LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gompers Preparatory Academy

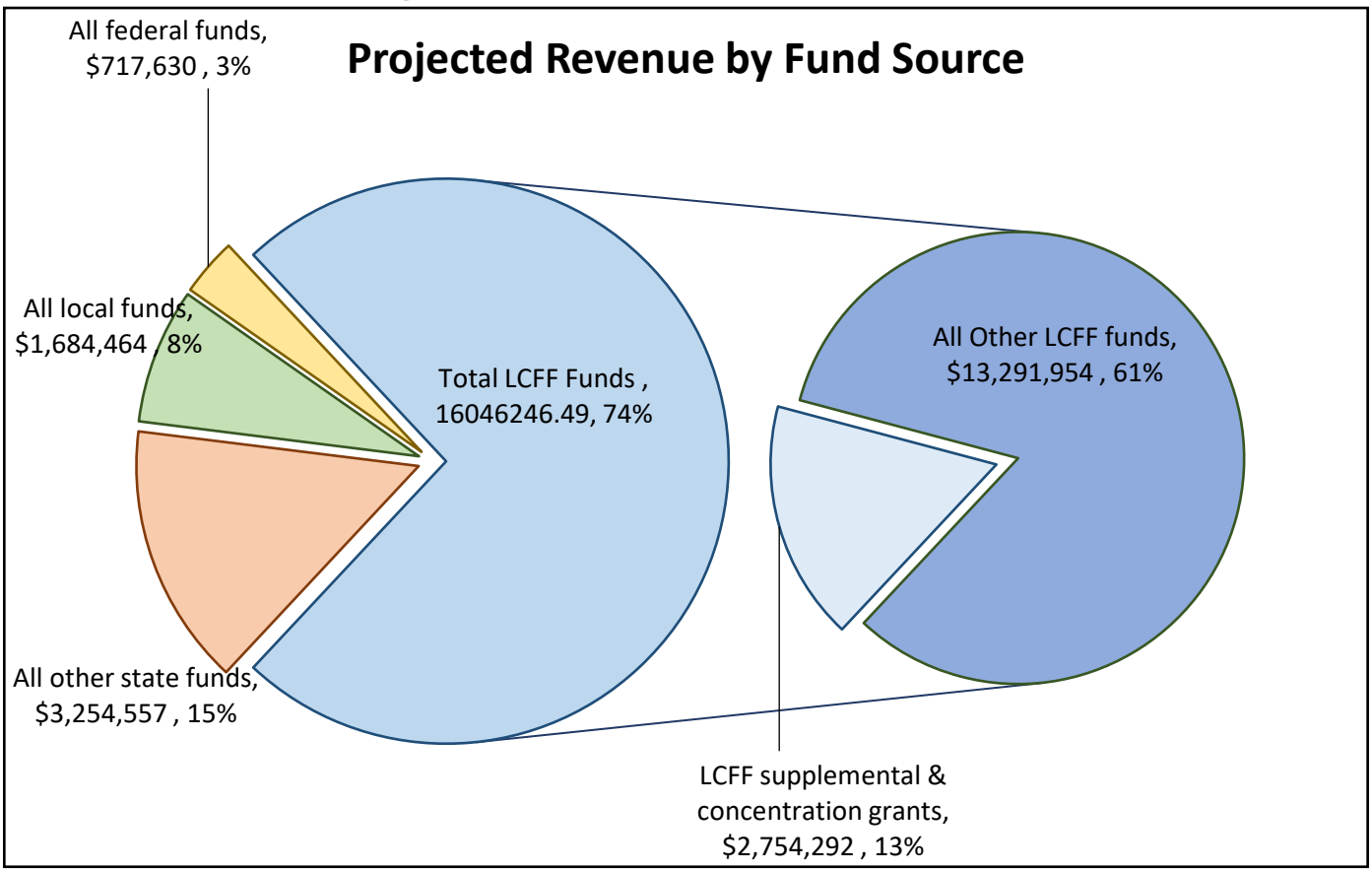
CDS Code: 37 68338 0119610

School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

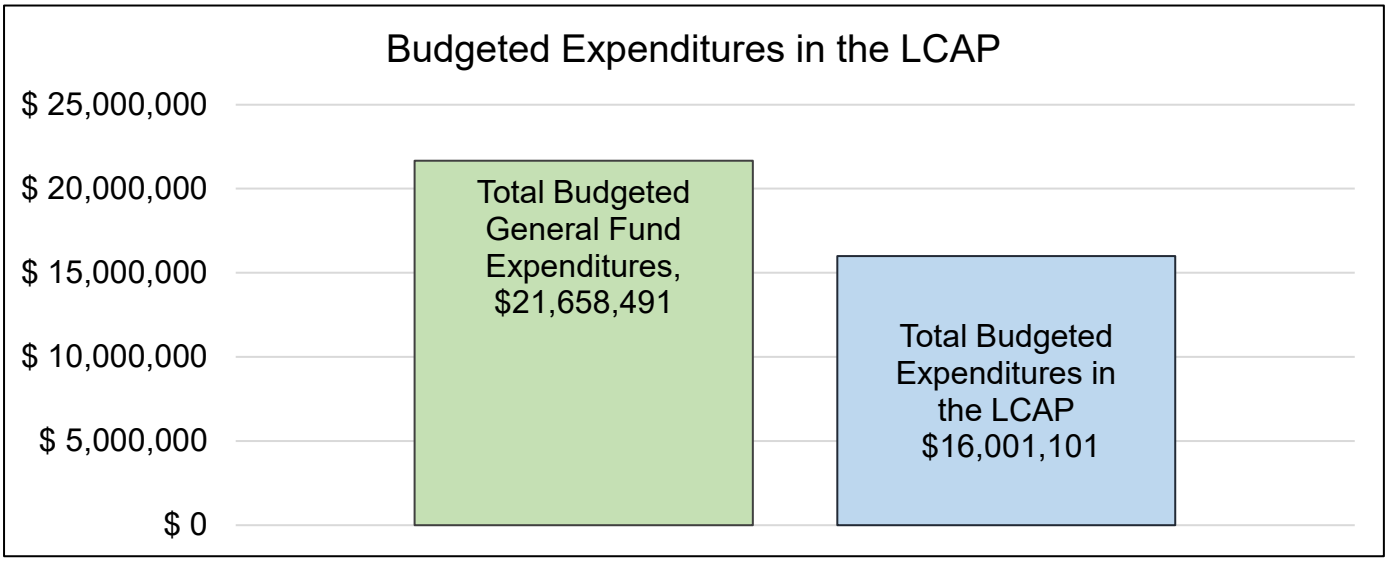


This chart shows the total general purpose revenue Gompers Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gompers Preparatory Academy is $21,702,897.03, of which $16,046,246.49 is Local Control Funding Formula (LCFF), $3,254,557.21 is other state funds, $1,684,463.50 is local funds, and $717,629.83 is federal funds. Of the $16,046,246.49 in LCFF Funds, $2,754,292.29 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Gompers Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gompers Preparatory Academy plans to spend $21,658,491.39 for the 2026-27 school year. Of that amount, $16,001,100.93 is tied to actions/services in the LCAP and $5,657,390.46 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

