2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Gompers Preparatory Academy
CDS Code:	37683380119610
LEA Contact Information:	Name: Jenny Parsons Position: Chief Business Officer Email: jparsons@gomperscharter.org Phone: 6192632171
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$13,928,926
LCFF Supplemental & Concentration Grants	$2,122,950
All Other State Funds	$2,339,080
All Local Funds	$1,261,313
All federal funds	$2,921,348
Total Projected Revenue	$20,450,667

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$20,299,456
Total Budgeted Expenditures in the LCAP	$15,691,490
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,412,595
Expenditures not in the LCAP	$4,607,966

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$3,073,333
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,529,345

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$289,645
2020-21 Difference in Budgeted and Actual Expenditures	$-543,988

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Existing staff, operational expenses, administrative expenses, existing student supplies, facility costs
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	GPA budgeted expenditures for the 2020-21 school year according to the information we had available in Spring 2020. We anticipated large expenses tied to ensuring all students and staff had the Internet access, computers and equipment they needed to participate in distance learning

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	for the 2020-21 school year. We were successful in ensuring these needs were met for less money than we originally anticipated.

LCFF Budget Overview for Parents

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CDS Code: 37683380119610

School Year: 2021-22

LEA contact information:
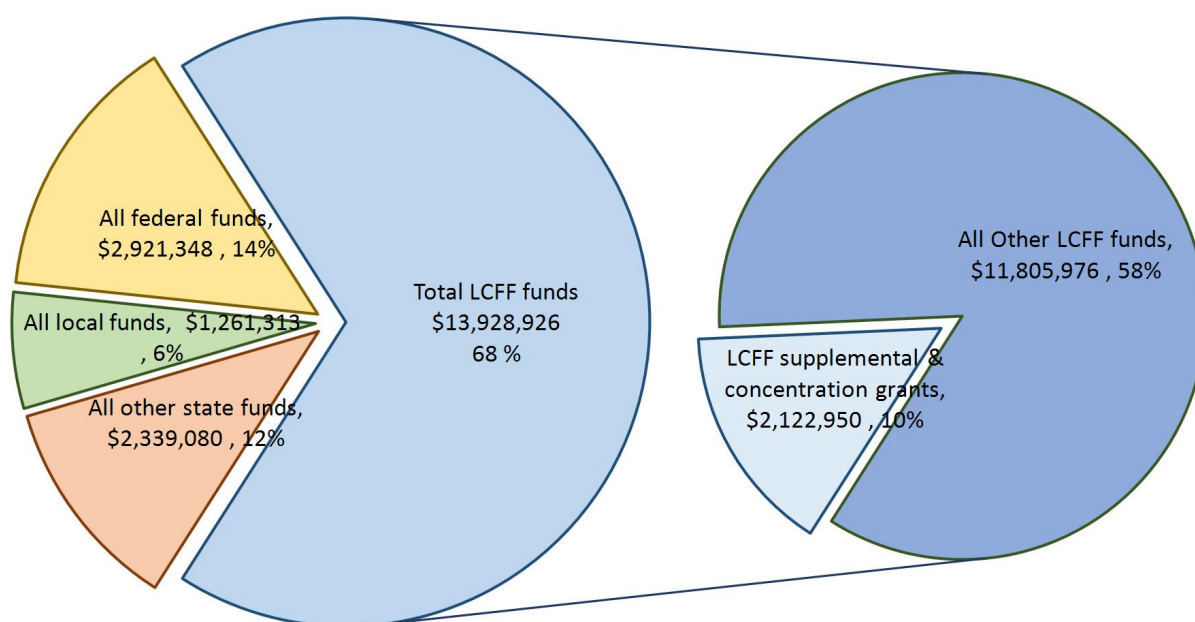
Jenny Parsons

Chief Business Officer

jparsons@gomperscharter.org

6192632171

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $2,921,348 , 14%

All local funds, $1,261,313 , 6%

All other state funds, $2,339,080 , 12%

Total LCFF funds $13,928,926 68 %

All Other LCFF funds, $11,805,976 , 58%

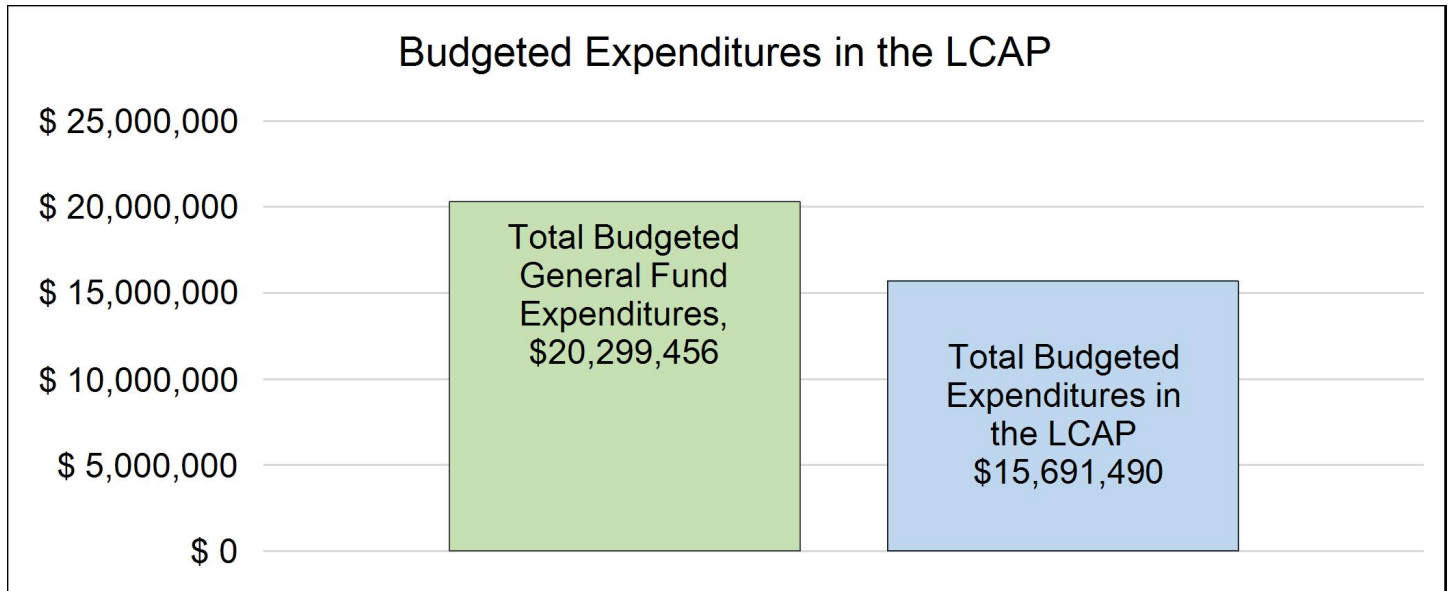LCFF supplemental & concentration grants, $2,122,950 , 10%

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

The total revenue projected for Gompers Preparatory Academy is $20,450,667, of which $13,928,926 is Local Control Funding Formula (LCFF), $2,339,080 is other state funds, $1,261,313 is local funds, and

$2,921,348 is federal funds. Of the $13,928,926 in LCFF Funds, $2,122,950 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $20,299,456	Total Budgeted Expenditures in the LCAP $15,691,490

(Bar chart with y-axis labeled $0, $5,000,000, $10,000,000, $15,000,000, $20,000,000, $25,000,000)

This chart provides a quick summary of how much Gompers Preparatory Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Gompers Preparatory Academy plans to spend $20,299,456 for the 2021-22 school year. Of that amount, $15,691,490 is tied to actions/services in the LCAP and $4,607,966 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
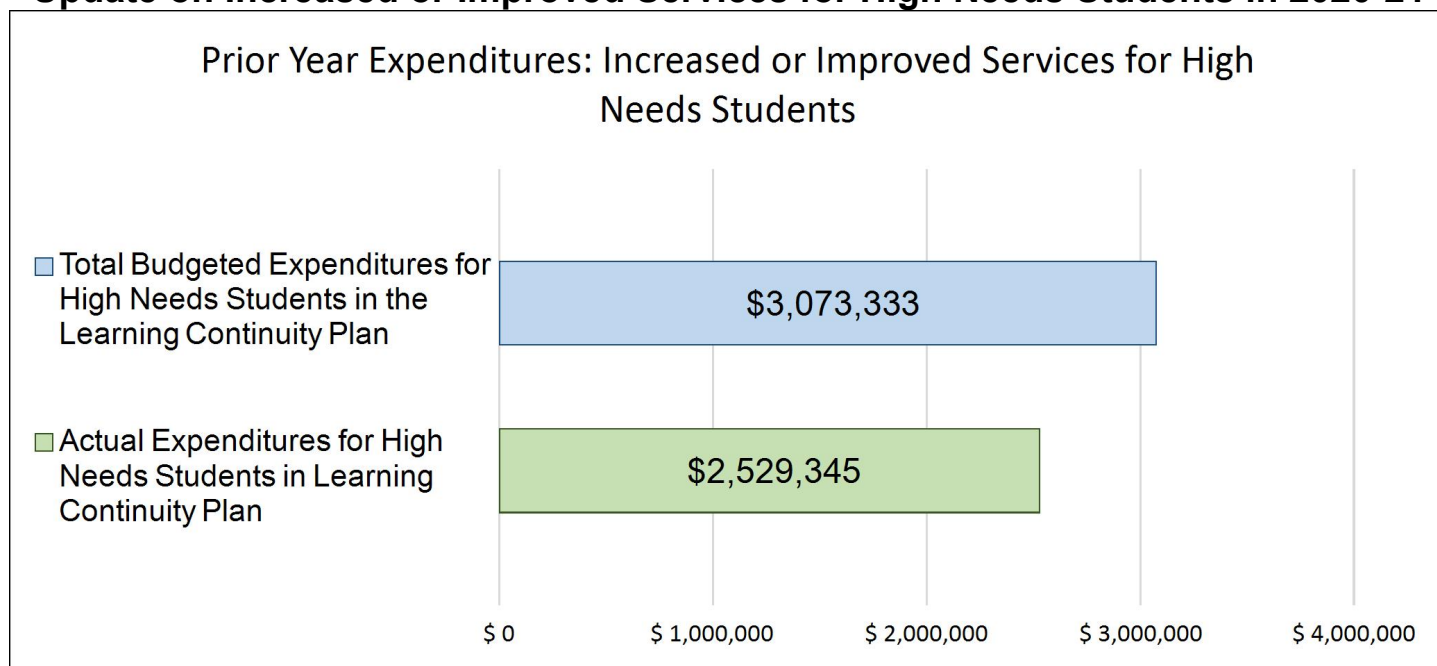
Existing staff, operational expenses, administrative expenses, existing student supplies, facility costs

