

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gompers Preparatory Academy

CDS Code: 37 68338 0119610

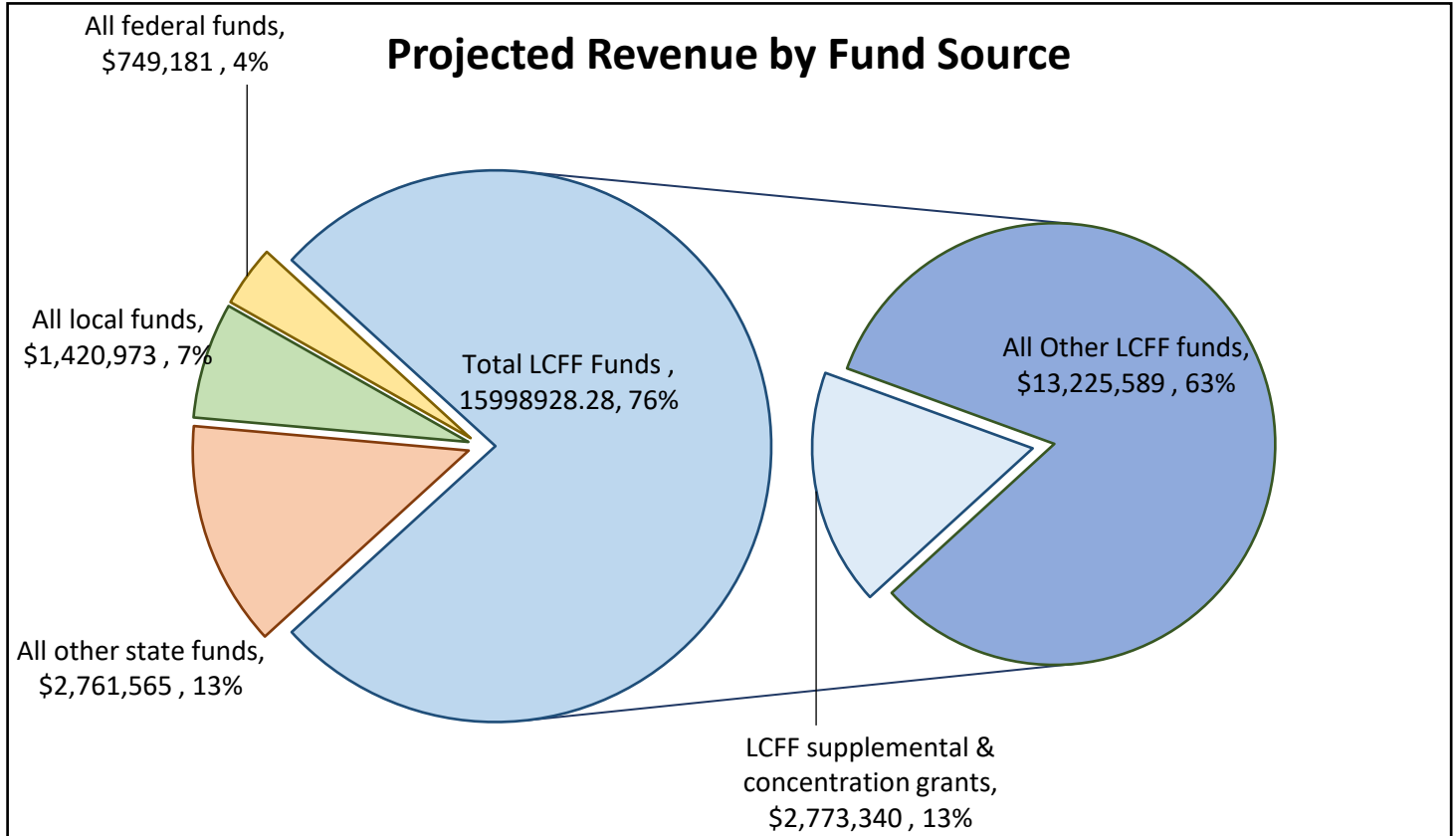
School Year: 2025-26

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

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

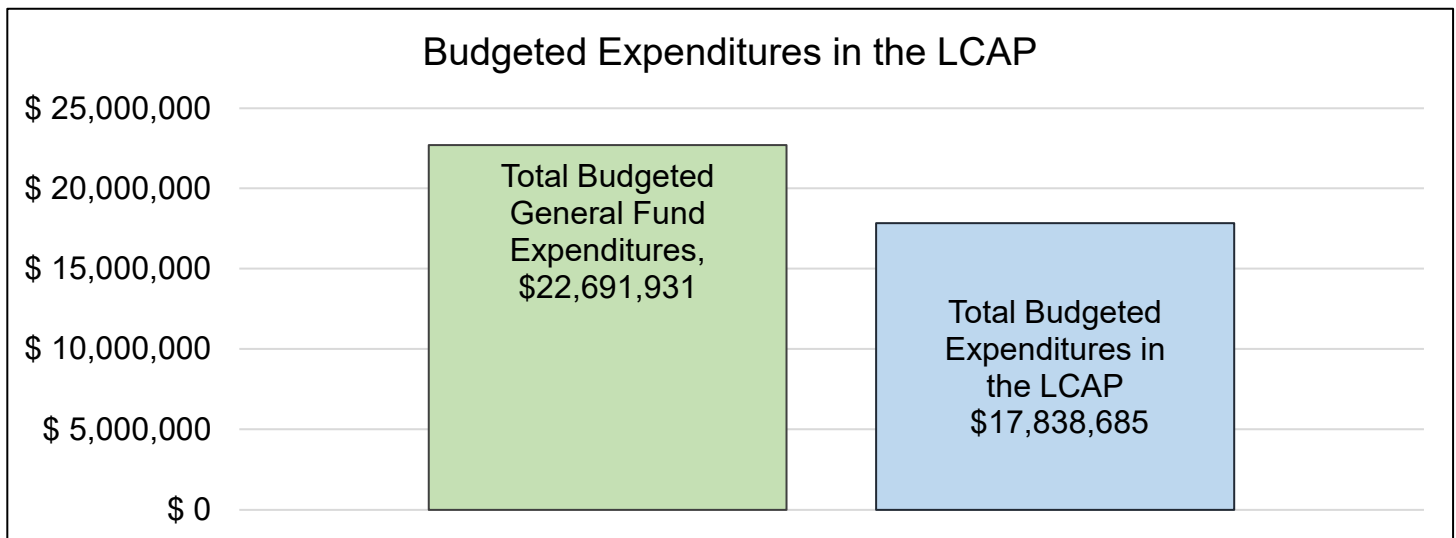


This chart shows the total general purpose revenue Gompers Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gompers Preparatory Academy is \$20,930,646.95, of which \$15,998,928.28 is Local Control Funding Formula (LCFF), \$2,761,564.89 is other state funds, \$1,420,972.78 is local funds, and \$749,181.00 is federal funds. Of the \$15,998,928.28 in LCFF Funds, \$2,773,339.78 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gompers Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gompers Preparatory Academy plans to spend \$22,691,931.29 for the 2025-26 school year. Of that amount, \$17,838,684.86 is tied to actions/services in the LCAP and \$4,853,246.43 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

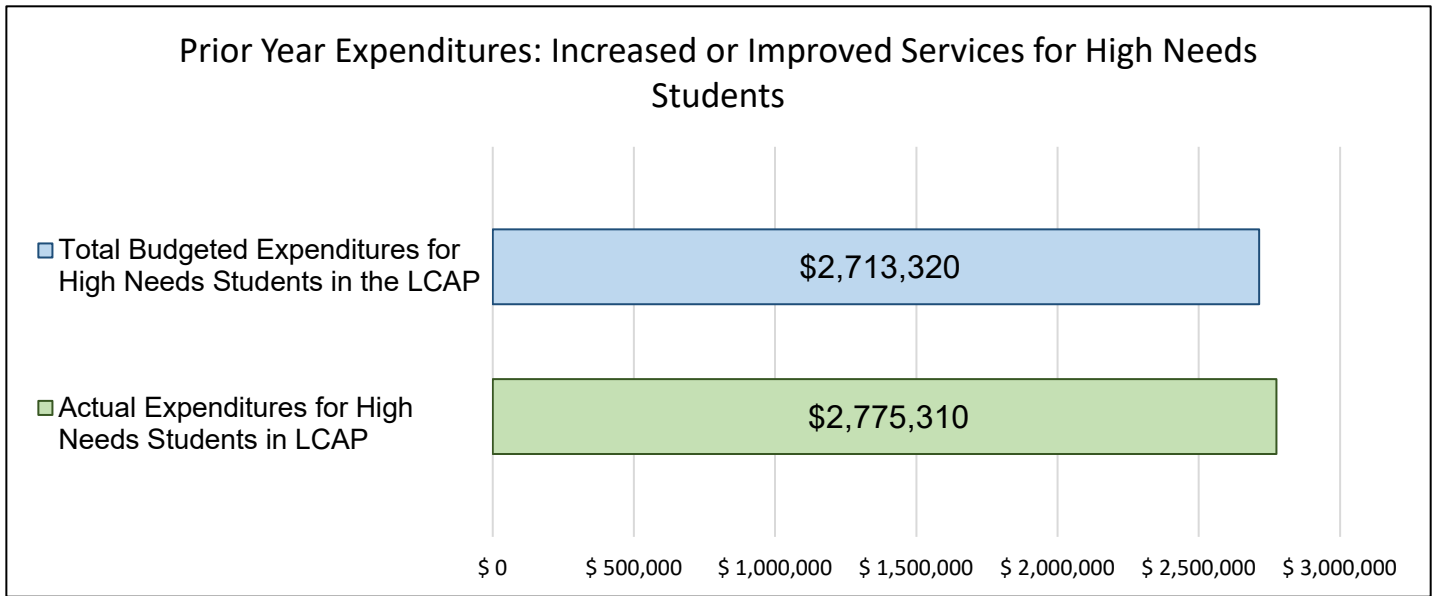
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Gompers Preparatory Academy is projecting it will receive \$2,773,339.78 based on the enrollment of foster youth, English learner, and low-income students. Gompers Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gompers Preparatory Academy plans to spend \$2,789,172.11 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Gompers Preparatory Academy's LCAP budgeted \$2,713,319.96 for planned actions to increase or improve services for high needs students. Gompers Preparatory Academy actually spent \$2,775,310.00 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Gompers Preparatory Academy (GPA) is a very special inner city charter school located in Southeastern San Diego. We proudly support our community and its families by providing students with a safe and engaging college preparatory school in their neighborhood. GPA was designed to transform what was once a failing school into a thriving learning community focused on 100% of students graduating high school and 100% of students applying to attend 2 and 4 year colleges.