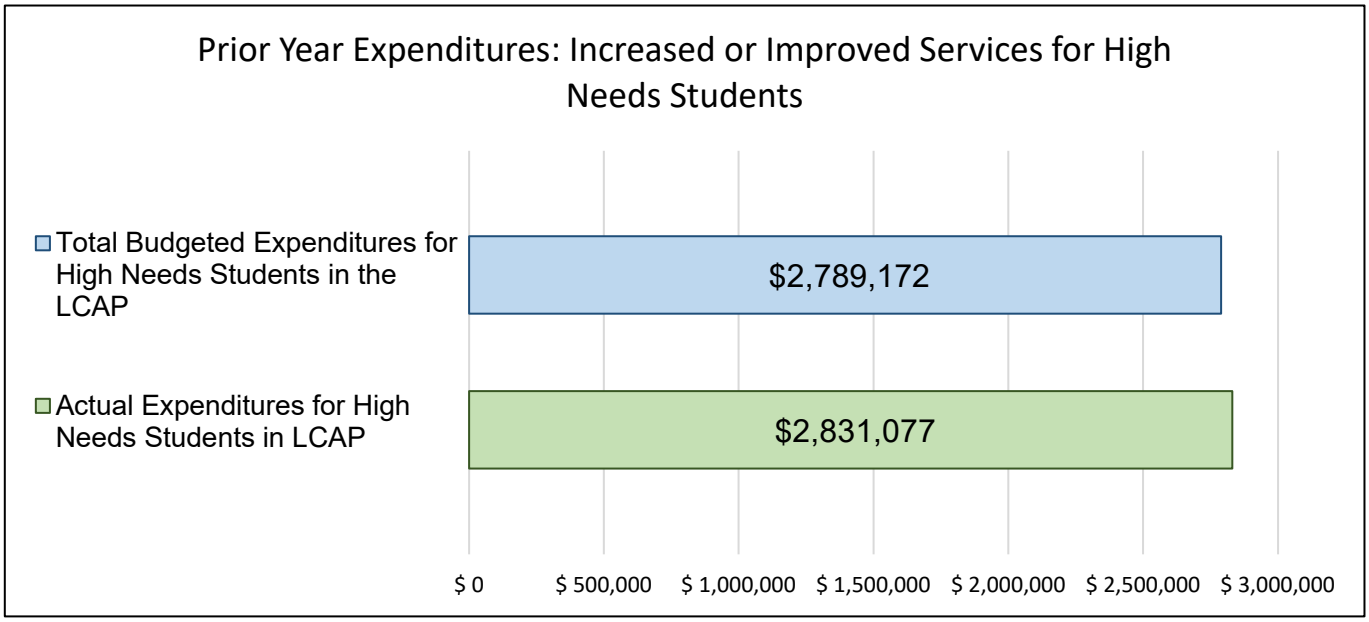
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Gompers Preparatory Academy is projecting it will receive $2,754,292.29 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 $2,771,290.88 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Gompers Preparatory Academy's LCAP budgeted $2,789,172.11 for planned actions to increase or improve services for high needs students. Gompers Preparatory Academy actually spent $2,831,077.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

Gompers Preparatory Academy recently celebrated its 21st year as an independent public charter school. We have a long history of dreaming big for our students and overcoming obstacles along the way in order to keep the path clear for them to realize their fullest potential before heading off to college. GPA was created in 2005 by a group of dedicated, skilled, courageous people who weren't afraid to do things differently and put students first. The mission of Gompers Preparatory Academy, in partnership with UCSD and our community, is to accelerate academic achievement through a college preparatory culture and curriculum. We are a school with visionary leadership and a team of people willing to do a tremendous amount of hard work to make sure our students graduate and succeed in both college and careers. Along with GPA's growth over time, our community has also developed and changed. Southeastern San Diego was a community known primarily for drugs, violence, and gang activity. However, alongside GPA's growth and development, the community has seen positive changes over the past years. While challenges remain, GPA continues to serve as a high-quality neighborhood school of choice, grounded in the belief of "With Students First" and dedicated to preparing students for success in college, career, and life.

Recent data for the area shows:

Fall 2025 - Spring 2026
Community Data Points

Median Age
34.3 years old

Income Per-Capita (92102)
The per-capita income for 92102 is $40,925.

Average Household Income (92102)
$77,248

Crime Data:
The 92102 community continues to experience public safety challenges, including property and violent crime, as reflected in local law enforcement reporting. These conditions reinforce the importance of maintaining a safe, structured, and supportive school environment for students and families.

At Gompers Preparatory Academy (GPA), we serve approximately 1,145 students in grades 6–12, providing a rigorous college preparatory experience grounded in a strong and intentional school culture. Our students are wonderfully diverse and have a variety of learning needs and skills. The demographics of the students we currently serve are: 91.5% Hispanic, 3.6% African American, 2.9% Asian, 0.9% White, 0.2% Pacific Islander, and 0.3% American Indian or Alaskan Native. GPA is proud of our graduation rate that consistently exceeds that of neighboring schools, reflecting our unwavering commitment to student success. Our strong school culture built on REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) is the foundation of our success. These values guide daily interactions, instruction, and expectations for both students and staff, creating a structured and supportive environment where all members of the community are challenged to grow and excel. In addition, to ensure consistency and excellence across classrooms, GPA has developed and implemented the 35 Alignment Essentials, a cohesive framework that defines high-quality instruction, culture, and student engagement schoolwide. These Essentials provide a shared roadmap that aligns teaching practices, reinforces expectations, and ensures that every student experiences a rigorous and supportive learning environment. Leadership plays a critical role in sustaining this alignment. GPA's Superintendent/Director models these expectations by actively teaching in the classroom every year, demonstrating best practices, and maintaining a direct connection to student learning. This approach ensures that decisions are grounded in real-time classroom experience and allows for immediate support and continuous improvement across the school.

Gompers Preparatory Academy provides a comprehensive college preparatory program designed to prepare students for success in college, career, and life. GPA offers a full A–G aligned curriculum, including Advanced Placement (AP) coursework, along with extracurricular opportunities such as musical production, athletics, robotics, chess, ballet, and a variety of service organizations like Associated Student Body (ASB). These experiences promote engagement, belonging, leadership, and the development of well-rounded students. GPA intentionally creates the conditions for learning through a positive, structured, and engaging school culture. Schoolwide traditions, such as Fantastic Fridays, foster joy, connection, and community, reinforcing the importance of student engagement and attendance. This reflects the

belief that students must be inspired and prepared to learn each day. To support success, GPA implements consistent systems that build organization, responsibility, and executive functioning skills. Students are expected to come prepared with essential materials, including a backpack, binder, books, and a school-issued planner. The planner is used across classrooms to support time management, goal setting, and academic accountability, promoting executive functioning skills, independence and agency.

Instructional consistency is reinforced through GPA's Alignment Essentials, including the implementation of the "First 10" in every classroom. This structured routine ensures a focused start to each class with clear expectations, including attendance, planner updates, and preparation for learning. During this time, teachers also engage in targeted interactions, such as reading conferences, to support literacy and provide individualized feedback. GPA's college preparatory pathway ensures that diploma-bound students graduate with the opportunity to apply to the University of California (UC) and California State University (CSU) systems. Since 2005, GPA has remained committed to providing access to A–G coursework to close achievement and opportunity gaps. Students are expected to complete at least one AP course prior to graduation. GPA also prioritizes equity, inclusion, and whole-child support. Through an inclusive high school model and strong school culture, students are supported to achieve at high levels. Wraparound services are provided through the Family Support Center, including counselors, Wingspan staff, a school nurse, and Welcome Center support, addressing academic, social-emotional, and family needs.

GPA demonstrates strong outcomes, including high attendance, graduation, and college acceptance and enrollment rates. GPA students show resilience, growth, and a commitment to their future. GPA remains focused on providing the structure, support, and opportunities necessary for students to realize their full potential.

2025-2026 Current Enrollment and Staffing:
Enrollment: 1145
Middle School (6-8): 531 students
High School (9-12): 614 students

2025/2026 Staffing (as of April 1, 2026):
GPA Staff: 134

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

2025/2026 Data:
English Learners = 22.4%
Students with Disabilities = 17.8%
FRPM Eligibility = 82.5%

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

African American
Homeless
Socio-economically Disadvantaged

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

Reflections: Annual Performance

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

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

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

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

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

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

EL Reclassification:
Our reclassification data shows that between 2020 and 2022, our ELs did not reclassify at high rates. Current data for 22/23 school year indicates an increase in students reclassifying as well as an increased number of ELs overall. Rebounding in regard to reclassification can be attributed to consistency with having an EL Coordinator, ongoing targeted instruction, and additional intervention support. With a high number

of our students being LTELs, our continued focus on building capacity among our staff on the practices of designated and integrated instruction remains a high priority.