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Gompers Preparatory Academy is projecting it will receive $2,122,950 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 $2,412,595 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$3,073,333**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$2,529,345**

Axis: $ 0 — $ 1,000,000 — $ 2,000,000 — $ 3,000,000 — $ 4,000,000

This chart compares what Gompers Preparatory Academy budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Gompers Preparatory Academy's Learning Continuity Plan budgeted $3,073,333 for planned actions to increase or improve services for high needs students. Gompers Preparatory Academy actually spent $2,529,345 for actions to increase or improve services for high needs students in 2020-21.

GPA budgeted expenditures for the 2020-21 school year according to the information we had available in Spring 2020. We anticipated large expenses tied to ensuring all students and staff had the Internet access, computers and equipment they needed to participate in distance learning for the 2020-21 school year. We were successful in ensuring these needs were met for less money than we originally anticipated.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gompers Preparatory Academy	Jenny Parsons Chief Business Officer	jparsons@gomperscharter.org 6192632171

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Gompers Preparatory Academy is an independent 501c3 public charter school providing a college preparatory path for neighborhood students in grades 6-12. GPA is located in Southeastern San Diego, an inner-city area where gang violence, drug abuse, unemployment, and poverty continue to be challenges faced by its community members. Despite the obstacles, GPA has experienced tremendous growth and transformation over the past 15 years. What once was a failing public school in 2004, is now a thriving college preparatory academy providing students with a rigorous A-G curriculum including AP coursework, as well as athletic and performing arts opportunities. Our mission at GPA, in partnership with UCSD and our community, is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our vision is to continue leading the charge for educational equity through consistent, strong, and innovative leadership, intentional reflective practices, continued growth and improvement, and preserving the number one priority of GPA, which is to keep students first in all that we do.

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

GPA Timeline of Events:

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

March 2005:

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

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

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

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

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

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

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

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

June 2012:
GPA graduates its first class of seniors.

June 2013 - Present:
GPA has graduated 8 senior classes; enrollment has grown to +1300 students grades 6-12.

History of Gompers Charter Conversion:

In the fall of 2004, Gompers Middle School was one of nine SDUSD's schools that were placed in Year 5 of Program Improvement under NCLB after six consecutive years of poor academic results. Superintendent Alan Bersin "...[called for] the creation of a work group at each of

the failing schools – composed of the principal, teachers, parents, and other community members – to come up with a proposed plan of action." Under NCLB, the schools were required to restructure and had one of five options or face closure:

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

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

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

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

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

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

In addition, conversion charter schools have one more signature requirement:
3. A [charter] petition that proposes to convert an existing public school to a charter school...may be submitted to the governing board of the school district for review after the petition has been signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

The Gompers Middle School workgroup launched a grass-roots effort as they gathered a total of: 719 parent signatures in a door-to-door campaign within the community. In addition, the workgroup successfully collected 57.1% of the permanent status teachers employed at

Gompers with an additional 24 classified staff members who also supported Gompers Middle School conversion to a charter school.

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

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

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

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

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

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

Restructuring involved:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Creation of Gompers Preparatory Academy (2009-PRESENT):

Gompers Preparatory Academy opened its doors in September 2009 serving ninth and tenth grade students under a separate charter from GCMS. In 2010, GCMS and GPA merged to form GPA, an example of a "bridge school" as defined by the California Department of Education. Gompers Preparatory Academy currently predominantly serves neighborhood students from the Chollas View community in grades 6-12 and reached full capacity in 2011-12 graduating its first senior class. GPA is a college- preparatory, direct-funded independent charter school currently serving 1,348 students.The SDUSD granted the school its second 5-year charter term in the 2013-14 school year

and renewed an additional 5 years in 2019 that will extend to 2024. The majority of our students reside in the Southeastern San Diego neighborhoods (zip codes 92102, 92105, 92114, and 92113).