Gompers Preparatory Academy recently celebrated its 20th year as an independent public charter school. We have a long history of dreaming big for our students and overcoming obstacles along the way in order to keep the path clear for them to realize their fullest potential before heading off to college. GPA was created in 2005 by a group of dedicated, skilled, courageous people who weren't afraid to do things differently and put students first. The mission of Gompers Preparatory Academy, in partnership with UCSD and our community, is to accelerate academic achievement through a college preparatory culture and curriculum. We are a school with visionary leadership and a team of people willing to do a tremendous amount of hard work to make sure our students graduate and succeed in both college and careers. Along with GPA's growth over time, our community has also developed and changed. Southeastern San Diego was a community known primarily for drugs, violence, and gang activity. However, alongside GPA's growth and development, the community has seen positive changes over the past years. There is still a lot that can be improved, and we believe that providing a high-quality neighborhood school of choice is one way to help elevate the community.

Recent data for the area shows:

Fall 2024 - Spring 2025
Community Data Points

Median Age
36.1 years old

Income Per-Capita (92102)

The per-capita income for 92102 is \$35,4181. The average earnings are \$37,580, with \$41,805 for men and \$33,836 for women

Average Household Income (92102)

\$89.329

Crime Data:

548 recorded crimes including: Arson, Assault, Burglary, Disturbing the Peace, Drugs / Alcohol Violations, DUI, Fraud, Homicide, Motor Vehicle Theft, Robbery, Sex Crimes, Theft / Larceny, Vandalism, Vehicle Break-In / Theft, Weapons

At GPA, we currently support 1,162 students in grades 6 through 12. Our graduation rate cannot be matched in the local area high schools. We are proud of our GPA Eagles and how far they are willing to REACH in order to soar. Our school culture is our foundation, we implement our REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) as the Student Learner Outcomes of our school. Students and staff alike are pushed to be their best as they work on all aspects of REACH each day. The implementation of our strong and supportive school culture was designed to provide both students and staff with a roadmap to success. At the forefront of our work is leadership that emulates REACH to the highest level. For example, our school's Director/Superintendent teaches in the classroom right alongside his staff. This is the ultimate in modeling for professional development and overall growth. He welcomes all staff, families, board members, community members, current and former students, and potential new hires to visit and learn by observing his classroom. In addition to his 30 years as an educator, teaching a full load of classes not only provides our Director with the opportunity to model best practices and school culture at the most successful and inspiring levels, it also provides him with extensive knowledge that impacts students and staff quickly so that instruction can be transformed. He is navigating Satellite, Map and Street data on all levels as he works with students daily in the classroom and leads the school overall.

GPA offers an A-G curriculum as well as Advanced Placement coursework, a vibrant Musical Production program, Athletics, and extracurricular opportunities; such as, robotics, chess, golf, Black Student Association, ballet and ASB. GPA helps students prepare to learn by setting a tone of joy and excitement including our infamous 'Fantastic Fridays' where staff and students sing and dance outside of the school before the day begins. The origin of this special time each week comes from knowing that we, as a school, need to inspire students to want to be at school. A theory of action that has propelled GPA over the years is preparing students to learn. Our school leadership works hard on implementing and modeling the conditions for learning and executive functioning skills. GPA requires all students to bring a backpack, books, a binder and their school-provided GPA planner. The planner is implemented in all classes with a school-wide color-coding system to help students with time management and organization skills. Student agency is our goal and a key aspect of what Director Riveroll models with students. GPA has established the 7 Alignment Essentials that includes the "First 10" in all classrooms, this is a strategy that

provides students and staff with a clear start to every class where the first 10 minutes includes taking attendance, updating planners, and preparing for class silently. During this time, all teachers conduct a reading conference with a student. Our students are wonderfully diverse and have a variety of learning needs and skills. The demographics of the students we currently serve are: 92% Hispanic, 3% African American, 4% Asian, 1% White, .01% Pacific Islander, and .02% American Indian or Alaskan Native.

GPA's college prep pathway ensures that all diploma-bound students leave our school with the opportunity to apply to the CU/CSU system. Upon creating our charter in 2005, the GPA founders felt strongly that each and every student had full access to the A-G curriculum in order to close the achievement and opportunity gaps. GPA also offers a range of Advanced Placement courses and students are required to take at least one AP course in order to graduate. Our school wide culture, our inclusive high school for students with disabilities, and our 100% diploma bound high school graduation rates are a few of the many strategies we implement to promote diversity, equity, and inclusion for our students. The GPA mission statement represents our belief system that all students can succeed. In addition, creating a school with students first means ensuring that the unique needs of each student, and their families, is at the forefront of what we do each day. Designing our school to include an equal number of support staff to our teaching staff gives us the capacity to provide wrap-around and trauma-informed services through a robust Family Support Center where we employ our talented counseling team, Wingspan staff, school nurse, At-Promise Coordinator and Welcome Center Staff. Our model gives staff the chance to focus on our students' social emotional and academic well-being.

Since our Self Study in 2020, we endured the global pandemic along with the rest of the world. GPA made major pivots during that time in order to continue to meet the needs of our students and their families. We added several departments to be sure our students and their families stayed as connected as possible to GPA. This included one-on-one tutoring for all students during distance learning, roadside pick-up options for resources/materials, virtual office hours for families to connect with our Family Support Center, home delivery service and tech support, additional technology services w/wifi for all students, and designated student support days to help staff offer additional targeted interventions. When transitioning back to on-campus learning, GPA welcomed students back first to "play" and reacclimate with school and each other by offering a recess time as Phase 1 of in-person learning. Phase 2 followed closely after with students whose families wanted their children back on campus, and for those who were not ready, we continued to support with our distance learning model. When restrictions were lifted fully, we entered our Phase 3 and re-opened fully for the 2021-2022 school year. We are thankful those challenging times are over; however, as many other schools and industries, we continue to learn how deeply affected we all were by the time we spent in quarantine and the learning loss across all grade levels. As we analyze data and reflect on our programs, we are able to see a clear picture of where our current needs are and we are working diligently every day to address them. Post Pandemic, we needed to restart our school culture when students returned full time in order to help students reacclimate and prepare for learning. Historically, our students come to GPA in 6th grade far behind grade level in reading and math. The pandemic pushed students farther behind, and the past few years has been spent assessing their needs, re-establishing consistent culture, and navigating their needs without being fully staffed.

Despite the obstacles, GPA has much to be proud of including, but not limited to, strong attendance, graduation rates, and post-secondary college acceptance and college going rates. Our students' resiliency and willingness to grow is a testament to their character, and we will meet them where they are and provide them with everything we can to help them realize their dreams.

2024/2025 Current Enrollment and Staffing:
Enrollment:

Middle School (6-8): 544 students
High School (9-12): 618 students

2024/2025 Staffing (as of April 11, 2025):
GPA Staff: 125

Student Demographics:
GPA demographic data for detailed enrollment and demographic data (ethnicity, language, free/reduced lunch, language proficiency):

2024/2025 Data:
English Learners
MS: 147 (27% of MS)
HS: 158 (26% of HS)
Students with Disabilities
MS: 108 (20% of MS)
HS: 113 (18% of HS)
FRPM Eligibility
973 of 1162 (84%)

Based on the 2023 Dashboard Data - these are the student groups with the lowest performance level on one or more indicators:
English Learners
Hispanic
Students with Disabilities
African American
Homeless
Socio-economically Disadvantaged

GPA will have additional LREGB funds that will be used to implement evidence-based interventions including, but not limited to, EL Roadmap Toolkit, SBAC Tools for Teachers, Tutoring, ELOP programming, Mental Health supports, Education Life Skills Curriculum, etc.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SBAC:
We have seen a decline in SBAC results compared to our pre-Covid data (2019). Our 6th grade data is showing a steady increase since 2021/2022. We attribute the 6th grade growth to increased stability in staffing at that grade level. Our 7th/8th grades have experienced a large number of teacher vacancies since 2021/2022, which has caused instability and inconsistent learning opportunities. Our data consistently shows growth the longer the students attend GPA. Since 2015 when you follow students, the proficiency rates for our 11th

graders have continually increased supporting the determination that the longer a student attends our school, the more proficient they become.

CAST:

We have seen a slight decline in our CAST data in the 2020/2021 and 2021/2022 school years, and a significant decrease in our 2022/2023 data compared to pre-Covid data (2019). Due to the ongoing instability from staffing shortages, we see a decrease in scores overall, especially in 22/23. The significant decrease in 22/23 is attributed to students who were negatively impacted by both Distance Learning during the quarantine as well as returning to a high number of substitute teachers. In the 22/23 school year, GPA piloted a new science curriculum. The 23/24 school year has been its first full implementation.

ELPAC:

Compared to pre-Covid we have had an increase in our English Learners scoring 3's and 4's on the ELPAC. In the 2018/19 school year- our data showed GPA ELs performing below state averages overall. However, from 2020-2023 - our data showed GPA ELs performing above state averages overall.

