

a variety of learning environments.

- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.

- One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.

a variety of learning environments.

- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.

- One week Intersessions will be offered during both winter and spring breaks, to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.

a variety of learning environments.

- A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework.

- One week Intersessions will be offered during both winter and spring breaks (as funding and staffing levels allow), to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,009	$22,880	$25821
Source		Base	LCFF Base
Budget Reference	Operational resource teacher's salary and benefits	2000-2999: Classified Personnel Salaries Business Office Support Staff Salaries	2000-2999: Classified Personnel Salaries Business Office Support Staff Salaries
Amount	$52,619	$6,864	$7,907
Source		Base	LCFF Base
Budget Reference	Summer and spring break sessions	3000-3999: Employee Benefits Business Office Support Staff Benefits	3000-3999: Employee Benefits Business Office Support Staff Benefits

Amount	$11,206	$25,480	$26,359
Source		Base	LCFF Base
Budget Reference	Portion of counselors' salaries and benefits	1000-1999: Certificated Personnel Salaries Portion of counselors' salaries	1000-1999: Certificated Personnel Salaries Portion of counselors' salaries
Amount	$5,268	$7,644	$7,908
Source		Base	LCFF Base
Budget Reference	Site Technician's salary and benefits	3000-3999: Employee Benefits Portion of counselors' benefits	3000-3999: Employee Benefits Portion of counselors' benefits
Amount	$10,180	$5,846	$6,931
Source		Base	LCFF Base
Budget Reference	Assistant Directors' salaries and benefits	2000-2999: Classified Personnel Salaries Portion of Site Technician's Salary	2000-2999: Classified Personnel Salaries Portion of Site Technician's Salary
Amount		$1,754	$1,814
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Portion of Site Technician's Benefits	3000-3999: Employee Benefits Portion of Site Technician's Benefits
Amount		$10,920	$11,296
Source		Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' Salary	1000-1999: Certificated Personnel Salaries Portion of Assistant Directors' Salary
Amount		$3,276	$3,389
Source		Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits Portion of Assistant Directors' Benefits	3000-3999: Employee Benefits Portion of Assistant Directors' Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 11

(GPA Charter Outcome #11)
GPA will ensure ALL students have a strong commitment, are well informed, and are fully supported in earning a high school diploma "on time" with their 9th grade cohort. GPA will provide all students with the opportunity and support necessary to complete the rigorous A-G curriculum required for admission to universities in the UC/CSU systems. GPA will provide all students with the opportunity and support necessary to complete at least one Advanced Placement course during their high school years. GPA will provide all seniors with the support necessary to gain admission to a 2- or 4-year college after graduation. (LCAP Priorities 1, 2, 4, 5, 6, 7, and 8)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: (GPA Charter Outcome #8, #9, #10, $11, and #12)

Identified Need:

GPA believes that all students should have access to a college going curriculum and to the degree necessary be provided the scaffolds and supports to be successful in a high expectation environment. In order to graduate from GPA, all students must complete a rigorous course of study, including at least one Advanced Placement (AP) course and completing the "A-G" coursework required for admission to the UC/CSU systems.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• GPA Counselors will annually track and support each student's progress in completing all of the school's graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates. • Four-Year Cohort Graduation Data, as provided in	• GPA Counselors will annually track and support each student's progress in completing all of the school's graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class, including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates. • Four-Year Cohort Graduation Data, as provided in	• -Four-Year Cohort Graduation Data, as provided by the California Department of Education, will exceed the Federal target of 90% each year. • -GPA Counselors will annually track and support each student's progress in completing all of the school's graduation requirements during their high school years, with intensified monitoring during the senior year. Student records will indicate that at least 90% of students in each GPA senior class,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Adequate Yearly Progress Reports from the California Department of Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year. • Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to	Adequate Yearly Progress Reports from the California Department of Education, will indicate that school-wide graduation rates will exceed the District average, with a goal of exceeding the Federal target of 90% each year. • Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to	including each pupil subgroup, will satisfy the requirements to graduate on time with their classmates. • -Student transcripts for all graduating seniors will indicate that at least 90% of seniors have successfully completed each of the A-G requirements. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.) • -Student transcripts for all graduating seniors will indicate that at least 90% of seniors have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		exempt them from this requirement. • Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement. • GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership	exempt them from this requirement. • Student transcripts for all graduating seniors* will indicate that at least 90% of seniors have successfully completed at least one AP course. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement. • GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership	successfully completed at least one AP course. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement.) • -GPA Counselors will support and track each senior's progress in completing college assessments and admissions requirements and provide an annual report to the school's leadership team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.	team that reflects at least 90% of graduating seniors have been admitted to a 2- or 4-year college. *Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.	year college. (Students with an IEP to accommodate moderate to severe disabilities will qualify for a waiver to exempt them from this requirement, but will receive assistance in enrolling in a TRACE program after their 12th grade year.)