Historical Perspective on Leadership:

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

OUR COMMUNITY

GPA is situated in Southeastern San Diego, which is widely viewed as one of the most ethnically and economically diverse areas in the city. There are many challenges this area faces including being economically distressed, where 39.2% of the population are living in poverty, 26.5% are living below poverty and 39.5% of residents have no documented earnings. Many stakeholders in the neighborhood have worked hard to improve safety in the area, offer community members more opportunities for employment, upgrade facilities and utilities, and attract more consumers. Since our last Self-Study in 2014, 76.6 % of residents have completed high school and higher. This is a 23.3% increase from 2014. This data has impacted GPA with increased enrollment of the siblings of our former graduates representing the overall community change. In addition, in the class of 2019 we see a decrease in the number of first generation high school graduates in comparison with our class of 2012. GPA is seeing a stronger college going mind-set in the middle school students since the conversion.The demographics of the Chollas View community are reflective of the students attending Gompers. The following charts illustrate racial composition of the Chollas View community where 61.7% of the population is comprised of Hispanics, while Whites and African- Americans make-up 29.6% of the population.

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

OUR STUDENTS

There are no finer people in the world than our GPA students. As one founding member of GPA stated, "Our kids are diamonds. We are here to help them shine" (Garcia 2005). Serving grades 6 -12 is an honor and a privilege. Our students come to GPA with a variety of needs, and

they bring with them their individual gifts. Due to the diverse social, emotional, physical, and academic needs of our students, GPA must remain flexible in order to best meet those needs. There is nothing more important to us than supporting our students as they navigate through middle school, high school, and beyond. The words "With Students First" are used when Director Riveroll signs each email, each letter home, each official transcript, etc. However, these words are more than just the complimentary closing of a letter, they are a promise and they are a belief system. Our work moving forward consists of reinforcing our belief system, and constantly implementing ways to improve the lives of our students through supporting them academically, socially, and emotionally.

The following data represents various aspects of our student body.

English Learner and Special Education Enrollment Data:

1) As of November 2019, GPA has assessed and identified:

- English Language Learners: 25%
- Initial Fluent English Proficient (IFEP)/English Only (EO): 17.7%
- Redesignated Fluent English Proficient (RFEP): 57.6%

2) GPA had the following reclassification rates per grade level in 2018-19:
- 6th Grade: 1%
- 7th Grade: 1%
- 8th Grade: 6%
- 9th Grade: 2%
- 10th Grade: 9%
- 11th Grade: 8%
- 12thGrade: 0%

3) GPA provides special education services through the El Dorado Charter SELPA after leaving the San Diego Unified SELPA in 2009 for greater flexibility in student programming and staffing decisions. Prior to this move, SDUSD special education programming did not allow full access to the college bound curriculum for all special education students. Our current special education population is 17 % and has ranged from 15% to 20% through the last 5 years.

SPED classification and percentages:
- Specific Learning Disability (SLD): 63%
- Other Health Impairment (OHI): 16%
- Speech and Language Impairment (SLI): 4%
- Intellectual Disability (ID): 6%
- Emotional Disability (ED): 3%
- Autism (AUT): 8%

- Deaf or Hard of Hearing (DHH): 1%
- Traumatic Brain Injury (TBI): 1%

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

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

OUR EDUCATIONAL PHILOSOPHY

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

Academic Performance:

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

found, and will continue to discover, the answers to achieve what many have believed was impossible for students at Gompers.

Our biggest accomplishment to date, after bringing the campus under control and keeping our students safe, was going on to graduate 100% of our diploma bound seniors for the past 8 consecutive years. In addition, 100% of these seniors apply and enroll in a 2 or 4-year college. This has not been without its challenges, an immense above and beyond effort from staff and has required an intense focus on the senior classes. However, with each year we learn new things about what our seniors need to successfully graduate and apply to colleges that we can then translate into programming in the lower grades. The "100/100" belief system talked about earlier in this document is an example of the GPA "trickle down theory" of education. What started as a way to get seniors across the finish line successfully was modified and applied to the younger grades for schoolwide growth.

Reflections: Successes

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

Reflections: Identified Need

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

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

Three areas have been identified as needing significant improvement:

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

Steps to Achieve:
1. Develop vertically aligned ELD curriculum maps based on CCSS ELD standards (on-going).
2. Implement interventions to support and supplement instruction for our EL learners in our GE classes (ongoing).

3. Provide professional development school-wide around increasing integrated and designated ELD best practices/SDAIEStrategies (on-going).
4. Analyze research-based data to determine progress of our EL students and the need for additional professional development and interventions (ongoing).
5. Analyze student work and calibrate using rubrics aligned with CCSS for ELA and the ELD Standards (on-going).
6. Increase attention to embedding ELD standards into lessons across all content areas.