We attribute the increase to several factors:

- Increased targeted intervention during Distance Learning including 1:1 tutoring
- Targeted approach to instruction
- Access to online platforms GPA implements for reading proficiency and language acquisition

EL Reclassification:

Our reclassification data shows that between 2020 and 2022, our ELs did not reclassify at high rates. Current data for 22/23 school year indicates an increase in students reclassifying as well as an increased number of ELs overall. Rebounding in regard to reclassification can be attributed to consistency with having an EL Coordinator, ongoing targeted instruction, and additional intervention support. With a high number of our students being LTELs, our continued focus on building capacity among our staff on the practices of designated and integrated instruction remains a high priority.

College and Career Readiness:

2023: 37.1% students 2021 reported College and Career Ready based on CA Dashboard

Dataquest reports:

18/19- 79% College going rate

19/20 - 77% College going rate

20/21 - 65.9% College going rate

National Clearinghouse data:

All Institutions

2020 - 79% average of students enrolled

2021 - 64%

2022 - 86%

2023 - 83%

Enrolled in 4 year Institutions:

2019- 52%
2020 - 45%
2021 - 33%
2022 - 54%
2023 - 58%

2016 - 2021 (College Persistence Data)

Average - 74%

Persistence for 4 year universities = 84%

Persistence for 2 year universities = 52%

Percentage of students accepted to UC and enrolled:

Class of 2019 - 27%
Class of 2020 - 26%
Class of 2021 - 46%
Class of 2022 - 42%
Class of 2023 - 62%

Together our high school A-G curriculum and high graduation rates contribute to our CCR indicator. We are proud that our college going rate continues to be a strength for GPA. GPA's College Counseling team in "Wingspan" works 1:1 with each senior to ensure they have support with the application, financial aid, and enrollment processes; as well as support finding and applying to scholarships. With the adjustments of the CDE CCR requirements, GPA is adapting and expanding our current program to provide more options for our students to meet them. Such as; Dual Enrollment, CTE Pathways, etc. Although only 37.1% are deemed ready for college according to the CCR dashboard data, it is encouraging that our National Clearinghouse College persistence data averages at 74% of enrolled students persisted from 2016 to 2021.

Graduation Rates:

GPA's graduation rates continue to be strong for the organization overall. The data indicates that from 2019 - 2023 our students continue to meet the requirements at a high rate.

2019 - 96.8%
2020 - 96%
2021 - 98.6%
2022 - 97.8%
2023 - 94.9%

Since 2012, our graduation rates have exceeded the state and local averages. We attribute this success to our school's mission, college prep culture, and the continuous efforts of our students and staff. Our ability as a school to connect with our students and their families has

been and continues to be an area of strength. It is through this connection we are able to meet the diverse needs of our students and support their path to graduation.

Advanced Placement:

We have seen a decline in overall pass rates since 2019. There are some areas that are rebounding.

Areas that have shown an increase over the past two years :

AP English Language & Composition

AP English Literature & Composition

AP World History

AP US History

AP Chem (increase in average exam score)

AP Spanish Language and Culture (continues to be our strongest area)

Calculus AB and BC (growth since 2014)

Since implementing our AP courses, our primary aim has been twofold: to introduce students to the rigorous standards of college-level coursework and to prepare them for the AP exam. Since the addition of our High School in 2009, one of our graduation requirements has been that all students successfully complete at least one AP course . We have always believed that exposure and access are key to a college going mindset and which does not only apply to high-performing students. Contributing factors to the increases in specific AP courses include:

- AP by the Sea PD for AP teachers
- Consistent AP teachers
- Additional teacher-led study sessions
- Targeted support and intervention

Post-Secondary Outcomes:

Class of 2019 - 39% have graduated college or are currently in college

Class of 2020 - 50.7% have graduated college or are currently in college

Class of 2021 - 46.3% currently in college

Class of 2022 - 86.1% currently in college

The data suggests a trend of increasing college enrollment rates over the years, with a notable spike in the percentage of students currently in college for the Class of 2022. This indicates a potential shift towards a higher rate of post-secondary education pursuit among recent GPA graduating classes. The decrease in 2021 data is most likely a direct result of the pandemic and the mindset at the time of our students in regard to enrollment in college/university during quarantine. Other factors that may have contributed include changes in educational policies, economic conditions, and our on-going college-going mindset at GPA.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

GPA is proud to report that based on our 2024 Dashboard data, GPA has exited from both ATSI and DA. Based on our 2025 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have the most significant needs that are being targeted through our current LCAP goals.

In 2023, GPA underwent Differentiated Assistance in support of the following areas of need:

- EL: Academics, Suspension & CCI Very Low
- Hispanic: Academics & Suspension
- SED: Academics & Suspension
- SWD: Academics, CA, Suspension, & CCI very low

The DA Team met weekly throughout the development of the LCAP, attended training sessions, and worked with SDCOE to go through Data Protocols to collect and analyze satellite (Dashboard), map data (Let's Go Learn, Achieve 3000, Dean's list data), and street data (surveys and student interviews) pertaining to Academics, Suspension, CCI and Chronic Absenteeism, which include each of our Differentiated Assistance areas of need.

Our Satellite data revealed that GPA needs to target Academics, Suspension, CCI and Attendance for all students, given their low rates of meeting the dashboard indicators, with specific interventions that meet the needs of our SWD, EL, SED, Hispanic subgroups who are significantly impacted.

We then analyzed our school-based data where additional trends were revealed. Our LGL data (ELA and Math school-based assessment data) revealed that although growth is being made by our students over time in the academic areas, strategic interventions are needed for all students, as well as our subgroups, to continue to make more significant progress. Our school-based discipline data revealed that with many of our classrooms currently filled with long term subs, agency staff, and teachers in their first or second year, discipline infractions are being impacted. These rooms have a significantly higher rate of referrals and suspensions than those with permanent more veteran teachers. The data also showed the majority of our suspensions were related to similar infractions involving controlled substances and fighting. Survey data was positive overall but indicated that portions of our EL and SWD subgroups do not feel supported.

At this point, we collected street data from specific students who responded that they do not feel supported on their survey and asked them a series of questions to gather additional data about what support looks like to them and recommendations for improvement. Our street data revealed that our students want more 1:1 and small group instruction, UDL, access to primary language support, additional tutoring options, and permanent teachers who are better equipped to address discipline and create and provide accommodations and modifications.

Our work on root cause analysis in each of our identified areas of need revealed similar trends:

1. Increase Professional Development (Academics, School Culture, SWD, Multilingual Learners)
2. Implementation of purposeful, effective interventions (Academics, School Culture, SWD, Multilingual Learners)
3. Hiring effective credentialed teachers

Each of our goals directly relates to the findings from our technical assistance work as we are targeting the demonstrated areas of need.

Goal 1 - Student Achievement:
Aligns to our findings in the root cause analysis which revealed that academic performance in ELA and Math for our SWD, EL, SED and Hispanic subgroups require effective and targeted professional development and intervention programming to make progress in ELA, Math, Science and CCI at the Satellite, MAP and Street levels.

Goal 2 - School Culture and Climate:
Our School Culture and Climate goal aligns to our findings in the root cause analysis which revealed that our SWD, EL, SED and Hispanic subgroups all require effective and targeted professional development and intervention programming to decrease our suspension rates, increase our attendance rates and increase subgroup student engagement to have positive impacts on school climate and student achievement.

Goal 3 - Multilingual Learner Intervention Supports:
Our Multilingual Learner Intervention goal aligns to our findings in the root cause analysis which revealed that our LTELs and EL subgroups all require effective and targeted professional development and intervention programming, implementation of an Enhanced ELD Program incorporating both integrated and designated ELD, and a Revised EL Master Plan to increase student achievement (Academics and CCI), decrease suspension rates, and increase attendance rates.

Goal 4 - SWD Intervention Supports:
Our SWD Intervention goal aligns to our findings in the root cause analysis which revealed that our SWD subgroup requires effective and targeted professional development and intervention programming, and the implementation of our CDE approved CIM plan to increase student achievement (Academics and CCI), decrease suspension rates, and increase attendance rates.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
GPA Parents	<p>Parent engagement is one of the main pillars GPA was built upon. We communicate often with our families and provide multiple opportunities for them to provide us with ongoing feedback, such as parent teacher conferences, surveys, and day-to-day interactions. We have parent representatives on our GPA Board of Directors, School Site Council, and ELAC/DLAC Committees to provide comprehensive input and support in our informed decision-making process. Parents are also provided the opportunity to attend Coffee with the Director events throughout the year to share their needs and provide GPA with feedback on areas of strength and improvement. Parents are also able to tour classes and interact with the school day.</p> <p>GPA has an active PTSC that meets throughout the year to encourage a strong school-to-home connection and help inform families about our school programs. PTSC supports our school climate and culture through events and celebrations they host for students and staff.</p>
GPA Students	<p>GPA operates with the belief system that students come first. Their feedback is critical for informed decision making and provides us with guidance on student's perspectives and ongoing needs. Students have multiple ways to share their voices, such as, student surveys, College Classes, street data interviews, parent teacher conferences, and day-to-day interactions. GPA's School Site Council (SSC) is made up of parents, students, staff, and community members. Our</p>

Educational Partner(s)	Process for Engagement
	SSC meets throughout the year to review and vote on action items, develop plans, and analyze ongoing data.
GPA Staff (Leadership, Teachers, and Support Staff)	<p>GPA Staff (which includes leadership, teachers, and support staff) meet regularly and are provided with ongoing data and schoolwide developments. Staff have many opportunities to share their feedback, such as, participating in surveys, professional development, various school committees, and day-to-day interactions.</p> <p>GPA has staff representatives on our Board of Directors, SSC and ELAC/DLAC. These are additional forums where staff are able to participate in shared decision making, develop plans and analyze ongoing data.</p>
GPA Board of Directors	GPA holds regular Board of Directors meetings every other month where our Board members and community come together to discuss pertinent issues relating to all aspects of the organization. Members of our Board include parents, community members, GPA staff, and UCSD staff.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Gompers Preparatory Academy is rooted in the belief system that our educational partners play an essential role in fulfilling our mission. The importance of our educational partners is part of our schoolwide mission as follows: The mission of Gompers Preparatory Academy, in partnership with UCSD and our Community, is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our belief that students come first, and our collaborative spirit, are how GPA was built in 2005. In order to transform education and effectively meet the diverse needs of our students, we work with our educational partners to gather input, analyze data and systems, implement changes, monitor progress, elicit feedback and respond to that feedback in an ongoing cycle of continuous improvement.