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. • For any senior who has not yet passed the CAHSEE, a team of staff members will be formed to provide tutoring to ensure the test will be passed during the senior year. • Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions. • All students are introduced to the rigors of Advanced Placement	• A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet weekly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. • For any senior who has not yet passed the CAHSEE, a team of staff members will be formed to provide tutoring to ensure the test will be passed during the senior year. • Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions. • All students are introduced to the rigors of Advanced Placement	• 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. • Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions. • All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking

coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class.
- Multiple AP Study Nights are held each year to increase student success on the rigorous AP exams.
- Students in need receive assistance in pursuing financial aid for exam fees

and passing at least one AP class.

- Multiple AP Study sessions are held each year to increase student success on the rigorous AP exams.

- Students in need receive assistance in pursuing financial aid for exam fees

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,523	$66,150	$77823
Source		Base	LCFF Base
Budget Reference	Senior Counselor's salary and benefits	1000-1999: Certificated Personnel Salaries Counselors' Salaries	1000-1999: Certificated Personnel Salaries Counselors Salaries
Amount	$11,560	$119,358	$133268
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Senior teachers' salaries and benefits	1000-1999: Certificated Personnel Salaries Counselors' Salaries	2000-2999: Classified Personnel Salaries Counselors Salaries
Amount	$7,847	$30,872	0
Source		Base	LCFF Base
Budget Reference	Counseling team's salaries and benefits	2000-2999: Classified Personnel Salaries Counseling Support Staff Salaries	2000-2999: Classified Personnel Salaries Counseling Support Staff Salaries

Amount	$6,707	$29,106	$23347
Source		Base	LCFF Base
Budget Reference	Counseling team preparing plans for middle school transition	3000-3999: Employee Benefits Counselors and Support Staff Benefits	3000-3999: Employee Benefits Counselors and Support Staff Benefits
Amount	$7,847	$35,807	$33317
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Counseling team for A-G review	3000-3999: Employee Benefits Counselors and Support Staff Benefits	3000-3999: Employee Benefits Counselors and Support Staff Benefits
Amount	$790		
Budget Reference	AP By The Sea		
Amount	$6,707		
Budget Reference	Staffing costs for AP Study Nights		
Amount	$61,577		
Budget Reference	College Counselor's salary for college preparation		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 12

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 13

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 14

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 15

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,291,512.00	21.6%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gompers Preparatory Academy estimates the level of unduplicated pupils for the LCAP year (2018-19) will be similar to the previous year, which is 86%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be $2,291,512.00. As a charter school, funds will be spent LEA – wide. The funds will be used to increase and expand services for English Learners, low-income students and foster youth. The services include:

- expanding services provided by support staff
- purchase additional supplemental resources,
- purchasing curriculum to enhance development and improve conditions for targeted subgroups
- targeted professional development
- additional time for teachers and other staff as needed

These school-wide services are principally directed toward the 86% of unduplicated pupils and are effective in meeting the LEA's goals for its unduplicated pupils in the state and any local priority areas.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$2,016,245	20.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Gompers Preparatory Academy estimates the level of unduplicated pupils for the LCAP year (2017-18) will be the same as in the previous year, which is 90%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be $1,932,276. As a charter school, funds will be spent district/LEA – wide. The funds will be used to increase and expand services for English Learners, low-income students and foster youth. The services include:

- expanding services provided by support staff
- purchase additional supplemental resources,
- purchasing curriculum to enhance development and improve conditions for targeted subgroups
- targeted professional development
- additional time for teachers and other staff as needed

As stated in the previous section, Gompers Preparatory Academy estimates level of unduplicated pupils for the LCAP year (2017-18) to be 90%. The estimated minimum proportionality percentage is 20.48% Students who are considered English Learners, low-income students and foster youth will receive services above what is being provided to the general student population.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	10,552,657.31	9,486,111.00	1,106,195.65	10,552,657.31	12,156,455.75	23,815,308.71
	0.00	0.00	1,106,195.65	0.00	0.00	1,106,195.65
Base	6,173,263.00	5,201,150.00	0.00	6,173,263.00	57,321.00	6,230,584.00
LCFF Base	0.00	158,201.00	0.00	0.00	6,420,587.00	6,420,587.00
LCFF Supplemental and Concentration	0.00	104,322.00	0.00	0.00	3,276,766.00	3,276,766.00
Lottery	24,947.00	30,760.00	0.00	24,947.00	34,344.00	59,291.00
Special Education	1,064,623.31	1,313,421.00	0.00	1,064,623.31	1,543,323.00	2,607,946.31
Supplemental and Concentration	2,673,689.00	2,099,184.00	0.00	2,673,689.00	238,267.00	2,911,956.00
Title I	525,361.00	518,406.00	0.00	525,361.00	509,317.00	1,034,678.00
Title II	90,774.00	60,667.00	0.00	90,774.00	76,530.75	167,304.75