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

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

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

Steps to Achieve:
1. GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons
2. Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success.
3. Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.
4. When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics

LCAP Highlights

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

A summary of the feedback provided by specific stakeholder groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance levels on MATH Quarter Finals, Smarter Balanced Assessment (SBAC), and CDE Dashboard will increase annually	2019 SBAC MATH Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% CDE Dashboard Data Math--Distance from Standard: 2017: 71.2 2018: 60.3 2019: 52.2				• MATH Quarter Final data will show increased alignment and increased scores • Percentage of students meeting or exceeding standard on the MATH SBAC will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					increase annually • Our distance from Standard on the CDE Dashboard for MATH will decrease

Actions

Action #	Title	Description	Total Funds	Contributing
1	Raising Student Achievement in Math	1) Additional interventions to support and supplement classroom instruction will be developed (on going). 2) Staff will provide: • After School tutoring • Pull-out/Push-in Programs • Learning Centers • Intersession and Summer Programming 3) Teachers will analyze Quarter Final data and student work to determine specific skill gap areas and common trends (on going) and implement effective teaching strategies to address gaps. 4) Provide professional development in ELA, Math and Science including Achieve 3000, CPM and SmartNGSS (on going). 5) Analyze overall data to determine progress and the need for additional professional development interventions (on going). 6) Develop skills that promote college and career readiness; such as,	$1,114,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
		time management, organization, and academic confidence. 7) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices		
2		Action 1 continued		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance levels on ELA Quarter Finals, Smarter Balanced Assessment (SBAC), and CDE Dashboard will increase annually	2019 SBAC ELA Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4 2018: 34.3 2019: 23				• ELA Quarter Final data will show increased alignment and increased scores • Percentage of students meeting or exceeding standard on the ELA SBAC will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					increase annually • Our distance from Standard on the CDE Dashboard for ELA will decrease

Actions

Action #	Title	Description	Total Funds	Contributing
1	Raising Student Achievement in ELA	1) Additional interventions to support and supplement classroom instruction will be developed (on going). 2) Staff will provide: • After School tutoring • Pull-out/Push-in Programs • Learning Centers • Intersession and Summer Programming 3) Teachers will analyze Quarter Final data and student work to determine specific skill gap areas and common trends (on going) and implement effective teaching strategies to address gaps. 4) Provide professional development in ELA, Math and Science including Achieve 3000, CPM and SmartNGSS (on going). 5) Analyze overall data to determine progress and the need for additional professional development interventions (on going). 6) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.	$1,117,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices		
2		Action 1 Continued		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• CAASPP data • CDE Dashboard • CDE College Readiness Indicator • AP Pass Rates	2019 SBAC MATH Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% 2019 SBAC ELA Meeting or Exceeding Grade Level Standards: 6th-35% 7th-35% 8th-29% 11th-12% 2019 SBAC Science Meeting or Exceeding				• Our percentage of students meeting or exceeding standard on the CAASPP ELA, Math and CAST (Science) will increase annually • Our distance from Standard will decrease on the CDE Dashboard in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade Level Standards: 8th-27% 11th-16% CDE Dashboard Data Math--Distance from Standard: 2017: 71.2 2018: 60.3 2019: 52.2 CDE Dashboard Data ELA--Distance from Standard: 2017: 25.4 2018: 34.3 2019: 23 College and Career Readiness Indicator: 2017-35% 2018-50% 2019-50% AP Pass Rates: 2015:15% 2016: 20% 2017: 31% 2018: 20% 2019: 33% Average Grade Point Average: 2019 - 2.92				both ELA and Math - College Readiness Indicator will increase annually on the CDE Dashboard - AP Pass Rate will increase annually Increase average GPA annually Increase percentages in student/staff surveys - Increase average GPA annually - Increase percentages in student/staff surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 Student Survey Results: • 74% of students report they are organized • 46% of students report they are good time managers • 49% students report feeling overwhelmed academically or socially 2019 Staff Survey Results: • 49% of staff believe that our students need improved study skills • 43% of staff believe that our students need increased rigor • 52% of staff believe that our students				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs additional social/emotional supports • 52% of staff believe that our students need confidence/character building • 50% of staff believe that our students need additional support with time management, organization and like skills				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase and Maintain High Levels of Academic Rigor for All Students	1) Enhance existing vertically aligned curriculum maps based on CCSS, NGSS and state standards for all courses. Enhance AP Program to continue professional development and best practices in AP courses. (on going) 2) Implement cross-curricular systems that systematically teach skill gaps, standards, and acceleration simultaneously.	$5,747,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) Expand interventions to support and supplement instruction for our struggling learners. • After School tutoring • Pull-out Programs • Learning Centers • Intersession and Summer Programming 4) Analyze data to determine progress and the need for additional professional development and interventions (on-going) 5) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence. 6) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices		
2		Action 1 Continued		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• SBAC Math • SBAC ELA • ELPAC • CDE Dashboard: Progress toward English language proficiency	SBAC Distance from Standard Data for EL students (Mathematics): 2017: 158.3 2018: 132.7 2019: 131.0 SBAC Distance from Standard Data for EL students (ELA): 2017: 103.2 2018: 110.5 2019: 113.8 2019 ELPAC Data: Level 1 Minimally Developed: 17.81%				• Students in the EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually • Students in the EL subgroup will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 2 Somewhat Developed: 48.99% Level 3 Moderately Developed: 28.34% Level 4 Well Developed: 4.86% Percent of EL students making progress toward English language proficiency: 2019: 33.5%				decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually • Increased percentage of students will score a level 3 or above on ELPAC • GPA will increase the percentage of students making progress toward English language proficiency on the CDE Dashboard indicator annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supports for English Learners	1) Leadership and staff study ELPAC requirements, practice tests (ongoing) 2) Improve interventions to support and supplement instruction for our EL learners in all content areas using integrated and designated ELD (on going)Provide professional development school-wide around increasing ELD best practices and widening knowledge base school-wide on implementation of ELD standards (ongoing) 3) Analyze data to determine progress of our EL students and the need for additional professional development and interventions (ongoing) 4) Provide all EL learners with goal setting and monitoring of their progress (annually) Continued training on importance to support all-inclusion SPED program and co-teaching model (ongoing) 5) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence. 6) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices	$166,047.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Smarter Balanced Assessment (SBAC)-Math • Smarter Balanced Assessment (SBAC)-ELA	SBAC Distance from Standard Data for SPED students (Mathematics): 2017: 165.6 2018: 153.7 2019: 150.1 SBAC Distance from Standard Data for SPED students (ELA): 2017: 101.3 2018: 119.5 2019: 111.9				• Students in the SPED subgroup will decrease their distance from standard on the Smarter Balanced Assessment (SBAC) in Math annually • Students in the SPED subgroup will decrease