Our process to engage our educational partners has had a significant influence on our LCAP and the development of our new goals. Each of our goals and action steps directly correlates to the feedback we received.

STUDENT, PARENT AND STAFF INFLUENCE:

Student, Parent and staff survey data results indicated the following top 3 state priorities to focus on:

1. Improved Student Achievement (62%) - Goal 1, Goal 2, Goal 3, Goal 4
2. Recruit and Retain Highly Qualified Staff (60%) - Goal 1 (Action 1.3)
3. Positive School Climate (47%) - Goal 2

Conducted Street Data interviews with our English Language Learners and Students with Disabilities based on their initial student survey data responses.

Our Street Data determined areas of need:

1. Increased supports for SWD and ELL - Goal 3, Goal 4
2. Additional Tutoring/ more 1:1 intervention for SWD - Goal 3
3. Highly Qualified teachers - Goal 1 (Action 1.3)
4. Professional Development on Strategies for EL - Goal 3
5. Primary Language Supports for EL - Goal 3
6. Additional Scaffolds and modifications - Goal 3, Goal 4
7. Implementation of UDL - Goal 3, Goal 4
8. Targeted Small Group Instruction - Goal 3, Goal 4

SSC INFLUENCE:

School Site Council reviewed and analyzed data, identified areas of need, and supported in the development of our LCAP goals at their January, March, April and May sessions. With special attention on their relationship to compliance monitoring; ATSI, Differentiated Assistance and CIM and meeting identified areas of need for our targeted subgroups.

SSC Proposed Goals:

1. Student Achievement - Goal 1
2. School Culture and Climate - Goal 2
3. ELL Supports and Interventions - Goal 3
4. SWD Supports and Interventions - Goal 4

ELAC/DLAC INFLUENCE:

Our ELAC/DLAC analyzed data, identified areas of need, and supported in the development of our LCAP goals with special focus on support our ELs.

ELAC/DLAC Areas of Need:

1. Additional supports for our EL - Goal 4
2. Additional Tutoring for our EL - Goal 4
3. Intervention Program - Goal 4
4. ELD Strategies - Goal 4
5. Attendance/ Learning Loss - Goal 4
6. Discipline - Goal 4

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: Increase the number of students who are meeting and exceeding the standards on state-wide assessments in ELA, Math and Science, decrease the distance from standard on EL and Math SBAC and increase the percentage of students meeting the college and career readiness indicator.	Broad Goal

State Priorities addressed by this goal.

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data findings indicate an ongoing need to improve student achievement overall and with a specific focus on ELA, math and science through the continual implementation of targeted intervention programs. In addition, the need to build the essential skills of stamina, confidence, study skills, time management, organization, content mastery, critical thinking, and work ethic to increase college readiness in all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA, Math and CAST	2023 Data: SBAC Math meeting or exceeding Grade Level Standards All Students: 9.56% 6th- 16.24% 7th- 5.14% 8th- 6.18%	2024 Data: SBAC Math meeting or exceeding Grade Level Standards All Students: 12.48% 6th- 18.19% (+)		Our percentage of students meeting or exceeding standard in Math, ELA and Science will increase annually for all students as well as	Math: + 2.92% ELA: + 13.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th- 10.33% SBAC ELA Meeting or Exceeding Grade Level Standards: All Students: 25.39% 6th- 27.41% 7th- 17.71% 8th- 14.61% 11th- 43.87% SBAC Science Meeting or Exceeding Grade Level Standards: 8th- 7.87% 11th- 16.13% 2023 ATSI Subgroup Data: SWD: ELA: 6.96% Math: 3.48% ELL: ELA: 4.49% Math: 1.23% LTEL: ELA: 2.33% Math: 0% SED: ELA: 24.16% Math: 9.06% Hispanic:	7th-15.34% (+) 8th- 6.06% (-) 11th- 8.79% (-) SBAC ELA Meeting or Exceeding Grade Level Standards: All Students: 39.16% 6th- 35.83% (+) 7th- 36.51% (+) 8th- 26.22% (+) 11th- 59.87% (+) SBAC Science Meeting or Exceeding Grade Level Standards: 8th- 17.57% (+) 11th- 28.66% (+) *All 2023 ATSI subgroups were exited in 2024 2024 ATSI Subgroup Data: SWD: ELA: 9.92% (+) Math: 3.05% (-) ELL: ELA: 11.06% (+) Math: 0% (-)		our ATSI subgroups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 24.17% Math: 9%	LTEL: ELA: 7.07% (+) Math: 0% (=) SED: ELA: 37.25% (+) Math: 11.11% (+) Hispanic: ELA: 36.9% (+) Math: 11.18% (+)			
1.2	Distance from Standard data from CDE Dashboard Data	2023 Data: CDE Dashboard Data Math--Distance from Standard: 2023:127.6 CDE Dashboard Data ELA--Distance from Standard: 2023: 61.9 2023 ATSI Subgroup Data: SWD: ELA: 135.4 Math: 177.2 ELL: ELA: 103.8 Math: 164.7 SED:	2024 Data: CDE Dashboard Data Math--Distance from Standard: 2024:114 CDE Dashboard Data ELA--Distance from Standard: 2024: 28.5 *All 2023 ATSI subgroups were exited in 2024 2024 ATSI Subgroup Data: SWD: ELA: 109.1 Math: 172.5		Our Distance from Standard on the CDE dashboard will decrease in both Math and ELA for all students as well as our ATSI subgroups.	MATH: +13.6 pts. closer to standard ELA: +33.4 pts. closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA: 64.5 Math: 129.6 Hispanic: ELA: 65.6 Math: 133.3	ELL: ELA: 71.1 Math: 143 SED: ELA: 32.4 Math: 120.5 Hispanic: ELA: 32 Math: 119.1			
1.3	College Readiness Indicator	College and Career Readiness Indicator: 2023: 37.1% 2023 ATSI Subgroup Data: SWD: 12.3% ELL: 5.3% SED: 35.4% Hispanic: 35.5%	College and Career Readiness Indicator: 2024: 35% *All 2023 ATSI subgroups were exited in 2024 2024 ATSI Subgroup Data: SWD: 6.7% ELL: 10.8% SED: 33.3% Hispanic: 35% A-G Metrics: 100% of students grades 9-12		College readiness indicator will increase for all students as well as our ATSI subgroups.	- 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			enrolled in A-G coursework Graduation Rate: 100% diploma bound students			
1.4	AP Pass Rate	AP Pass Rates: 2023: 21%	AP Pass Rates: 2024: 32%		AP Pass Rate will increase annually.	+ 11%
1.5	Grade Point Average	Average Grade Point Average: Fall (2023): 3.26	Average Grade Point Average: Fall (2024): 3.46 Spring (2025): 3.38		Increase average GPA annually.	+ 0.2

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GPA made significant progress towards our Goal#1 through the implementation of our planned actions. GPA adapted to challenges and needs throughout the year.

Successful Implementation:

Action 1.1 - Intervention Supports - GPA provided access and availability for 1:1 and small group tutoring in ELA, Math and Science by using outside agencies and GPA staff with expertise and experience who were skilled enough to provide 1:1 and targeted small group instruction in class, as well as those who could provide tutoring during office hours and after school. Student support days and our ELOP program were included in the Master Calendar to provide more opportunities for both 1:1 and small group instruction.

Action 1.2 - Professional Development - Successfully implemented PD focusing on core content curriculum and best practices and aligned with Common Core state standards. During the 23/24 school year, staff were provided with model lessons and model classroom management opportunities and over 150 observations of model teaching took place school-wide to build the GPA 7 Alignment Essentials. Throughout the 24/25 school year, professional development has focused on vertical alignment through our implementation of the GPA 7

Essentials including the GPA First 10 and Reading Conferences. PD for specific programs - such as LGL, Achieve, etc. - provided staff with additional strategies to use these resources in the most effective ways in order to improve skill building and student mastery.

Action 1.3 - Recruitment and Retainment of Staff - Successfully recruited, interviewed, and hired 24 staff members by August 2025. This included an intense interview process, and a follow up Culture Camp to onboard new hires and provide them with ample training of our school culture in order for them to succeed.

Implementation Challenges:

Due to hiring 24 new staff, challenges included building capacity as there were many various levels of growth that impacted consistency.

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

GPA experienced alignment between planned expenditures and actual spending.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions proved to be effective overall in achieving Goal#1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 - Intervention Supports demonstrated strong effectiveness, as evidenced by specific increased achievement scores for all students and subgroups, as follows:

- Students with Disabilities: ELA +2.96%
- English Language Learners: ELA +6.57%
- Long Term English Learners: ELA +4.74%
- Students Economically Disadvantaged: ELA +13.09% AND Math +2.05%
- Hispanic Student Population: ELA +12.73% AND Math +2.18%
- In our all-student group and subgroups, there was a decrease in the distance from standard scores for ELA and Math
- ELL increased CCI by 5.5%
- AP Pass rates increased by 11%
- Grade Point Averages increased 0.2 pts

Intervention supports with emerging effectiveness in subgroup achievement scores for math, as follows:

- Students with Disabilities: Math decreased distance from standard 5 points
- English Language Learners: Math decreased distance from standard 21 points
- Long Term English Language Learners: Math decreased distance from standard 9 points

Action 1.2 - Professional Development demonstrated strong effectiveness, as evidenced by increased overall student achievement scores, as follows:

- +13.77% Overall Increase in Meeting and Exceeding Standards in ELA
- + 2.92% Overall Increase in Meeting and Exceeding Standards in Math
- + 9.7% Increase in Grade Level 8 - Meeting and Exceeding Standards in Science (CAST)
- +12.53% Increase in Grade Level 11 - Meeting and Exceeding Standards in Science (CAST)

Action 1.3 - Retainment and Recruitment of Staff demonstrated strong effectiveness, as evidenced by an increase in staffing of 24 filled positions, and retainment of staff hired throughout the 24/25 school year.