College and Career Readiness:
2023: 37.1% students 2021 reported College and Career Ready based on CA Dashboard
Dataquest reports:
18/19- 79% College going rate
19/20 - 77% College going rate
20/21 - 65.9% College going rate

National Clearinghouse data:
All Institutions
2020 - 79% average of students enrolled
2021 - 64%
2022 - 86%
2023 - 83%

Enrolled in 4 year Institutions:
2019- 52%
2020 - 45%
2021 - 33%
2022 - 54%
2023 - 58%

2016 - 2021 (College Persistence Data)
Average - 74%

Persistence for 4 year universities = 84%

Persistence for 2 year universities = 52%

Percentage of students accepted to UC and enrolled:
Class of 2019 - 27%
Class of 2020 - 26%
Class of 2021 - 46%
Class of 2022 - 42%
Class of 2023 - 62%

Together our high school A-G curriculum and high graduation rates contribute to our CCR indicator. We are proud that our college going rate continues to be a strength for GPA. GPA's College Counseling team in "Wingspan" works 1:1 with each senior to ensure they have support

with the application, financial aid, and enrollment processes; as well as support finding and applying to scholarships. With the adjustments of the CDE CCR requirements, GPA is adapting and expanding our current program to provide more options for our students to meet them. Such as; Dual Enrollment, CTE Pathways, etc. Although only 37.1% are deemed ready for college according to the CCR dashboard data, it is encouraging that our National Clearinghouse College persistence data averages at 74% of enrolled students persisted from 2016 to 2021.

Graduation Rates:
GPA's graduation rates continue to be strong for the organization overall. The data indicates that from 2019 - 2023 our students continue to meet the requirements at a high rate.
2019 - 96.8%
2020 - 96%
2021 - 98.6%
2022 - 97.8%
2023 - 94.9%

Since 2012, our graduation rates have exceeded the state and local averages. We attribute this success to our school's mission, college prep culture, and the continuous efforts of our students and staff. Our ability as a school to connect with our students and their families has been and continues to be an area of strength. It is through this connection we are able to meet the diverse needs of our students and support their path to graduation.

Advanced Placement:
We have seen a decline in overall pass rates since 2019. There are some areas that are rebounding.
Areas that have shown an increase over the past two years :
AP English Language & Composition
AP English Literature & Composition
AP World History
AP US History
AP Chem (increase in average exam score)
AP Spanish Language and Culture (continues to be our strongest area)
Calculus AB and BC (growth since 2014)

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

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

Post-Secondary Outcomes:
Class of 2019 - 39% have graduated college or are currently in college
Class of 2020 - 50.7% have graduated college or are currently in college
Class of 2021 - 46.3% currently in college
Class of 2022 - 86.1% currently in college

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

Reflections: Technical Assistance

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

GPA is proud to report that based on our 2024 Dashboard data, GPA has exited from both ATSI and DA. Based on our 2026 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have the most significant needs that are being targeted through our current LCAP goals.

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

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

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

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

We then analyzed our school-based data where additional trends were revealed. Our LGL data (ELA and Math school-based assessment data) revealed that although growth is being made by our students over time in the academic areas, strategic interventions are needed for all students, as well as our subgroups, to continue to make more significant progress. Our school-based discipline data revealed that with many of our classrooms currently filled with long term subs, agency staff, and teachers in their first or second year, discipline infractions are being

impacted. These rooms have a significantly higher rate of referrals and suspensions than those with permanent more veteran teachers. The data also showed the majority of our suspensions were related to similar infractions involving controlled substances and fighting. Survey data was positive overall but indicated that portions of our EL and SWD subgroups do not feel supported.

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

Our work on root cause analysis in each of our identified areas of need revealed similar trends:
1. Increase Professional Development (Academics, School Culture, SWD, Multilingual Learners)
2. Implementation of purposeful, effective interventions (Academics, School Culture, SWD, Multilingual Learners)
3. Hiring effective credentialed teachers

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
GPA Parents	Parent engagement is one of the main pillars GPA was built upon. We communicate often with our families and provide multiple opportunities for them to provide us with ongoing feedback, such as parent teacher conferences, surveys, and day-to-day interactions. We have parent representatives on our GPA Board of Directors, School Site Council, and ELAC/DLAC Committees to provide comprehensive input and support in our informed decision-making process. Parents are also provided the opportunity to attend Coffee with the Director events throughout the year to share their needs and provide GPA with feedback on areas of strength and improvement. Parents are also able to tour classes and interact with the school day. GPA has an active PTSC that meets throughout the year to encourage a strong school-to- home connection and help inform families about our school programs. PTSC supports our school climate and culture through events and celebrations they host for students and staff. In addition, GPA actively involves our families through the following: Overview of Events: Fall: -Convocation -Open House -Fall Survey

Educational Partner(s)	Process for Engagement
	-Parent Conferences -SSC -E/DLAC -Coffee With Director -Connecting Agencies with Student Specific Needs • Community Service -Work Permits as needed Winter: -Holiday Show -Parent Surveys -Student Support Days -SSC -E/DLAC -Coffee With Director • Model UN/Rotary -Connecting Agencies with Student Specific Needs -Community Service -Work Permits as needed Spring: -Parent Conferences -SSC -E/DLAC -Coffee With Director -Spring Show -Work Permits as needed -Connecting Agencies with Student Specific Needs -Community Service -Senior Talks -Graduation
GPA Students	GPA operates with the belief system that students come first. Their feedback is critical for informed decision making and provides us with guidance on student's perspectives and ongoing needs. Students have multiple ways to share their voices, such as, student surveys (Fall/Spring), College Classes (Ongoing), street data interviews (Winter) , parent teacher conferences (Fall/Spring), and day-to-day

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

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

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

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

2026
STUDENT, PARENT AND STAFF INFLUENCE:
Student, Parent and staff survey data results indicated the following top 3 state priorities to focus on:

Parents/Students Results:

55% High Graduation Rate (Goals 1, 2, 3, and 4)
53% Improve Student Achievement (Goals 1, 2, 3, and 4)
48% Positive School Climate (Goal 2)

Staff Results:
75% Improve Student Achievement (Goals 1, 2, 3, and 4)
52% Positive Climate at GPA (Goal 2)
32% Recruit and Retain High Quality Staff (Goals 1, 2, 3, and 4)

Conducted Street Data interviews with our English Language Learners and Students with Disabilities based on their initial student survey data responses.
Our Street Data determined areas of need:
1. Increased supports for SWD and ELL - Goal 3, Goal 4
2. Additional Tutoring/ more 1:1 intervention for SWD - Goal 3
3. Highly Qualified teachers - Goal 1 (Action 1.3)
4. Professional Development on Strategies for EL - Goal 3
5. Primary Language Supports for EL - Goal 3
6. Additional Scaffolds and modifications - Goal 3, Goal 4
7. Implementation of UDL - Goal 3, Goal 4
8. Targeted Small Group Instruction - Goal 3, Goal 4

SSC INFLUENCE:
School Site Council reviewed and analyzed data, identified areas of need, and supported in the development of our LCAP goals at their January, March, April and May sessions. With special attention on their relationship to compliance monitoring and meeting identified areas of need for our targeted subgroups.
SSC Proposed Goals:
1. Student Achievement - Goal 1
2. School Culture and Climate - Goal 2
3. ELL Supports and Interventions - Goal 3
4. SWD Supports and Interventions - Goal 4

ELAC/DLAC INFLUENCE:
Our ELAC/DLAC analyzed data, identified areas of need, and supported in the development of our LCAP goals with special focus on support our ELs.
ELAC/DLAC Areas of Need:
1. Additional supports for our EL - Goal 4
2. Additional Tutoring for our EL - Goal 4

3. Intervention Program - Goal 4
4. ELD Strategies - Goal 4
5. Attendance/ Learning Loss - Goal 4
6. Discipline - Goal 4

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our data findings continue to indicate a clear and ongoing need to improve overall student achievement, with a targeted focus on English Language Arts, mathematics, and science. Through the consistent use of multiple data sources, including state and in-school assessments, we have observed steady progress across key indicators, affirming that our current strategies and interventions are positively impacting student outcomes.