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					their distance from standard on the Smarter Balanced Assessment (SBAC) in ELA annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supports for Students with Disabilities	1) Continued training on importance to support all-inclusion SPED program and co-teaching model (ongoing) 2) Continue relevant scaffolding aligned with Common Core to support SPED students on achieving proficiency and College readiness. (ongoing) 3) Provide consistent interventions to support and supplement instruction for our SPED learners in our GE classes 4) Provide professional development school-wide around increasing SPED best practices/Current scaffolds. (on-going) 5) Analyze data to determine progress of our SPED students and the need for additional professional development and interventions (ongoing) 6) Professional Development on co-teacher model and Universal Design Learning (ongoing) 7) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence.	$2,378,953.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		8) All Staff Professional Development with an emphasis on Social Emotional Learning (SEL) and trauma informed practices		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- School Site Council Meetings - Coffee with the Director Meetings - Parent/Teacher Conferences - Parent Commitment Form - Parent Workshops	- School Site Council Meetings are held at least two times throughout the school year - Coffee with the Director Meetings are held at least six times per year - Parent/Teach				- School Site Council Meetings will be held at least two times throughout the school year - Coffee with the Director Meetings will be held at least six times per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Parent Involvement Policy • Local Control Accountability Plan	er conferences are offered to parents at least two times per year • Parent Commitment Forms have been signed and collected as part of the annual student (re)enrollment process • Student Affairs Parent Workshops (high school planning (A-G), college entrance, financial aid planning, etc) are held at least four times per year • Parent Involvement				• - Parent/Teacher conferences will be offered to parents at least two times per year • Parent Commitment Forms will be signed and collected as part of the annual student (re)enrollment process • Student Affairs Parent Workshops (high school planning (A-G), college entrance, financial aid planning, etc) will be held at least four times per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Policy is reviewed, updated and approved annually • Local Control Accountability Plan is reviewed, updated and approved annually				• Parent Involvement Policy will be reviewed, updated and approved annually • Local Control Accountability Plan will be reviewed, updated and approved annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	• -Parents will be invited to participate in in-person and/or virtual "Coffee with the Director" meetings, where they can receive updates and give input on school operations and offerings. • -Parents will be invited to participate on the School Site Council and English Language Advisory Committee • Parents will be involved in reviewing, updating and approving the GPA Parental Involvement Policy and Local Control Accountability Plan which will be approved annually by SSC and GPA Board of Directors.	$48,446.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• -Translation services, babysitting services (when needed), and light refreshments will be provided at all parent events that require parents to give their full attention to a presentation and/or activity, including Parent Preparatory Academy meetings, Student Affairs family workshops including high school planning (A-G), college entrance, financial aid planning, etc. • -All major school activities will be announced on the school's Website and social media, through the school's auto dialer system, and via print notices carried or mailed home • -All parents will be encouraged to engage in their student's education via requirement to sign a GPA Parent Commitment form on annual basis. • -GPA will be responsive to parent suggestions for family workshop topics that strengthen families, school programs, and student learning.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Annual Student Discipline Referrals • Total Annual Suspensions • School Suspension Rate	Discipline Referrals: 2018-2019: 1010 2019-2020: 456* Total Suspensions: 2018-2019: 218 2019-2020: 51* School Suspension Rate: 2017-2018: 10.6% 2018-2019: 12.7% 2019-2020: 3.4%* (*data limited to first semester due to COVID campus closure)				• GPA will decrease the total number of discipline referrals annually • GPA will decrease the total number of suspensions annually • GPA will decrease the suspension rate annually