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

Based on our 2025 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have significant needs that are being targeted through Goal #1. GPA will continue to use evidence-based resources which align to the academic needs of this goal (EL Roadmap Toolkit, CRLP, SBAC tools for teachers, Tutoring, and ELOP programming).

Here are the planned adjustments for the 2024-27 LCAP cycle:

- Goal Description: No changes to current goal focusing on student achievement.
- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Supports	Expand interventions to support and supplement instruction for our struggling learners in ELA, Math and CCI. This action will target our EL/Hispanic/SED/SWD student populations at GPA. The identified unduplicated student groups will be supported by the implementation of targeted instruction at differentiated levels to meet the individual needs of learners.	\$8,842,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	Provide professional development for standards-based core content curriculum and intervention programs (ELA, Math, Science, Achieve 3000, LGL, Illustrative Math, Elevate Science), vertical alignment of content curriculum aligned with the common core state standards, college and career readiness, Advanced Placement, and GPA Data Analysis Protocols.	\$348,287.00	Yes
1.3	Recruitment and Retainment of Staff	Our goal is to fill our 23 vacancies with effective fully credentialed teachers who will serve the mission of GPA.	\$662,816.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Culture and Climate: Decrease the number of behavior infractions, discipline referrals, and suspensions school wide.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our data findings indicate an ongoing need to decrease the number of suspensions school wide through ongoing targeted interventions, attendance initiatives, college classes, discipline curriculum, access to materials, and professional development; including classroom management, restorative practices, and social and emotional learning supports. In order to successfully accomplish this goal, it is essential to increase consistent implementation of our school wide REACH culture in all grade levels to support teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Discipline Referrals	Discipline Referrals: 2022-2023: 948 2023/2024 to date (April 2024): 606 referrals	Discipline Referrals: 2023-2024: 843 2024/2025 to date (April 2025): 392 referrals		GPA will decrease the total number of discipline referrals annually for all students.	- 105
2.2	Annual Suspensions	Total Suspensions: 2022-2023: 180	Total Suspensions: 2023-2024: 143		GPA will decrease the total number of suspensions	- 37

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024/2024 to date (April 2025): 36		annually for all students.	
2.3	CDE Dashbord: Suspension Rate	<p>School Suspension Rate: 2022-2023: 11.2%</p> <p>2023 ATSI/DA Subgroup Data:</p> <p>SWD: 13.5% EL: 14.4% SED: 11.2 % HISPANIC: 11.5% HOMELESS: 15.9%</p>	<p>School Suspension Rate: 2023-2024: 9.6%</p> <p>*All 2023 ATSI subgroups were exited in 2024</p> <p>2024 ATSI/DA Subgroup Data:</p> <p>SWD: 10.7% EL: 10.7% SED: 10.2 % HISPANIC: 10% HOMELESS: 13.8%</p>		GPA will decrease the suspension rate annually for all students and the ATSI/DA Subgroups.	- 1.6%
2.4	CDE Dashboard: Chronic Absenteeism	<p>Chronic Absenteeism Rate: 2023: 32%</p> <p>2023 ATSI/DA Subgroup Data:</p> <p>SWD: 39.4% EL: 37.3% SED: 32.7% HISPANIC: 31.7% HOMELESS: 52.9% AA:40%</p>	<p>Chronic Absenteeism Rate: 2024: 25.4%</p> <p>*All 2023 ATSI subgroups were exited in 2024</p> <p>2024 ATSI/DA Subgroup Data:</p> <p>SWD: 27.1% EL: 29.4% SED: 26.7% HISPANIC: 25.4%</p>		GPA will decrease the Chronic Absenteeism Rate Annually for all students and the ATSI/DA Subgroups.	- 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HOMELESS: 44% AA: 37.5%			
2.5	ADA	2023 ADA: 91.27%	2024 ADA: 93% 2024-25 P1 ADA: 93.8% 2024-25 P2 ADA: 93.5%		GPA will increase ADA rate annually.	2024 ADA: +1.73%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GPA made significant progress in implementing our planned actions towards Goal#2 while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 2.1 Professional Development - Successfully implemented classroom management strategies that included modeling from expert teachers, social-emotional learning practices, activated our CDE approved CIM plan, and streamlined Office of Student Engagement protocols which resulted in decreasing the number of students who received discipline referrals and annual suspensions, which lowered our overall suspension rate for the year.

Action 2.2 - College Classes - Successfully implemented college classes in all grades that focused on REACH values, schoolwide culture, 7 Alignment Essentials, time management and organization skills, social-emotional wellness and conflict-resolution skills. Office of Student Engagement hosted college classes, Leadership hosted college classes, 12th grade team hosted college classes, and Counselors hosted college classes. Students had multiple opportunities to learn with their grade level peers. College classes have been a long-standing tradition at GPA, and we attribute our overall success in supporting students and lowering our suspension rates to the consistency, relevancy, and attention to detail infused in our college classes. Success in this area was evidenced by a decrease in referrals and suspensions.

Action 2.3 - Annual Surveys - Successfully implemented our annual surveys to students, staff, and parents. Survey data provides GPA with essential street data that helps to inform what is working for students, parents and staff - and provides them with the opportunity to share their voice on all aspects of the school including belonging and safety. Surveys help to provide a focus on areas that need support or additional attention. Success in this area was evidenced by high participation in all surveys.

Action 2.4 - Attendance Initiatives - Successfully implemented attendance initiatives through our counseling office, and office of student affairs including celebrating students with high attendance, incentivizing students to come to school through classroom competitions, and including attendance in GPA's citizenship rubric to show the importance of being in class and the overall effects attendance has on both academics and citizenship. Success in this category was evidenced by an overall increase in ADA.

Action 2.5 - Access to Materials - Successfully provided access to materials for all students through our 1:1 chrome-book program, Google classroom, and Power-school - ensuring that students could continue their learning inside and outside of the classroom. Success in this area was evidenced by an increase in our overall G.P.A. for students.

Action 2.6 - Discipline Curriculum - Successfully launched two new software programs that deliver evidence-based, customizable curriculum that helps students improve behavior, build accountability, and develop critical life skills. They were designed to support the PBIS and MTSS frameworks, they offer flexible, digital lessons, track progress, and promote lasting personal growth.

Implementation Challenges:

Due to hiring 24 new staff, challenges included building capacity as there were many various levels of growth that impacted consistency.

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

GPA experienced alignment between planned expenditures and actual spending.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed effectiveness in achieving Goal#2 as demonstrated by both quantitative data and qualitative indicators.

Action 2.1 - Professional Development demonstrated strong effectiveness, as evidenced by decreasing the number of students receiving discipline referrals, decreasing the number of students being suspended and decreasing the overall suspension rate.

Action 2.2 -College Classes demonstrated strong effectiveness, as evidenced by student survey data and the decrease in referrals and suspensions.

Action 2.3 - Annual surveys demonstrated effectiveness through high participation rates.

Action 2.4 - Attendance initiatives demonstrated effectiveness, as evidenced by an increase in ADA.

Action 2.5 - Access to materials demonstrated effectiveness, as evidenced by an increase in the overall grade point average at GPA

Action 2.6 - Discipline Curriculum demonstrated effectiveness, as evidenced by the overall decrease in schoolwide suspension rates.