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	10,552,657.31	9,486,111.00	1,106,195.65	10,552,657.31	12,156,455.75	23,815,308.71
	0.00	0.00	1,106,195.65	0.00	0.00	1,106,195.65
1000-1999: Certificated Personnel Salaries	4,766,196.50	3,936,753.00	0.00	4,766,196.50	5,363,355.00	10,129,551.50
2000-2999: Classified Personnel Salaries	2,472,002.70	2,243,915.00	0.00	2,472,002.70	2,592,387.00	5,064,389.70
3000-3999: Employee Benefits	2,146,274.11	1,956,326.00	0.00	2,146,274.11	2,218,188.00	4,364,462.11
4000-4999: Books And Supplies	628,854.00	728,203.00	0.00	628,854.00	1,116,629.00	1,745,483.00
5000-5999: Services And Other Operating Expenditures	539,330.00	620,914.00	0.00	539,330.00	765,996.75	1,305,326.75
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	99,900.00	99,900.00

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

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	10,552,657.31	9,486,111.00	1,106,195.65	10,552,657.31	12,156,455.75	23,815,308.71
		0.00	0.00	1,106,195.65	0.00	0.00	1,106,195.65
1000-1999: Certificated Personnel Salaries	Base	2,320,028.00	1,802,223.00	0.00	2,320,028.00	1,706.00	2,321,734.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	135,894.00	0.00	0.00	2,224,215.00	2,224,215.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	2,252,834.00	2,252,834.00
1000-1999: Certificated Personnel Salaries	Special Education	410,530.50	378,417.00	0.00	410,530.50	540,454.00	950,984.50
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,640,714.00	1,271,500.00	0.00	1,640,714.00	8,529.00	1,649,243.00
1000-1999: Certificated Personnel Salaries	Title I	394,924.00	348,719.00	0.00	394,924.00	335,617.00	730,541.00
2000-2999: Classified Personnel Salaries	Base	1,880,169.00	1,623,216.00	0.00	1,880,169.00	0.00	1,880,169.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	1,806,226.00	1,806,226.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	29,029.00	0.00	0.00	508,521.00	508,521.00
2000-2999: Classified Personnel Salaries	Special Education	314,544.70	372,174.00	0.00	314,544.70	277,640.00	592,184.70
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	277,289.00	219,496.00	0.00	277,289.00	0.00	277,289.00
3000-3999: Employee Benefits	Base	1,266,775.00	1,029,913.00	0.00	1,266,775.00	512.00	1,267,287.00
3000-3999: Employee Benefits	LCFF Base	0.00	18,805.00	0.00	0.00	1,228,182.00	1,228,182.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	12,441.00	0.00	0.00	437,411.00	437,411.00
3000-3999: Employee Benefits	Special Education	206,765.11	225,177.00	0.00	206,765.11	385,014.00	591,779.11
3000-3999: Employee Benefits	Supplemental and Concentration	572,297.00	566,718.00	0.00	572,297.00	85,784.00	658,081.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Title I	100,437.00	103,272.00	0.00	100,437.00	81,285.00	181,722.00
4000-4999: Books And Supplies	Base	596,124.00	685,941.00	0.00	596,124.00	43,307.00	639,431.00
4000-4999: Books And Supplies	LCFF Base	0.00	3,502.00	0.00	0.00	952,978.00	952,978.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	78,000.00	78,000.00
4000-4999: Books And Supplies	Lottery	24,947.00	30,760.00	0.00	24,947.00	34,344.00	59,291.00
4000-4999: Books And Supplies	Special Education	7,783.00	8,000.00	0.00	7,783.00	8,000.00	15,783.00
5000-5999: Services And Other Operating Expenditures	Base	110,167.00	59,857.00	0.00	110,167.00	11,796.00	121,963.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	109,086.00	109,086.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	62,852.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Special Education	125,000.00	329,653.00	0.00	125,000.00	332,215.00	457,215.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	183,389.00	41,470.00	0.00	183,389.00	143,954.00	327,343.00
5000-5999: Services And Other Operating Expenditures	Title I	30,000.00	66,415.00	0.00	30,000.00	92,415.00	122,415.00
5000-5999: Services And Other Operating Expenditures	Title II	90,774.00	60,667.00	0.00	90,774.00	76,530.75	167,304.75
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	99,900.00	99,900.00

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	1,141,367.00	1,126,207.00	69,508.53	1,141,367.00	1,646,991.00	2,857,866.53
Goal 2	952,908.00	531,963.00	69,508.53	952,908.00	1,128,773.75	2,151,190.28
Goal 3	3,994,278.00	3,274,886.00	69,508.53	3,994,278.00	4,182,399.00	8,246,185.53
Goal 4	60,758.00	62,855.00	18,635.53	60,758.00	80,885.00	160,278.53
Goal 5	1,064,623.31	1,313,421.00	69,508.53	1,064,623.31	1,543,323.00	2,677,454.84
Goal 6	27,893.00	26,284.00	2,809.00	27,893.00	29,028.00	59,730.00
Goal 7	1,771,655.00	1,383,307.00	219,206.00	1,771,655.00	1,430,783.00	3,421,644.00
Goal 8	883,826.00	1,201,434.00	294,681.00	883,826.00	1,441,102.00	2,619,609.00
Goal 9	289,392.00	305,547.00	75,990.00	289,392.00	313,991.00	679,373.00
Goal 10	84,664.00	88,477.00	91,282.00	84,664.00	91,425.00	267,371.00

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