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Culture and Climate	1) Leadership and staff study SEL and develop intervention programs to address concerns (on going) Provide all staff professional development around SEL, restorative practices, and trauma informed practices (on-going) 2) Analyze discipline data to determine progress and the need for additional professional development and interventions (on-going) 3) Survey students monitoring of their progress on SEL (annually) 4) Provide consistent interventions to support the SEL of our students (on-going) 5) Develop skills that promote college and career readiness; such as, time management, organization, and academic confidence. 6) GPA Culture Expert curriculum will be taught to all students through College Classes and classroom lessons 7) Students will receive regular, proactive assistance and guidance from the Dean's office, academic counselors, and Student Affairs team to encourage the development of college-prep behaviors that will positively impact academic and social success. 8) Age-appropriate College Classes will be held on an as-needed basis throughout the year to address areas of concern with school culture. All students will receive the instruction and support to ensure they understand school culture expectations and are motivated to exhibit college-prep behaviors on a daily basis.	$2,483,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		9) When necessary, students will be pulled temporarily from their regular classroom to meet with the Dean of Students, AD for Student Affairs, Parents/Guardians, and/or Director to develop an action plan for improved behavior and academics		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
-Annual Average Daily Attendance	• Annual Average Daily Attendance: 2019-20: 95.92% 2018-19: 95.35% 2017-18: 96.04% 2016-17: 95.95%				• Annual Average Daily Attendance = 95% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	- GPA will continually employ a large pool of talented and dedicated custodians and landscapers to ensure all campus facilities are in good working order and the campus interior and exterior spaces are clean and welcoming. - GPA will continue to pursue opportunities that will assist in the development of the GPA facility, including improved instructional, athletic, and performance spaces. - GPA will continue to maintain and develop its Athletics offerings, including participation in several CIF varsity sports and club participation for those sports that are not included in the CIF Frontier League. - All staff members will assist with active campus supervision before school, after school, during class transitions and lunch breaks, to ensure all students feel safe and secure attending school. - When a student is absent from school, parents will be notified immediately to ensure they are aware of the absence. In the case of chronic absences, GPA Staff will visit the student's home to assist in getting the student to school and developing an action plan for improving attendance at school. - GPA Leadership, in consultation with students, teachers, and families, will on an ongoing basis, explore and, when appropriate, purchase print and electronic resources that will assist students in developing skills in reading, writing, math, science, and the critical thinking skills necessary to meet the Common Core State Standards. - District and school risk management insurance provider facility assessments will show that the campus is in good repair and free of hazards	$1,473,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• School leadership will work with the District to conduct site master planning, to include whole site modernization and the design and construction of a new gymnasium and academic building.		
2		Action 1 Continued		

Goal Analysis [2021-22]

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• GPA New Teacher Culture Camp attendance • Annual percent of "highly qualified" teachers • Average years of teaching experience	• All new GPA teachers complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus. • 2019-20: 98% of teachers "highly				• All new GPA teachers will complete employee training program, including GPA Culture Camp, before being placed full-time in a teaching role on campus. • Percent of teachers "highly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	qualified" in the subject they are teaching • 2019-20 Average years of teaching experience for all teachers of record: 7 years				qualified" in the subject they are teaching will remain above 95% • 2019-20 Average years of teaching experience for all teachers of record will continue to exceed 5 years