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

Based on our 2025 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have significant needs that are being targeted through Goal #2. GPA will continue to use evidence-based resources which align to the academic needs of this goal (Mental Health Supports, Education Life Skills Curriculum, etc.)
Here are the planned adjustments for the 2024-27 LCAP cycle:
-- Goal Description: No changes to current goal focusing on school culture and climate.
-- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development for classroom management strategies, Social and Emotional learning (SEL), restorative practices, trauma informed practices, CIM plan, attendance initiatives, de-escalation strategies, parent engagement, culturally responsive teaching and Office of Student Engagement resources and protocols.	\$354,776.00	Yes
2.2	College Classes	GPA will design College Classes for students in grades 6 -12 that teach strategies related to social emotional learning, stress management, organizational skills, time management, REACH culture expectations, self-advocacy, drug and alcohol awareness, conflict resolution, and social media safety, to promote preventative measures and informative practices.	\$693,695.00	Yes
2.3	Annual Surveys	GPA will continue to provide our students, staff and parents with the opportunity to share their feedback in annual surveys.	\$15,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance Initiatives	GPA will implement school-wide attendance initiatives, such as, rewards, tardy sweeps, Parent Prep Academy, and increased communication with parents about our attendance initiatives that are all designed to encourage and engage students to be present at school, on time, daily. GPA will target our African American (AA) and SWD student populations through explicit parent communication around support programs and attendance initiatives.	\$724,945.00	Yes
2.5	Access to Materials	GPA provides access to materials for all students grades 6-12, through 1:1 chromebook policy, Google classrooms, Powerschool, and a variety of additional resources; such as, textbooks, online e-books, and software programs for targeted intervention and acceleration development. Students who are absent continue to have access so they can continue learning from home and mitigate learning loss.	\$135,473.00	Yes
2.6	Discipline Curriculum	GPA will provide students in grades 6-12 with specific Discipline Curriculum aligned with school culture. This action will target our EL/HI/HOM/SED/SWD student populations by providing a proactive curriculum that serves as an alternate means to address behavior fractions and teach important life skills.	\$15,916.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the academic performance of our multilingual learners, students in the EL subgroup, with an emphasis on our LTEL subgroup and those performing at Level 1 and Level 2 on the ELPAC.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data findings indicate an ongoing need to improve student achievement in our LTELs and multilingual learners through the continual implementation of targeted intervention programs, focusing on academics, discipline, college and career awareness and attendance. The success of our students who are acquiring English is a critical area of our work as our mission and vision were built directly upon serving all students with a college preparatory culture and curriculum. There is also a need for added interventions and targeted support of our Long-Term English Language Learners (LTELs) in order to ensure they are reaching their language acquisition goals throughout grades 6-12 and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CDE Dashboard - Distance from Standard on SBAC (EL)	Math: 2023 SBAC Distance from Standard Data: 164.7 Below Standard ELA: 2023 SBAC Distance from Standard Data: 103.8 Below Standard	Math: 2024 SBAC Distance from Standard Data: 143 Below Standard ELA: 2024 SBAC Distance from Standard Data:		Students in EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment in both math and ELA annually.	Math: +21.7 pts. closer to standard ELA: + 32.7 pts. closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			71.1 Below Standard			
3.2	ELPAC Data	2023 ELPAC Data: Level 1 Minimally Developed - 6.5% Level 2 - Somewhat Developed - 30.8% Level 3 - Moderately Developed - 44.2% Level 4 - Well Developed - 18.5%	2024 ELPAC Data: Level 1 Minimally Developed - 7.7% Level 2 - Somewhat Developed - 32.7% Level 3 - Moderately Developed - 46.8% Level 4 - Well Developed - 12.8% 2024 Reclassification Data; 84 out of 372 MLLs (26%)		Increased percentage of students in our EL Subgroup that score a level 3 or above on ELPAC annually	- 1.1%
3.3	CDE Dashboard - ELPI Data	42.8% Making progress toward English Language Proficiency	EL: 55.4% Making progress toward English Language Proficiency LTEL: 56.4% Making progress toward English		GPA will increase the percentage of students in our EL subgroup making progress toward English language proficiency on the CDE Dashboard indicator annually.	EL: + 12.6% LTEL Baseline: 56.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Language Proficiency			
3.4	Map Data - LGL (DORA, DOMA, ADAM)	LGL 2023: 47% of ELs made gains of 1 or more in ELA 56% of ELs made gains of 1 or more in math	LGL 2024: 34% of ELs made gains of 1 or more in ELA 33% of ELs made gains of 1 or more in math		GPA will increase the number of students in our EL subgroup making at least one year growth (gains of 1 or more) according to LGL data for both ELA and Math annually.	ELA - 13% Math - 23%
3.5	CDE Dashboard - CCI Data (EL)	2023: EL 5.3% LTEL 2.7%	2024: EL: 10.8% LTEL: 8.3%		GPA will increase the % of ELs meeting the CCI standard annually.	EL: + 5.5% LTEL Baseline: 8.3%
3.6	CDE Dashboard - Suspension Data (EL)	2023: 14.4% Suspension rate for ELs LTEL - 13.7%	2024: EL: 10.8% LTEL: 11.9%		GPA will decrease the suspension rate for ELs annually.	EL: - 3.6% LTEL Baseline: 11.9%
3.7	Seal of Biliteracy		2024/2025: 29 MLLs earned the Seal of Biliteracy			

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GPA made significant progress in implementing our planned actions for Goal#3 while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.1 - Utilization of the EL Roadmap and resources to supplement and enhance our Integrated and Designated ELD programs.

Action 3.2 - Revision and implementation of EL Master Plan - Successfully implemented the EL Master Plan during Fall of 2024.

Action 3.3 - Goal Setting/Progress Monitoring - Successfully implemented 1:1 goal setting and progress monitoring meetings with all English Language Learners to support their learning journey in class, on assessments such as the ELPAC, and their understanding of next steps towards reclassification.

Action 3.4 - Professional Development - Successfully expanded teacher training by implementing PD that included focusing on preparing students to learn, engaging students in their learning, and providing individualized instruction as well as the integrated/designated ELD practices. GPA's highly structured approach through our school culture allowed for consistent skill development and immediate classroom application.

Action 3.5 - Our MLLs made significant growth on the CCI as is indicated in the most recent data

Action 3.6 - MLLs suspension data shows we have decreased the number of MLLs being suspended

Action 3.7 - GPA has 29 students who earned the Seal of Biliteracy and will receive the seal on their GPA high school diploma as a recognition of their efforts in being fully fluent in English and Spanish.

Implementation Challenges:

Hiring 24 new staff created the challenge of building capacity as there were a variety of skill level to address in order to maintain a consistent focus on ELD standards and strategies. Despite these challenges, MLL students made significant progress.

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

GPA experienced alignment with planned and actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal#3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 - Implementation of EL Roadmap and its resources to drive our Integrated and Designated ELD programs - demonstrated effectiveness, as evidenced by increased attendance, decreased behaviors, and increases overall in student achievement for MLLs.

- Action 3.2 - Revision and implementation of EL Master Plan - demonstrated effectiveness, as evidenced by feedback from DLAC/ELAC, and parent, student and teacher survey data.
- Action 3.3 - Goal Setting/Progress Monitoring - demonstrated strong effectiveness, as evidenced by reclassification rates, increased ELPAC scores, increased G.P.A., increased AP rates, and increased scores on statewide assessments.
- Action 3.4 - Professional Development - demonstrated strong effectiveness, as evidenced by teacher survey data, increased student achievement for MLL and LTELs on statewide assessments.

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

Based on our 2025 needs assessment results, we will continue to focus on our MLL and LTEL subgroups who continue to have significant needs that are being targeted through Goal #3. GPA will continue to use evidence-based resources which align to the academic needs of this goal (EL Roadmap Toolkit, Tutoring, CRLP, ELOP programming, etc).

Here are the planned adjustments for the 2024-27 LCAP cycle:

- Goal Description: No changes to current goal focusing on the academic performance of our MLL and LTEL students.
- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implementation of targeted tools such as the EL Roadmap to support our Integrated and Designated ELD programs.	Over the next 3 years, GPA will enhance and supplement our integrated and designated ELD programs to support our multilingual learners by utilizing the English Learner Roadmap Self Reflection Rubric to assess current status to identify areas needing improvement on an ongoing basis. This action will target our EL population in ELA, Math and College and Career Readiness by building their English Proficiency and increasing their access to all academic content to better prepare them for College and Career.	\$111,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Revision and implementation of EL Master Plan	By 2025, GPA will revise and implement the EL Master Plan to better meet the needs of Multilingual Learners, with additional focus on students identified as Long-Term English Language Learners (LTELs). The plan is to include goal setting and progress monitoring, 1:1 EL street data interviews, professional development for staff regarding ELPAC requirements, and SDAIE strategies.	\$122,470.00	Yes
3.3	Goal Setting/Progress Monitoring	Starting in Fall of 2024, GPA will provide all EL learners with goal setting and monitoring of their progress (annually).	\$90,192.00	Yes
3.4	Professional Development	GPA will provide Professional Development to focus on SDAIE and other high impact strategies to support multilingual learners and LTELs, and the Universal Design Learning model for lesson planning. In addition, PD will be developed to support staff in learning the criteria and requirements for the ELPAC to ensure they understand how students are evaluated and reach reclassification.	\$16,803.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase the academic performance of students in the Students with Disabilities (SWD) subgroup with an emphasis on those who are achieving at Level 1 (Standard Not Met) according to state assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data findings indicate an ongoing need to improve student achievement in SWD subgroup through the continual implementation of targeted intervention supports and programs focusing on Academics, Discipline, Attendance and College and Career Readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Distance from Standard in SBAC	Math: SBAC Distance from Standard Data: 177.2 Below Standard ELA: SBAC Distance from Standard Data: 135.4 Below Standard	Math: SBAC Distance from Standard Data: 172.5 Below Standard ELA: SBAC Distance from Standard Data: 109.1 Below Standard		Students in SWD subgroup will decrease their distance from standard on the Smarter Balanced Assessment in both math and ELA annually	Math: + 4.7 pts closer to standard ELA: + 26.3 pts closer to standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CDE Dashboard Data - CCI	2023 SWD meeting the CCI Standard: 2.5%/Very Low	2024 SWD meeting the CCI Standard: 6.6 %		Increase the percentage of SWD meeting the CCI Indicator standard annually.	+ 4.1%
4.3	CDE Dashboard Data - Suspension Rate	2023 SWD Suspension Rate: 13.5%	2024 SWD Suspension Rate: 10.7%		Decrease the suspension rate for SWD annually.	- 2.8%
4.4	Map Data - LGL (DORA, DOMA and ADAM)	LGL 2023: 37% of SWD made gains of 1 or more in ELA 48% of SWD made gains of 1 or more in Math	LGL 2024: 28% of SWD made gains of 1 or more in ELA 70% of SWD made gains of 1 or more in Math		Increase the percentage of SWD making at least one year growth (gains of 1 or more) according to LGL data for both ELA and Math annually.	ELA: - 9% Math: + 22%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GPA made significant progress in implementing our planned actions for Goal#4 while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 4.1 - Implementation of CIM plan - Successfully implemented our CIM plan with a focus on reducing the number of SWD who receive a discipline referral or who are suspended.

Action 4.2 - Targeted Intervention and Supports - Successfully implemented through our ongoing co-teach model.

Action 4.3 Professional Development - Successfully expanded teacher training to include targeted small group instruction, 1:1 support, co-teaching techniques, and overall classroom management skills.

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

GPA experienced alignment of our planned and actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed high levels of effectiveness in achieving Goal#4, as demonstrated by both quantitative data and qualitative indicators.

Action 4.1 - CIM plan demonstrated strong effectiveness, as evidenced by a decrease of 2.8% of SWDs suspended annually.

Action 4.2 - Targeted Intervention and Supports demonstrated strong effectiveness, as evidenced by an increase in statewide assessments in ELA and Math, student survey data, CCI data increases, and an increase in the # of SWDs showing at least one year's growth on internal math assessments.

Action 4.3 Professional Development demonstrated strong effectiveness, as evidenced by increased student achievement scores, and staff survey data.