At the same time, our analysis shows that continued, focused effort is necessary to fully meet our goals and ensure equitable achievement for all student groups. The ongoing implementation of targeted intervention programs remains essential to accelerating learning and addressing areas of need, particularly in core academic content.

In addition to academic performance, our data highlights the importance of intentionally developing the essential skills that drive long-term success, including stamina, confidence, study skills, time management, organization, content mastery, critical thinking, and a strong work ethic. These competencies are foundational to increasing college readiness across all content areas and are critical to sustaining and deepening student achievement.

Through our continuous cycle of data analysis, reflection, and strategic action, all indicators support maintaining this goal as a central focus in the next LCAP cycle. Continuing this goal will allow us to build on our progress, strengthen implementation, and ensure that all students are equipped with both the academic knowledge and the essential skills necessary for college and career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA, Math and CAST	2023 Data: SBAC Math meeting or exceeding Grade Level Standards All Students: 9.56% 6th- 16.24% 7th- 5.14% 8th- 6.18% 11th- 10.33% SBAC ELA Meeting or Exceeding Grade Level Standards: All Students: 25.39% 6th- 27.41% 7th- 17.71% 8th- 14.61% 11th- 43.87% SBAC Science Meeting or Exceeding Grade Level Standards: 8th- 7.87% 11th- 16.13% 2023 ATSI Subgroup Data: SWD: ELA: 6.96% Math: 3.48% ELL: ELA: 4.49%	2024 Data: SBAC Math meeting or exceeding Grade Level Standards All Students: 12.48% 6th- 18.19% (+) 7th-15.34% (+) 8th- 6.06% (-) 11th- 8.79% (-) SBAC ELA Meeting or Exceeding Grade Level Standards: All Students: 39.16% 6th- 35.83% (+) 7th- 36.51% (+) 8th- 26.22% (+) 11th- 59.87% (+) SBAC Science Meeting or Exceeding Grade Level Standards: 8th- 17.57% (+) 11th- 28.66% (+) *All 2023 ATSI subgroups were exited in 2024	2025 Data: SBAC Math meeting or exceeding Grade Level Standards All Students: 16.76% 6th- 21.91% 7th- 13.64% 8th- 13.81% 11th- 17.72% SBAC ELA Meeting or Exceeding Grade Level Standards: All Students: 45.57% 6th- 35.95% 7th- 36.93% 8th- 41.44% 11th- 68.81% SBAC Science Meeting or Exceeding Grade Level Standards: 8th- 19.34% 11th- 39.2% 2025 Subgroup Data: SWD:	Our percentage of students meeting or exceeding standard in Math, ELA and Science will increase annually for all students, including those in our subgroups.	All Students: Math: 7.2% (+) ELA: 20.18% (+) Science: 8th- 11.47% (+) 11th- 23.07% (+) Subgroups: SWD: ELA: 9.71% (+) Math: 1.09% (+) ELL: ELA: 5.67% (+) Math: 1.44% (+) LTEL: ELA: 15.02% (+) Math: 5.1% (+) SED: ELA: 19.9% (+) Math: 7.13% (+) Hispanic: ELA: 18.66% (+) Math: 6.62% (+)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 1.23% LTEL: ELA: 2.33% Math: 0% SED: ELA: 24.16% Math: 9.06% Hispanic: ELA: 24.17% Math: 9%	2024 ATSI Subgroup Data: SWD: ELA: 9.92% (+) Math: 3.05% (-) ELL: ELA: 11.06% (+) Math: 0% (-) LTEL: ELA: 7.07% (+) Math: 0% (=) SED: ELA: 37.25% (+) Math: 11.11% (+) Hispanic: ELA: 36.9% (+) Math: 11.18% (+)	ELA: 16.67% Math: 3.81% ELL: ELA:10.16% Math: 2.67% LTEL: ELA: 17.35% Math: 5.1% SED: ELA: 44.06% Math: 16.19% Hispanic: ELA: 42.83% Math: 15.62% HOMELESS: ELA: 52.38% Math: 14.29% AA: ELA: 56.2% Math: 21.74%		
1.2	Distance from Standard data from CDE Dashboard Data	2023 Data: CDE Dashboard Data Math--Distance from Standard: 2023:127.6 CDE Dashboard Data ELA--Distance from Standard: 2023: 61.9	2024 Data: CDE Dashboard Data Math--Distance from Standard: 2024:114 CDE Dashboard Data ELA--	2025 Data: CDE Dashboard Data Math--Distance from Standard: 2025: 93.9 CDE Dashboard Data ELA--	Our Distance from Standard on the CDE dashboard will decrease in both Math and ELA for all students as well as our ATSI subgroups.	All Students: Math: Distance from standard decreased: 33.7 pts ELA: Distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 ATSI Subgroup Data: SWD: ELA: 135.4 Math: 177.2 ELL: ELA: 103.8 Math: 164.7 SED: ELA: 64.5 Math: 129.6 Hispanic: ELA: 65.6 Math: 133.3	Distance from Standard: 2024: 28.5 *All 2023 ATSI subgroups were exited in 2024 2024 ATSI Subgroup Data: SWD: ELA: 109.1 Math: 172.5 ELL: ELA: 71.1 Math: 143 SED: ELA: 32.4 Math: 120.5 Hispanic: ELA: 32 Math: 119.1	Distance from Standard: 2025: 19.1 2025 Subgroup Data: SWD: ELA: 104.7 Math: 167.4 ELL: ELA: 56 Math: 122 SED: ELA: 23.9 Math: 97.3 Hispanic: ELA: 21.9 Math: 97 LTEL: ELA: 73.5 Math: 153 HOMELESS: ELA: 21.4 Math: 99.6 AA: ELA: 8.4 above Math: 92		decreased: 42.8 pts Subgroups: SWD: ELA: 30.7 pts decreased Math: 9.8 pts decreased ELL: ELA: 47.8 pts decreased Math: 42.7 pts decreased SED: ELA: 40.6 pts decreased Math: 32.2 pts decreased Hispanic: ELA: 43.7 pts decreased Math: 36.3 pts decreased
1.3	College Readiness Indicator	College and Career Readiness Indicator: 2023: 37.1%	College and Career Readiness Indicator:	College and Career Readiness Indicator:	College readiness indicator will increase for all	All Students: +61% increase in CCI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 ATSI Subgroup Data: SWD: 12.3% ELL: 5.3% SED: 35.4% Hispanic: 35.5%	2024: 35% *All 2023 ATSI subgroups were exited in 2024 2024 ATSI Subgroup Data: SWD: 6.7% ELL: 10.8% SED: 33.3% Hispanic: 35% A-G Metrics: 100% of students grades 9-12 enrolled in A-G coursework Graduation Rate: 100% diploma bound students	2025: 98% (2024: 35%) 2025 Subgroup Data: SWD: 91.7% (2024: 6.7%) ELL: 96% (2024: 10.8%) SED: 98.7% (2024: 33.3%) Hispanic: 97.9% (2024: 35%) LTEL: 95.8%	students as well as our ATSI subgroups.	Subgroups: SWD: 79.4% (+) ELL: 90.7 (+) SED: 63.3% (+) Hispanic: 62.4%(+)
1.4	AP Pass Rate	AP Pass Rates: 2023: 21%	AP Pass Rates: 2024: 32%	AP Pass Rates: 2025: 34%	AP Pass Rate will increase annually.	+13% increase in AP Pass rates
1.5	Grade Point Average	Average Grade Point Average: Fall (2023): 3.26	Average Grade Point Average: Fall (2024): 3.46 Spring (2025): 3.38	Average Grade Point Average: Fall (2025): 3.48	Increase average GPA annually.	+22 pts increase in Average GPA

Goal Analysis [2025-26]

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

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

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

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

Action 1.2 - Professional Development - Successfully implemented PD focusing on core content curriculum and best practices and aligned with Common Core state standards. During the 25/26 school year, staff were provided with model lessons and model classroom management opportunities and 10 weeks of model teaching took place school-wide to reinforce the GPA 7 Alignment Essentials and build upon that work to include the 35 essentials. Throughout the 25/26 school year, professional development has focused on school-wide alignment through our implementation of the 35 Alignment Essentials including the GPA First 10 and Reading Conferences. PD for specific programs - such as LGL, Achieve, SWUN, Carnegie, Albert, etc. - provided staff with additional strategies to use these resources in the most effective ways in order to improve skill building and student mastery.