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Quality and Experience	• GPA will proactively recruit to fill all teaching positions with teachers who are highly likely to achieve successful results with all GPA students, including being fully credentialed and possessing the skills and desire to work with our students and families. • GPA will provide all new teachers with a high level of support to help them be as successful as possible with all GPA students. • All GPA Teachers will receive guidance and support from experienced teachers and support staff, to assist them in engaging all students and achieving their academic and behavior goals.	$408,690.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Intern/Tutor Attendance Logs • Summer School Attendance • Tutoring/Intersession Attendance	• Annual average for UCSD interns and tutors exceeded 30 volunteers for 2015-20 school years • GPA has offered summer school every				• Annual average for UCSD interns and tutors will exceed 30 • GPA will continue to offer summer school every summer • GPA will continue to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	summer since 2012. • GPA has offered several forms of additional interventions via after school tutoring, Saturday tutoring, and Winter and Spring Intersessions during the for 2015-20 school years				offer several forms of additional interventions via after school tutoring, Saturday tutoring, and Winter and Spring Intersessions.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Role Models and Tutoring/Supports	• Dozens of UCSD Interns and Tutors will volunteer their time with GPA students every year in a variety of learning environments. • A comprehensive summer school will be in operation every summer at GPA, providing multiple opportunities for all students fill learning gaps and make-up coursework. • One week Intersessions will be offered during both winter and spring breaks (as funding and staffing levels allow), to provide all students the opportunity to fill learning gaps, makeup missed class work, and stay engaged with their academic goals.	$261,922.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Four-Year Cohort Graduation Data • GPA Graduation Requirements • A-G requirements for admission to UC/CSU	• Four-Year Cohort Graduation Data for all GPA graduating classes: 2020: 97.8% 2019: 96.8% 2018: 99.3% 2017: 97.4% 2016: 99.2% 2015: 97.0% 2014: 95.7%				• Four-Year Cohort Graduation Data for all GPA graduating classes will continue to exceed 95% • At least 90% of students in each GPA senior class,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• AP course completion • Admission/enrollment in a 2-year or 4-year college	2013: 98.7% 2012: 96.0% • For all GPA graduating classes since the first graduating class of 2012, student records indicate that at least 90% of students in each GPA senior class, including each pupil subgroup achieved the following: 1) Satisfied the requirements to graduate on time with their classmates 2) Completed A-G requirements for admission to UC/CSU 3) Completed at least one AP course 4) Gained admission and/or enrolled in a 2-year or 4-year college				including each student sub-group, will achieve the following: 1) Satisfy the requirements to graduate on time with their classmates 2) Complete A-G requirements for admission to UC/CSU 3) Complete at least one AP course 4) Gain admission and/or enrolled in a 2-year or 4-year college

Actions

Action #	Title	Description	Total Funds	Contributing
1	College Preparation, At Promise Students, and Graduation	• A senior team made up of college counselor, academic counselor, senior teachers and instructional leads will meet regularly to discuss the status of each student in the current senior class. Action plans are developed and assigned to staff. • Any senior who is at risk of not receiving full credit for one of their A-G courses will receive specialized assistance from a senior team member after school or during one of the intersessions (At Promise Teams). • All students are introduced to the rigors of Advanced Placement coursework early during their high school years. Each student is required to commit to taking and passing at least one AP class. • Multiple AP Study sessions are held each year to increase student success on the rigorous AP exams. • Students in need receive assistance in pursuing financial aid for exam fees	$491,353.00	

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.98%	2098079

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$11,253,199.00	$2,207,836.00		$2,230,457.00	$15,691,492.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$11,357,651.00	$4,333,841.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Raising Student Achievement in Math	$821,295.00	$35,000.00		$258,076.00	$1,114,371.00
2	1	English Learners Foster Youth Low Income	Raising Student Achievement in ELA	$806,210.00			$311,276.00	$1,117,486.00
3	1	English Learners Foster Youth Low Income	Increase and Maintain High Levels of Academic Rigor for All Students	$3,574,872.00	$1,035,895.00		$1,136,341.00	$5,747,108.00
4	1	English Learners	Supports for English Learners	$118,736.00			$47,311.00	$166,047.00
5	1	English Learners Foster Youth Low Income Special Education	Supports for Students with Disabilities	$896,302.00	$1,136,941.00		$345,710.00	$2,378,953.00
6	1	English Learners Foster Youth Low Income	Parent Engagement	$48,446.00				$48,446.00
7	1	English Learners Foster Youth Low Income	School Culture and Climate	$2,483,245.00				$2,483,245.00
8	1	English Learners Foster Youth Low Income	Campus Resources to Positively Engage Students and Maintain High Attendance Rates	$1,442,587.00			$31,284.00	$1,473,871.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
9	1	English Learners Foster Youth Low Income	Teacher Quality and Experience	$308,231.00			$100,459.00	$408,690.00
10	1	English Learners Foster Youth Low Income	College Role Models and Tutoring/Supports	$261,922.00				$261,922.00
11	1		College Preparation, At Promise Students, and Graduation	$491,353.00				$491,353.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$10,761,846.00	$15,200,139.00
LEA-wide Total:	$10,761,846.00	$15,200,139.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$10,761,846.00	$15,200,139.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Raising Student Achievement in Math	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$821,295.00	$1,114,371.00
2	1	Raising Student Achievement in ELA	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$806,210.00	$1,117,486.00
3	1	Increase and Maintain High Levels of Academic Rigor for All Students	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$3,574,872.00	$5,747,108.00
4	1	Supports for English Learners	LEA-wide Schoolwide	English Learners		$118,736.00	$166,047.00
5	1	Supports for Students with Disabilities	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$896,302.00	$2,378,953.00
6	1	Parent Engagement	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$48,446.00	$48,446.00
7	1	School Culture and Climate	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$2,483,245.00	$2,483,245.00
8	1	Campus Resources to Positively Engage	LEA-wide	English Learners		$1,442,587.00	$1,473,871.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Students and Maintain High Attendance Rates	Schoolwide	Foster Youth Low Income			
9	1	Teacher Quality and Experience	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$308,231.00	$408,690.00
10	1	College Role Models and Tutoring/Supports	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$261,922.00	$261,922.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

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

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

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

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

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

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

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

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

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

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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