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

Based on our 2025 needs assessment results, we will continue to focus on our Students with Disabilities (SWD) who continue to have significant needs that are being targeted through Goal #4. GPA will continue to use evidence-based resources which align to the academic needs of this goal (Tutoring, ELOP programming, etc.).

Here are the planned adjustments for the 2024-27 LCAP cycle:

- Goal Description: No changes to current goal focusing on the academic performance of our MLL and LTEL students.
- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic performance of our Students with Disabilities.

Action Plans: No changes to current Action plans

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implementation of the CIM plan	Over the next 3 years, GPA will implement the CDE approved CIM plan that focuses on decreasing the number of SWDs and dually identified students who are suspended annually. This supports the needs of our SWDs and dually identified students.	\$420,246.00	Yes
4.2	Targeted Intervention and Supports	Over the next 3 years, GPA will provide consistent interventions to support and supplement instruction to focus on skill gaps in academics and executive functioning skills for our SWD and dually identified students in our GE classes to increase academic achievement, college and career readiness, student engagement and attendance.	\$2,367,997.00	Yes
4.3	Professional Development	Over the next 3 years, GPA will provide professional development focusing on co-teaching and other high impact strategies to support SWD and dually identified students, effective implementation of accommodations and modifications from IEPs, implementing UDL, and effective use of intervention support software and curriculum programs such as Achieve 3000, Let's Go Learn, Illustrative Math and Elevate Science that target differentiated instruction for our SWDs and dually identified students.	\$240,115.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Intervention Supports</p> <p>Need: SBAC ELA and Math (EL/HI/SED/SWD), CAST, and local assessment data show that students are not meeting grade level standards and have low CCI rates (EL/SWD). Additionally, data collected through surveys and focus groups indicate that students,</p>	Weekly implementation of Let's go Learn and Achieve 3000 in all Math, ELA, and History classes targets instruction at differentiated levels to meet the diverse instructional needs of students, and targets skill gaps for our unduplicated pupils. Increasing literacy and numeracy skills positively impacts science and core content areas as well.	LGL data, Achieve 3000 data, Local Assessment data, SBAC data, Lesson plans, Classroom observations, Tutoring Logs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parents, and staff would like additional supports for academic achievement.</p> <p>Our 2023 data reports the following: 25.39% of students are meeting or exceeding ELA standards 9.6 % of students are meeting or exceeding Math standards 11.98 are meeting or exceeding Science standards (CAST) Low rates of College and Career Readiness (SWD/EL)</p> <p>Scope: LEA-wide Schoolwide</p>	<p>In addition, increasing access and availability for 1:1 and small group tutoring in ELA, Math and Science by outside agencies and GPA staff provides students with more opportunities to gain mastery and improve academic achievement.</p>	
1.2	<p>Action: Professional Development</p> <p>Need: Our 2023 data reports the following: 25.39% of students are meeting or exceeding ELA standards 9.6 % of students are meeting or exceeding Math standards 11.98 are meeting or exceeding Science standards (CAST) Low rates of College and Career Readiness (SWD/EL)</p> <p>Additionally, data collected through surveys and focus groups indicates the need and desire for Professional Development in the above target areas.</p>	<p>Professional learning informs our staff's implementation of core standards-based content curriculum and intervention programs, vertically aligned course outlines, college and career readiness skills, AP rigors and expectations as well as GPA data protocols when analyzing data.</p> <p>Incorporating continuous improvement models allows our staff to engage in a collaborative process that informs decision making in order to continually adjust and improve instruction based on data. PD addresses the needs of our unduplicated pupils by focusing on strategies specific to differentiated and individual instructional models.</p>	<p>PD Calendar, Local Assessment Data, Department Reports, and Classroom Observations to monitor improvements</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.3	Action: Recruitment and Retainment of Staff Need: GPA currently has 23 vacancies. Scope: LEA-wide Schoolwide	Recruiting and retaining effective fully credentialed teachers who will serve the mission of GPA will greatly impact all aspects of student achievement and the implementation of our academic program. Retention of effective staff supports the needs of our unduplicated pupils by providing consistency, expertise, and skill sets that address student growth and achievement.	Staff list, credential audits, vacancy lists
2.1	Action: Professional Development Need: Local Discipline data, CDE Dashboard data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for professional learning in the areas described above. Scope: LEA-wide Schoolwide	Professional development for staff on classroom management, social and emotional learning, trauma informed practices, culturally responsive teaching and de-escalation strategies will enhance their abilities to engage unduplicated students' needs and implement preventative measures to combat the need for referrals, suspensions, and absenteeism. Survey and street data revealed a lack of skills and understanding from our staff of proactive approaches to address these areas of concern. This is provided school-wide to increase the learning for all students as well.	Local Discipline data, CDE Dashboard Data Classroom Observations, PD Calendar, Attendance data, Survey Data
2.2	Action: College Classes Need:	College classes address the needs of our students as they provide essential skills and information that can support students with meeting their needs and help prevent issues from occurring.	College Class Schedule/Calendar, Local Discipline Data, CDE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for schoolwide College Classes for students in grades 6-12.</p> <p>Scope: LEA-wide Schoolwide</p>	Preventative strategies through targeted instruction in College Class provides all students with additional opportunities to make more informed choices and to self-advocate when needed. These classes address the needs of our unduplicated pupils through targeted executive functioning skills, such as time management, REACH, communication, etc.) College classes also support students in feeling connected to GPA as school-wide information is shared for each grade level.	Dashboard data, Attendance data
2.3	<p>Action: Annual Surveys</p> <p>Need: Referral data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for continuous feedback and improvement through ongoing survey data.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Providing surveys for our students, staff and parents addresses the need for continuous feedback in order to implement effective improvement models that meet the needs of our educational partners. Analyzing root causes of chronic absenteeism, suspensions, and referrals requires asking questions and listening to the responses and taking action through informed decision making. GPA provides annual surveys to address belonging and safety for our unduplicated pupils and school-wide.</p> <p>In addition, Surveys provide a data sample that can be used to gather street data from specific subgroups to deepen GPA's understanding of student perspectives and inform best practices.</p>	Survey Response Data, Local Discipline Data, CDE Dashboard Data, Attendance data
2.4	<p>Action: Attendance Initiatives</p> <p>Need: Chronic Absenteeism (SWD/AA), ADA, and survey data show the need for attendance initiatives to inform and promote daily attendance.</p>	<p>Attendance initiatives provide a heightened awareness for all students and families that being on time and present each day has a direct impact on their learning and overall development. Initiatives encourage students and families through positive reinforcement and strengthen school-to-home relationships to increase attendance. This supports the needs of our unduplicated students</p>	Attendance Initiatives Calendar, ADA data, CDE Dashboard, survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	by putting an emphasis on attendance and providing motivation for students and families.	
2.5	Action: Access to Materials Need: Student attendance and suspension rates indicate a need to continue to ensure students have access to the materials, resources and technology needed to address gaps that present due to missing school. Scope: LEA-wide Schoolwide	Ensuring access to the needed materials, resources and technology will mitigate any obstacles that may present when students are absent from school as data shows students suspended and who are chronically absent have lower GPAs on average. Ensuring our unduplicated students have access to the resources they need provides opportunities for success.	Survey data, Suspension data, GPA data, and Attendance data
2.6	Action: Discipline Curriculum Need: Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), and Survey Data indicate a need to implement a curriculum that addresses discipline, decision making, and impacts of student choices. Scope: LEA-wide Schoolwide	The implementation of a curriculum that addresses discipline, decision making, and impacts of student choices will address the needs of our organization because it will provide students with structured and focused lessons that address specific challenges they may be facing. This intervention provides unduplicated students an alternative means to address behavior infractions and learn these important life skills. We provide this schoolwide as it is a support to all students.	Local Discipline Data, CDE Dashboard Data, and Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Implementation of targeted tools such as the EL Roadmap to support our Integrated and Designated ELD programs.</p> <p>Need: ELPAC, Reclassification Rates, CDE Dashboard Data, Local Data, and Survey Data indicate a need for an enhanced ELD program, both Integrated and designated, to be implemented school wide.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Implementation of targeted resources to support and enhance our Designated and Integrated ELD programs through the utilization of the EL Roadmap addresses the needs of our LTELs and multilingual learners as it provides specific and targeted language acquisition time as well as aligning the ELD standards within core content classes. This approach provides our staff with more specific learning targets that benefit our Multilingual Learners as they are provided with effective scaffolds and pathways to becoming English proficient.</p> <p>An enhanced ELD program will increase the access and engagement of our multilingual learners, decreasing absenteeism and student discipline, and support reclassification.</p>	ELPAC data, CDE Dashboard Data, Local Data and survey data
3.2	<p>Action: Revision and implementation of EL Master Plan</p> <p>Need: ELPAC, Reclassification Rates, CDE Dashboard Data and Survey Data indicate a need to revise and implement an updated EL Master Plan to improve outcomes for our LTELs and multilingual learners.</p> <p>Scope: LEA-wide Schoolwide</p>	Revising and implementing the EL Master Plan addresses the needs of our LTELs and Multilingual Learners by providing a strategic plan that includes monitoring progress, analyzing ELPAC strand data to inform instruction, and continuous feedback following a continual improvement model.	EL Goal Setting/Monitoring meeting Logs, ELPAC data, CDE Dashboard Data, and survey data
3.3	<p>Action: Goal Setting/Progress Monitoring</p>	Providing 1:1 goal setting and progress monitoring meetings for each Multilingual Learner supports	EL Goal Setting/Monitoring meeting Logs, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: ELPAC, Reclassification Rates, CDE Dashboard Data, and Survey Data indicate a need to mobilize and inspire our multilingual learners and LTELs to continue to continue to make progress toward English language proficiency as well as support teachers with monitoring the progress and understanding how to support our multilingual learners and LTELs at GPA.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>this need as it provides individual attention to each student to inspire and empower them to create a path toward reclassification that is tailored to their own specific needs. Goal setting and progress monitoring also provides each student with time to focus on their English language acquisition and have the support of a staff member to guide them through their growth process. It provides a time for student to advocate for the supports and needs they have in terms of language acquisition that will be shared with their teachers.</p> <p>This action will increase engagement and supports of our multilingual learners, positively impacting student achievement, absenteeism and student discipline.</p>	data, CDE Dashboard Data, and survey data
3.4	<p>Action: Professional Development</p> <p>Need: ELPAC, Reclassification Rates,CDE Dashboard Data, Survey Data indicate a need to create a knowledgeable staff who is prepared with the needed strategies skills to meet the unique needs of our LTELs and multilingual learners.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Professional development specific to supporting our LTELs and Multilingual learners addresses the needs and enhances the teaching and learning for our students. Specific training on SDAIE and other high impact strategies and UDL will provide staff with multiple access points for elevating student engagement and targeting differentiated instruction.</p> <p>The increased level of knowledge and support will increase student engagement and attendance and decrease discipline issues for our LTELs and multilingual learners.</p>	PD Calendar, Lesson Plans, ELPAC data, CDE Dashboard Data, and survey data
4.1	<p>Action: Implementation of the CIM plan</p>	Implementation of our CIM plan will address the needs as it focuses on various prevention methods	Suspension Data, Referrals, Survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Suspension Rates, Referrals, and survey data indicate the need for the implementation of our CDE approved CIM plan focusing on decreasing the suspension rates for SWD/Dually Identified students.</p> <p>Scope: LEA-wide Schoolwide</p>	as well as analyzing the effectiveness of our plan on an ongoing basis.	
4.2	<p>Action: Targeted Intervention and Supports</p> <p>Need: CDE Dashboard data, Local Assessment data, and survey data indicate the need for targeted interventions in academics and college readiness to provide additional supports for our students with disabilities/dually identified students.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Providing targeted instruction focusing on skill gaps and IEP goals to address the needs of SWDs and dually identified students will be provided additional supports specific to their individual needs. (software intervention programming, Executive Functioning skills curriculum, small group and 1:1 instruction, etc.)</p> <p>With increased access to the curriculum and student engagement through targeted interventions for SWD, we anticipate positive impacts in student achievement, discipline and attendance.</p>	SPED support logs, Lesson plans, CDE Dashboard data, and Survey Data.
4.3	<p>Action: Professional Development</p> <p>Need: CDE Dashboard Data, Local Assessment data, and survey data indicate a need to develop a knowledgeable staff who is prepared with needed strategies skills to meet the unique needs of our SWD.</p>	Professional development in the areas described above will address the needs of SWDs and dually identified students in the following ways: Strengthening the co-teach model and teaching high impact strategies provides staff and SWDs/Dually Identified students with the opportunity to engage in more effective small group instruction aligned with IEP goals. Learning how to provide effective accommodations and	PD Calendar, Lesson Plans, Classroom Observations, Local assessment data, CDE Dashboard Data, and survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	<p>modifications for SWDs/Dually identified students will impact the students access to learning and approaching standards. Understanding and implementing the UDL approach supports staff in learning to design lessons that provide multiple access points for all students. Knowledge and skills working with the intervention software programs GPA utilizes provides more opportunities for students to receive individualized instruction at their specific learning levels.</p> <p>Developing our staffs knowledge and skills in effective supports for SWDs/Dually identifies students will increase student engagement and in turn have a positive impact on student achievement, discipline and attendance for our SWDs.</p>	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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Additional Concentration Grant Funding