Action 1.3 - Successfully retained staff members and filled new positions by August 2025. GPA had a 94% staff retention rate. This includes our ongoing interview process, and a follow up Culture Camp to onboard new hires and provide them with ample training of our school culture in order for them to succeed.

Implementation Challenges:
Increased schoolwide expectations and alignment of culture and academics resulted in varying levels of readiness and experience, which impacted consistency of implementation. In response, the school prioritized intentional capacity-building efforts, including targeted professional development, coaching, and ongoing support structures to ensure alignment and strengthen instructional practices across all classrooms.

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

GPA experienced alignment between planned expenditures and actual spending.

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

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

Action 1.1 - Intervention supports demonstrated strong effectiveness, as evidenced by specific increased achievement scores for the following students and subgroups from 2024 compared to the 2025 school year data:
-- Students with Disabilities: ELA +6.75
-- Long Term English Learners: ELA +10.28
-- Students Economically Disadvantaged: ELA +6.81 AND Math +5.08
-- Hispanic Student Population: ELA +5.93 AND Math +4.44
-- In our all-student group and subgroups, there was a decrease in the distance from standard scores for ELA and Math
-- ELL increased CCI by 61%
--AP Pass rates increased by 2%
-- Grade Point Averages increased 0.2 pts

English Language Learners: ELA (-.90) - we attribute this decrease to an increase in the number of MLL's who have entered GPA in grades 6 and 7 and who are not yet proficient on grade level assessments.

SBAC scores for Math grade 7 declined slightly (-1.7) - reflecting inconsistencies in instructional delivery due to newer staff in this grade level, which are being addressed through targeted support, professional development, and alignment within the grade-level team around SWUN.

Intervention supports with emerging effectiveness in subgroup achievement scores for math and ELA, as follows:
-- Students with Disabilities: Math decreased distance from standard 5.1 points
-- Students with Disabilities: ELA decreased distance from standard 4.4 points
-- English Language Learners: ELA decreased distance from standard 15.1 pts, Math decreased distance from standard 21 points
-- Long Term English Language Leaners: Math decreased distance from standard 17.7 pts

Action 1.2 - Professional Development demonstrated strong effectiveness, as evidenced by increased overall student achievement scores, as follows:
+13.77% Overall Increase in Meeting and Exceeding Standards in ELA
+ 24.7% Overall Increase in Meeting and Exceeding Standards in Math
+ 1.77% Increase in Grade Level 8 - Meeting and Exceeding Standards in Science (CAST)
+10.54% Increase in Grade Level 11 - Meeting and Exceeding Standards in Science (CAST)

Action 1.3 - Retainment and Recruitment of Staff demonstrated strong effectiveness, as evidenced by retainment of staff hired throughout the 25/26 school year. Only 1 teacher and 1 staff member have left GPA during the 25/26 school year - representing even stronger retention to date.

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

Based on our 2026 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have significant needs that are being targeted through Goal #1. GPA will continue to use evidence-based resources which align to the academic needs of this goal (EL Roadmap Toolkit, CRLP, SBAC tools for teachers, Tutoring, Middle school math intervention programs, and ELOP programming).

Here are the planned adjustments for the 2024-27 LCAP cycle:
-- Goal Description: No changes to current goal focusing on student achievement.
-- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Supports	Expand interventions to support and supplement instruction for our struggling learners in ELA, Math and CCI. This action will target our EL/Hispanic/SED/SWD student populations at GPA. The identified unduplicated student groups will be supported by the implementation of targeted instruction at differentiated levels to meet the individual needs of learners.	$8,718,858.00	Yes
1.2	Professional Development	Provide professional development for standards-based core content curriculum and intervention programs (ELA, Math, Science, Achieve 3000, LGL, SWUN Math, Elevate Science), vertical alignment of content curriculum aligned with the common core state standards, college and career readiness, Advanced Placement, and GPA Data Analysis Protocols.	$380,506.00	Yes
1.3	Recruitment and Retainment of Staff	GPA has 0 teacher vacancies. GPA will continue to recruit and hire fully credentialed teachers who will serve the mission of GPA.	$692,987.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Discipline Referrals	Discipline Referrals: 2022-2023: 948 2023/2024 to date (April 2024): 606 referrals	Discipline Referrals: 2023-2024: 843 2024/2025 to date (April 2025): 392 referrals	Discipline Referrals: 2024-2025: 524 2025/2026 to date (January 2026): 141 referrals (April 2026): 218	GPA will decrease the total number of discipline referrals annually for all students.	Discipline Referrals: Decrease of 424
2.2	Annual Suspensions	Total Suspensions: 2022-2023: 180	Total Suspensions: 2023-2024: 143	Total Suspensions: 2024-2025: 54	GPA will decrease the total number of	Total Suspensions: Decrease of 126

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024/2024 to date (April 2025): 36	2025/2026 to date (January 2026): 21 (April 2026) 31	suspensions annually for all students.	
2.3	CDE Dashbord: Suspension Rate	School Suspension Rate: 2022-2023: 11.2% 2023 ATSI/DA Subgroup Data: SWD: 13.5% EL: 14.4% SED: 11.2 % HISPANIC: 11.5% HOMELESS: 15.9%	School Suspension Rate: 2023-2024: 9.6% *All 2023 ATSI subgroups were exited in 2024 2024 ATSI/DA Subgroup Data: SWD: 10.7% EL: 10.7% SED: 10.2 % HISPANIC: 10% HOMELESS: 13.8%	School Suspension Rate: 2024-2025: 4.5% 2025 Subgroup Data: SWD: 4.8% EL: 3.3% SED: 4.6% HISPANIC: 4.5% HOMELESS: 5.9% AA: 5.3% LTEL: 3.1%	GPA will decrease the suspension rate annually for all students and subgroups.	School Suspension Rate: Decrease of 6.7% Subgroups Suspension Rate: SWD: Decrease of 8.7% EL: Decrease of 11.1% SED: Decrease of 6.6% HISPANIC: Decrease of 7% HOMELESS: Decrease of 10%
2.4	CDE Dashboard: Chronic Absenteeism	Chronic Absenteeism Rate: 2023: 32% 2023 ATSI/DA Subgroup Data: SWD: 39.4% EL: 37.3% SED: 32.7% HISPANIC: 31.7% HOMELESS: 52.9% AA:40%	Chronic Absenteeism Rate: 2024: 25.4% *All 2023 ATSI subgroups were exited in 2024 2024 ATSI/DA Subgroup Data: SWD: 27.1% EL: 29.4% SED: 26.7%	Chronic Absenteeism Rate: 2025: 20.9% 2025 Subgroup Data: SWD: 26.8% EL: 23.6% SED: 21.7% HISPANIC: 20.4% HOMELESS: 33.3% AA:15.8%	GPA will decrease the Chronic Absenteeism Rate Annually for all students and subgroups.	Chronic Absenteeism Rate: Decrease of 11.1% Subgroup Absenteeism Rate SWD: Decrease of 12.6% EL: Decrease of 13.7% SED: Decrease of 11% HIS: Decrease of 11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HISPANIC: 25.4% HOMELESS: 44% AA: 37.5%	LTEL: 21.9%		HOM: Decrease of 19.6% AA: Decrease of 24.2%
2.5	ADA	2023 ADA: 91.27%	2024 ADA: 93% 2024-25 P1 ADA: 93.8% 2024-25 P2 ADA: 93.5%	2025 ADA: 93.71% 2025-26 ADA: P1: 94.39% P2: 94.1%	GPA will increase ADA rate annually.	ADA: Increase of 2.44

Goal Analysis [2025-26]

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

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

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

Successful Implementation:
Action 2.1 Professional Development - Successfully implemented classroom management strategies that included modeling from expert teachers, social-emotional learning practices, fully implemented our CDE approved CIM plan which streamlined Office of Student Engagement protocols which resulted in decreasing the number of students who received discipline referrals and annual suspensions, which lowered our overall suspension rate for the year again. Throughout the 25/26 school year, professional development has focused on school-wide alignment through our implementation of the 35 Alignment Essentials including the GPA First 10 and Reading Conferences. Schoolwide alignment in culture has included a recalibration of the GPA Citizenship rubric, which upholds the GPA culture and provides students and staff with clarity on what it means to be an "E" student, and how "E" stands for Excellence as a role model for the school. Grade level teams collaborate to ensure alignment with implementation of the rubric, and the increased expectations included.

Action 2.2 - College Classes - Successfully implemented college classes in all grades that focused on REACH values, schoolwide culture, 35 Alignment Essentials, How to Become a Riveroll student, "E" is for Excellent, time management and organization skills, social-emotional wellness and conflict-resolution skills. Office of Student Engagement hosted college classes, Leadership hosted college classes, 12th grade team hosted college classes, counselors hosted college classes, and outside speakers and agencies came to support GPA culture. Students had multiple opportunities to learn with their grade level peers. College classes have been a long-standing tradition at GPA, and we attribute our overall success in supporting students and lowering our suspension rates to the consistency, relevancy, and attention to detail infused in our college classes. Success in this area was evidenced by a decrease in referrals and suspensions.

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

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

Action 2.5 - Access to Materials - Continued to successfully provide access to materials for all students through our 1:1 chrome-book program, Google classroom, and Power-school - ensuring that students could continue their learning inside and outside of the classroom. Success in this area was evidenced by an increase in our overall G.P.A. for students and a successful Williams visit in August 2025.

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

Action 2.7 - School Facilities - Continued to successfully implement all planned facility maintenance and campus beautification actions during the year, thanks to the exceptional efforts of our custodial team, whose commitment to maintaining a safe, clean, and welcoming learning environment ensured minimal disruptions to instruction and contributed positively to school culture and climate.

Action 2.8 - School Safety- Continued to implement comprehensive school safety measures designed to maintain a safe, secure, and supportive learning environment for all students, staff, and families.

Implementation Challenges:
Challenges included building capacity as there were various levels of growth with implementation of the alignment essentials related to culture. We have several medically fragile SWDs who have maintained their current status for chronic absenteeism on the CA Dashboard, and targeted interventions have been implemented to support these specific students and their specialized needs.

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

GPA experienced alignment between planned expenditures and actual spending.

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

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

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

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

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

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

Action 2.5 - Access to materials demonstrated effectiveness, as evidenced by an increase in the overall grade point average at GPA and successful Williams site visit.

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

Action 2.7 - School Facilities demonstrated effectiveness, as evidenced by increase in ADA and overall decrease in schoolwide suspension rates.

Action 2.8 - School Safety demonstrated effectiveness as evidenced by increase in ADA and overall decrease in schoolwide suspension rates.

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

Based on our 2026 needs assessment results, we will continue to focus on our SED, Hispanic, SWD, LTEL, and EL subgroups who continue to have significant needs that are being targeted through Goal #2. GPA will continue to use evidence-based resources which align to the academic needs of this goal (Mental Health Supports, Education Life Skills Curriculum, etc.)
Here are the planned adjustments for the 2024-27 LCAP cycle:
-- Goal Description: No changes to current goal focusing on school culture and climate.
-- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.
-- Actions 2.7 and 2.8 have been included. These actions were added to recognize the critical roles that school safety and the physical learning environment and the staff who maintain it play in supporting student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development for classroom management strategies, alignment of the Citizenship rubric and 35 alignment essentials, Social and Emotional learning (SEL), restorative practices, trauma informed practices, CIM plan, attendance initiatives, de-escalation strategies, parent engagement, culturally responsive teaching and Office of Student Engagement resources and protocols.	$212,814.00	Yes
2.2	College Classes	GPA will design College Classes for students in grades 6 -12 that teach strategies related to social emotional learning, stress management, organizational skills, time management, REACH culture expectations, self-advocacy, drug and alcohol awareness, conflict resolution, and social media safety, to promote preventative measures and informative practices.	$531,067.00	Yes
2.3	Annual Surveys	GPA will continue to provide our students, staff and parents with the opportunity to share their feedback in annual surveys.	$16,693.00	Yes
2.4	Attendance Initiatives	GPA will implement school-wide attendance initiatives, such as, rewards, tardy sweeps, Parent Prep Academy, and increased communication with parents about our attendance initiatives that are all designed to encourage and engage students to be present at school, on time, daily. GPA will target our African American (AA) and SWD student populations through explicit parent communication around support programs and attendance initiatives.	$815,460.00	Yes
2.5	Access to Materials	GPA provides access to materials for all students grades 6-12, through 1:1 chromebook policy, Google classrooms, Powerschool, and a variety of additional resources; such as, textbooks, online e-books, and software programs for targeted intervention and acceleration development. Students who are absent continue to have access so they can continue learning from home and mitigate learning loss.	$134,227.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Discipline Curriculum	GPA will provide students in grades 6-12 with specific Discipline Curriculum aligned with school culture. This action will target our EL/HI/HOM/SED/SWD student populations by providing a proactive curriculum that serves as an alternate means to address behavior fractions and teach important life skills.	$16,693.00	Yes
2.7	School Facilities	At GPA, the physical environment serves as an extension of our culture. Clean, safe, and well-maintained facilities reinforce our REACH values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. By providing students with learning spaces that reflect high expectations and care, GPA cultivates a sense of belonging and community ownership. These conditions support positive student behavior, strengthen relationships among students and staff, increase attendance and contribute to reductions in behavior infractions, discipline referrals, and suspensions.	$870,468.00	Yes
2.8	School Safety	At GPA, school safety extends beyond physical security and includes creating an environment where students feel known, supported, and valued by the adults around them. Safety personnel and campus supervisors build positive relationships with students through daily interactions, reinforcing expectations while providing guidance, encouragement, and support. These meaningful connections help students develop trust in the adults on campus, strengthen their sense of belonging, and contribute to a culture where students are empowered to make positive choices and take ownership of their learning and behavior. This has a positive impact on all aspects of school climate.	$507,088.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CDE Dashboard - Distance from Standard on SBAC (EL)	Math: 2023 SBAC Distance from Standard Data: 164.7 Below Standard ELA: 2023 SBAC Distance from Standard Data: 103.8 Below Standard	Math: 2024 SBAC Distance from Standard Data: 143 Below Standard ELA: 2024 SBAC Distance from Standard Data:	Math: 2025 SBAC Distance from Standard Data: 122 Below Standard ELA: 2025 SBAC Distance from Standard Data: 56 Below Standard	Students in EL subgroup will decrease their distance from standard on the Smarter Balanced Assessment in both math and ELA annually.	Math: Decreased distance from standard by 42.7 pts ELA: Decreased distance from standard by 47.8 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			71.1 Below Standard			
3.2	ELPAC Data	2023 ELPAC Data: Level 1 Minimally Developed - 6.5% Level 2 - Somewhat Developed - 30.8% Level 3 - Moderately Developed - 44.2% Level 4 - Well Developed - 18.5% 2023 Reclassification Data: 8 out of 420 MLLS (2%)	2024 ELPAC Data: Level 1 Minimally Developed - 7.7% Level 2 - Somewhat Developed - 32.7% Level 3 - Moderately Developed - 46.8% Level 4 - Well Developed - 12.8% 2024 Reclassification Data; 84 out of 372 MLLs (26%)	2025 ELPAC Data: Level 1 Minimally Developed - 4.93% Level 2 - Somewhat Developed - 27.63% Level 3 - Moderately Developed - 44.74% Level 4 - Well Developed - 22.7% 2025 Reclassification Data; 86 out of 305 MLLs (28%)	Increased percentage of students in our EL Subgroup that score a level 3 or above on ELPAC annually	Level 1: Decreased 1.57% Level 2: Decreased 3.17% Level 3: Increased 0.72% Level 4: Increased 4.2% Reclassification Data: 26% Increase
3.3	CDE Dashboard - ELPI Data	42.8% Making progress toward English Language Proficiency	EL: 55.4% Making progress toward English Language Proficiency LTEL: 56.4% Making progress toward English	2025: EL: 50.2% Making progress toward English Language Proficiency LTEL: 52.3% Making progress toward English	GPA will increase the percentage of students in our EL subgroup making progress toward English language proficiency on the CDE Dashboard indicator annually.	EL: Increased 7.4% LTEL: Increased 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Language Proficiency	Language Proficiency		
3.4	Map Data - LGL (DORA, DOMA, ADAM)	LGL 2023: 47% of ELs made gains of 1 or more in ELA 56% of ELs made gains of 1 or more in math	LGL 2024: 34% of ELs made gains of 1 or more in ELA 33% of ELs made gains of 1 or more in math	LGL 2025: 14% of ELs made gains of 1 or more in ELA 11% of ELs made gains of 1 or more in math	GPA will increase the number of students in our EL subgroup making at least one year growth (gains of 1 or more) according to LGL data for both ELA and Math	Decreased math 33% Decreased ELA 45%
3.5	CDE Dashboard - CCI Data (EL)	2023: EL 5.3% LTEL 2.7%	2024: EL: 10.8% LTEL: 8.3%	2025: EL: 96% LTEL: 95.8%	GPA will increase the % of ELs meeting the CCI standard annually.	EL: Increased by 90.7% LTEL: Increased by 93.1%
3.6	CDE Dashboard - Suspension Data (EL)	2023: 14.4% Suspension rate for ELs LTEL - 13.7%	2024: EL: 10.8% LTEL: 11.9%	2025: EL: 3.3% LTEL: 3.1%	GPA will decrease the suspension rate for ELs annually.	EL: Decreased by 11.1% LTEL: Decreased by 10.6%
3.7	Seal of Biliteracy	N/A	2024/2025: 29 MLLs earned the Seal of Biliteracy	2025/2026 53 MLLs earned the Seal of Biliteracy	GPA will increase the number of students who qualify for the Seal of Biliteracy annually	+24 increase number of students qualifying for Seal of Biliteracy