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

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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 17,119,792.89	\$ 16,970,591.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Supports	No	\$ 8,146,513	\$ 7,522,550
1	1	Intervention Supports	Yes	\$ 1,396,194	\$ 901,877
1	2	Professional Development	No	\$ 331,235	\$ 334,086
1	3	Recruitment and Retainment of Staff	No	\$ 620,744	\$ 640,386
2	1	Professional Development	No	\$ 363,544	\$ 210,331
2	1	Professional Development	Yes	\$ 150,130	\$ 156,471
2	2	College Classes	No	\$ 735,207	\$ 670,960
2	2	College Classes	Yes	\$ 597,885	\$ 531,558
2	3	Annual Surveys	No	\$ 15,000	\$ 15,000
2	4	Attendance Initiatives	No	\$ 808,871	\$ 775,495
2	5	Access to Materials	No	\$ 243,646	\$ 97,081
2	6	Discipline Curriculum	No	\$ 15,000	\$ 15,000
3	1	Implementation of Integrated and Designated ELD and EL Roadmap	No	\$ 107,897	\$ 107,913
3	2	Revision and implementation of EL Master Plan	Yes	\$ 118,692	\$ 118,692
3	3	Goal Setting/Progress Monitoring	No	\$ 85,716	\$ 85,716
3	4	Professional Development	No	\$ 26,582	\$ 32,015
4	1	Implementation of the CIM plan	No	\$ 417,050	\$ 405,151
4	2	Targeted Intervention and Supports	No	\$ 2,104,772	\$ 3,063,533
4	2	Targeted Intervention and Supports	Yes	\$ 300,289	\$ 1,066,712
4	3	Professional Development	No	\$ 384,697	\$ 220,066

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$2,643,872	\$2,713,320	\$2,775,310	\$(61,990)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Intervention Supports	Yes	\$1,396,194	\$901,877.39	0.000%	0.000%
2	1	Professional Development	Yes	\$150,130	\$156,470.87	0.000%	0.000%
2	2	College Classes	Yes	\$597,885	\$531,558.00	0.000%	0.000%
3	2	Revision and implementation of EL Master Plan	Yes	\$118,692	\$118,692.00	0.000%	0.000%
4	2	Targeted Intervention and Supports	Yes	\$300,289	\$1,066,712.00	0.000%	0.000%
4	3	Professional Development	Yes	\$150,130		0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 12,581,780	\$ 2,643,872	0.000%	21.013%	\$ 2,775,310	0.000%	22.058%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$13,225,589	\$2,773,340	20.970%	0.000%	20.970%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,977,370	\$3,162,150	\$-	\$699,165	\$17,838,684.86	\$12,936,028	\$4,902,657

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Intervention Supports	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$6,782,989	\$2,059,438	\$6,925,779	\$1,419,862	\$-	\$496,786	\$8,842,427	0.000%
1	1	Intervention Supports	All	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	Ongoing	\$817,506	\$-	\$817,506		\$-		\$817,506	0.000%
1	2	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$129,947	\$218,340	\$330,287	\$-	\$-	\$18,000	\$348,287	0.000%
1	3	Recruitment and Retainment of Staff	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$649,773	\$13,043	\$643,897	\$18,919	\$-	\$-	\$662,816	0.000%
2	1	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$-	\$354,775	\$354,775	\$-	\$-	\$-	\$354,775	0.000%
2	1	Professional Development	All	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	Ongoing	\$345,226	\$-	\$345,226				\$345,226	0.000%
2	2	College Classes	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$217,385	\$476,310	\$693,695	\$-	\$-	\$-	\$693,695	0.000%
2	2	College Classes	All	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	Ongoing	\$476,310	\$-	\$476,310				\$476,310	0.000%
2	3	Annual Surveys	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$-	\$15,916	\$15,916	\$-	\$-	\$-	\$15,916	0.000%
2	4	Attendance Initiatives	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$704,845	\$20,000	\$722,845	\$2,000	\$-	\$-	\$724,845	0.000%
2	5	Access to Materials	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$-	\$135,474	\$79,474	\$55,999	\$-	\$-	\$135,474	0.000%
2	6	Discipline Curriculum	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$-	\$15,916	\$15,916	\$-	\$-	\$-	\$15,916	0.000%
3	1	Implementation of Integrated and Designated ELD and EL Roadmap	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$111,623	\$-	\$111,623	\$-	\$-	\$-	\$111,623	0.000%
3	2	Revision and implementation of EL Master Plan	EL	Yes	Limited	English Learners	Gompers Preparatory Academy	Ongoing	\$122,470	\$-	\$122,470	\$-	\$-	\$-	\$122,470	0.000%
3	3	Goal Setting/Progress Monitoring	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$90,192	\$-	\$90,192	\$-	\$-	\$-	\$90,192	0.000%
3	4	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$-	\$16,803	\$16,803	\$-	\$-	\$-	\$16,803	0.000%
4	1	Implementation of the CIM plan	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$428,630	\$(0)	\$-	\$420,246	\$-	\$8,384	\$428,630	0.000%
4	2	Targeted Intervention and Supports	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$812,959	\$1,555,038	\$1,029,411	\$1,168,644	\$-	\$169,942	\$2,367,997	0.000%
4	2	Targeted Intervention and Supports	All	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	Ongoing	\$1,027,661	\$-	\$1,027,661				\$1,027,661	0.000%
4	3	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	\$218,513	\$21,603	\$157,583	\$76,479	\$-	\$6,053	\$240,116	0.000%
										\$-					\$-	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 13,225,589	\$ 2,773,340	20.970%	0.000%	20.970%	\$ 2,789,172	0.000%	21.089%	Total:	\$ 2,789,172
								LEA-wide Total:	\$ -
								Limited Total:	\$ 122,470
								Schoolwide Total:	\$ 2,666,703

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Intervention Supports	Yes	Schoolwide	English Learners and Low-Income	Gompers Preparatory Academy	\$ 817,506	0.000%
2	1	Professional Development	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	\$ 345,226	0.000%
2	2	College Classes	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	\$ 476,310	0.000%
3	2	Revision and implementation of EL Master P	Yes	Limited	English Learners	Gompers Preparatory Academy	\$ 122,470	0.000%
4	2	Targeted Intervention and Supports	Yes	Schoolwide	English Learners and Foster Youth	Gompers Preparatory Academy	\$ 1,027,661	0.000%

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,773,340	\$109,309

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.97%	0%	\$0	20.97%