Goal Analysis [2025-26]

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

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

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

Successful Implementation:

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

Action 3.2 - Continued implementation of the EL Master Plan.

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

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

2025/2026 PD Trainings completed by ELD staff include:
Learning How English Works PD and the (De)Normalizing Literature PD, both through the California Reading and Writing Project.
Foundations of the Shadowing Training Process for MLs
On-site Shadowing at Morse High School
Day 3 of the ML Student Shadowing ToT
Newcomer Network Meeting
Reclassification For ALL: Supporting English Learners with Extensive Support Needs (zoom)
MEGA Network Meetings (Lauren attended some as well)
ELAC/DELAC Training (Lauren attended as well)
Key Considerations for Supporting English Language Proficiency in Dually Identified Students Toward Meeting: Reclassification Criteria Series (zoom)
LTEL Network Meeting

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

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

Action 3.7 - In 2024/2025, GPA had 29 students who earned the Seal of Biliteracy and who received the seal on their GPA high school diploma as a recognition of their efforts in being fully fluent in English and Spanish. In 2025/2026, GPA has 53 students who have earned the Seal of Biliteracy, nearly doubling the number since last year.

Implementation Challenges:

Higher expectations with alignment, as well as newer staff at various skill levels, created challenges to consistency and efficacy of implementation. Despite these challenges, MLL students made significant progress.

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

GPA experienced alignment with planned and actual expenditures.

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

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

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

Action 3.2 - Continued implementation of EL Master Plan - demonstrated effectiveness, as evidenced by feedback from DLAC/ELAC, and parent, student and teacher survey data.

Action 3.3 - Continued Goal Setting/Progress Monitoring - demonstrated strong effectiveness, as evidenced by reclassification rates, increased ELPAC scores, increased G.P.A., increased AP rates, and increased scores on statewide assessments.

Action 3.4 - Ongoing Professional Development - demonstrated strong effectiveness, as evidenced by teacher survey data, increased student achievement for MLL and LTELs on statewide assessments.

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

Based on our 2026 needs assessment results, we will continue to focus on our MLL and LTEL subgroups who continue to have significant needs that are being targeted through Goal #3. GPA will continue to use evidence-based resources which align to the academic needs of this goal (EL Roadmap Toolkit, Tutoring, CRLP, ELOP programming, etc).

Here are the planned adjustments for the 2024-27 LCAP cycle:
-- Goal Description: No changes to current goal focusing on the academic performance of our MLL and LTEL students.
-- No changes to this goal, we will continue to implement evidence-based resources according to our Action Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implementation of targeted tools such as the EL Roadmap to support our Integrated and Designated ELD programs.	Over the next 3 years, GPA will enhance and supplement our integrated and designated ELD programs to support our multilingual learners by utilizing the English Learner Roadmap Self Reflection Rubric to assess current status to identify areas needing improvement on an ongoing basis. This action will target our EL population in ELA, Math and College and Career Readiness by building their English Proficiency and increasing their access to all academic content to better prepare them for College and Career.	$115,689.00	Yes
3.2	Implementation of EL Master Plan	GPA is in implementation mode of our EL Master Plan to better meet the needs of Multilingual Learners, with additional focus on students identified as Long-Term English Language Learners (LTELs). The plan is to include goal setting and progress monitoring, 1:1 EL street data interviews, professional development for staff regarding ELPAC requirements, and SDAIE strategies.	$129,739.00	Yes
3.3	Goal Setting/Progress Monitoring	GPA will provide all EL learners with goal setting and monitoring of their progress (annually).	$98,585.00	Yes
3.4	Professional Development	GPA will provide Professional Development to focus on SDAIE and other high impact strategies to support multilingual learners and LTELS, and the Universal Design Learning model for lesson planning. In addition, PD will be developed to support staff in learning the criteria and requirements for the ELPAC to ensure they understand how students are evaluated and reach reclassification.	$15,840.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Distance from Standard in SBAC	2023: Math: SBAC Distance from Standard Data: 177.2 Below Standard ELA: SBAC Distance from Standard Data: 135.4 Below Standard	2024: Math: SBAC Distance from Standard Data: 172.5 Below Standard ELA: SBAC Distance from Standard Data: 109.1 Below Standard	2025: Math: SBAC Distance from Standard Data: 167.4 Below Standard ELA: SBAC Distance from Standard Data: 104.7 Below Standard	Students in SWD subgroup will decrease their distance from standard on the Smarter Balanced Assessment in both math and ELA annually	Math: Decreased distance from standard by 9.8 pts ELA: Decreased distance from standard by 30.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CDE Dashboard Data - CCI	2023 SWD meeting the CCI Standard: 2.5%/Very Low	2024 SWD meeting the CCI Standard: 6.6 %	2025 SWD meeting the CCI Standard: 91.7 %	Increase the percentage of SWD meeting the CCI Indicator standard annually.	Increased CCI 89.2%
4.3	CDE Dashboard Data - Suspension Rate	2023 SWD Suspension Rate: 13.5%	2024 SWD Suspension Rate: 10.7%	2025 SWD Suspension Rate: 4.8%	Decrease the suspension rate for SWD annually.	Decreased suspension rate: 8.7%
4.4	Map Data - LGL (DORA, DOMA and ADAM)	LGL 2023: 37% of SWD made gains of 1 or more in ELA 48% of SWD made gains of 1 or more in Math	LGL 2024: 28% of SWD made gains of 1 or more in ELA 70% of SWD made gains of 1 or more in Math	LGL 2025 8% of SWD made gains of 1 or more in ELA 6% of SWD made gains of 1 or more in Math	Increase the percentage of SWD making at least one year growth (gains of 1 or more) according to LGL data for both ELA and Math annually.	Decreased LGL gains 29% in ELA 42% in Math

Goal Analysis [2025-26]

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

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

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

Successful Implementation:
Action 4.1 - Continuous implementation of CIM plan - Successfully implemented our ongoing CIM plan with a focus on reducing the number of SWD who receive a discipline referral or who are suspended.
Action 4.2 - Continued implementation of targeted intervention and supports - successfully implemented through our ongoing co-teach model.
Action 4.3 Professional Development - successfully expanded teacher training to include targeted small group instruction, 1:1 support, co-teaching techniques, and overall classroom management skills, including the 35 Alignment Essentials.

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

GPA experienced alignment of our planned and actual expenditures.

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

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

Action 4.1 - CIM plan demonstrated strong effectiveness, as evidenced by a decrease of 5.9% of SWDs suspended annually.
Action 4.2 - Targeted Intervention and Supports demonstrated strong effectiveness, as evidenced by an increase in statewide assessments in ELA and Math, student survey data, and CCI data increases.
Action 4.3 Professional Development demonstrated strong effectiveness, as evidenced by increased student achievement scores, and staff survey data.

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

Based on our 2026 needs assessment results, we will continue to focus on our Students with Disabilities (SWD) who continue to have significant needs that are being targeted through Goal #4. GPA will continue to use evidence-based resources which align to the academic needs of this goal (Tutoring, ELOP programming, etc.).

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:
Goal Description: No changes to current goal focusing on academic performance of our Students with Disabilities.
Action Plans: No changes to current Action plans, but GPA will maintain focus on interventions and supports for student with disabilities experiencing chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implementation of the CIM plan	Over the next 3 years, GPA will implement the CDE approved CIM plan that focuses on decreasing the number of SWDs and dually identified students who are suspended annually. This supports the needs of our SWDs and dually identified students.	$353,638.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Targeted Intervention and Supports	Over the next 3 years, GPA will provide consistent interventions to support and supplement instruction to focus on skill gaps in academics and executive functioning skills for our SWD and dually identified students in our GE classes to increase academic achievement, college and career readiness, student engagement and attendance.	$2,147,441.00	Yes
4.3	Professional Development	Over the next 3 years, GPA will provide professional development focusing on co-teaching and other high impact strategies to support SWD and dually identified students, effective implementation of accommodations and modifications from IEPs, implementing UDL, and effective use of intervention support software and curriculum programs such as Achieve 3000, Let's Go Learn, SWUN Math and Elevate Science that target differentiated instruction for our SWDs and dually identified students.	$243,308.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,754,292	$110,656

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parents, and staff would like additional supports for academic achievement. Our 2025 data reports the following: 24.7% of students are meeting or exceeding ELA standards 18.7% of students are meeting or exceeding Math standards 12.31% are meeting or exceeding Science standards (CAST) 98% College and Career Readiness (SWD/EL) **Scope:** LEA-wide Schoolwide	Implementation of the following actions also address the needs: College and Career Awareness Academic Enrichment Saturday Academy Open Library Senior PM After School Tutoring Lunch Tutoring Grade Level College Class 1:1 time with Students Small Group Instruction Student Support Days Ongoing Student Monitoring College Classes Parent teacher Conferences AP Study Sessions In addition, increasing access and availability for 1:1 and small group tutoring in ELA, Math and Science by outside agencies and GPA staff provides students with more opportunities to gain mastery and improve academic achievement.	
1.2	**Action:** Professional Development **Need:** Our 2025 data reports the following: 24.7% of students are meeting or exceeding ELA standards 18.7% of students are meeting or exceeding Math standards 12.31% are meeting or exceeding Science standards (CAST) 98% College and Career Readiness (SWD/EL)	Professional learning informs our staff's implementation of core standards-based content curriculum and intervention programs, vertically aligned course outlines, college and career readiness skills, AP rigors and expectations as well as GPA data protocols when analyzing data. Professional Development areas of focus (2025): Backwards Design 35 Essentials Becoming Riveroll Teachers Riveroll Students	PD Calendar, Local Assessment Data, Department Reports, and Classroom Observations to monitor improvements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, data collected through surveys and focus groups indicates the need and desire for Professional Development in the above target areas. **Scope:** LEA-wide Schoolwide	Grade Level Meetings Reflections Master Teacher Observations - 10 weeks Email PD Alignment Collaboration Individualized Coaching Citizenship Grading Software programs Curriculum AP Incorporating continuous improvement models allows our staff to engage in a collaborative process that informs decision making in order to continually adjust and improve instruction based on data. PD addresses the needs of our unduplicated pupils by focusing on strategies specific to differentiated and individual instructional models.	
1.3	**Action:** Recruitment and Retainment of Staff **Need:** GPA currently has 2 teacher vacancies. **Scope:** LEA-wide Schoolwide	Recruiting and retaining effective fully credentialed teachers who will serve the mission of GPA will greatly impact all aspects of student achievement and the implementation of our academic program. Retention of effective staff supports the needs of our unduplicated pupils by providing consistency, expertise, and skill sets that address student growth and achievement.	Staff list, credential audits, vacancy lists
2.1	**Action:** Professional Development **Need:**	Professional development for staff on classroom management, social and emotional learning, trauma informed practices, culturally responsive teaching and de-escalation strategies will enhance	Local Discipline data, CDE Dashboard Data Classroom Observations,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local Discipline data, CDE Dashboard data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for professional learning in the areas described above. **Scope:** LEA-wide Schoolwide	their abilities to engage unduplicated students' needs and implement preventative measures to combat the need for referrals, suspensions, and absenteeism. Survey and street data revealed a lack of skills and understanding from our staff of proactive approaches to address these areas of concern. This is provided school-wide to increase the learning for all students as well. Topics for PD have included: College Classes Modeling Classroom Management D in DREAM (Discipline) Citizenship Alignment Becoming A Riveroll Student "E" means Excellent	PD Calendar, Attendance data, Survey Data
2.2	**Action:** College Classes **Need:** Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for schoolwide College Classes for students in grades 6-12. **Scope:** LEA-wide Schoolwide	College classes address the needs of our students as they provide essential skills and information that can support students with meeting their needs and help prevent issues from occurring. Preventative strategies through targeted instruction in College Class provides all students with additional opportunities to make more informed choices and to self-advocate when needed. These classes address the needs of our unduplicated pupils through targeted executive functioning skills, such as time management, REACH, communication, etc.) College classes also support students in feeling connected to GPA as school-wide information is shared for each grade level. 2025/2026 Topics implemented: Senior Monday Safety Net	College Class Schedule/Calendar, Local Discipline Data, CDE Dashboard data, Attendance data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Human Trafficking Drug Prevention - Red Ribbon Week Olympian Mindset Check your Mood Fentanyl Awareness Agape Love Becoming a Riveroll Student Student Achievement Data/Goals Flower College Class - gratitude Wing Span - College Goals FAFSA Junior Road Trip Expectations/Gratitude Community College Enrollment	
2.3	**Action:** Annual Surveys **Need:** Referral data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the need for continuous feedback and improvement through ongoing survey data. **Scope:** LEA-wide Schoolwide	Providing surveys for our students, staff and parents addresses the need for continuous feedback in order to implement effective improvement models that meet the needs of our educational partners. Analyzing root causes of chronic absenteeism, suspensions, and referrals requires asking questions and listening to the responses and taking action through informed decision making. GPA provides annual surveys to address belonging and safety for our unduplicated pupils and school-wide. In addition, Surveys provide a data sample that can be used to gather street data from specific subgroups to deepen GPA's understanding of student perspectives and inform best practices.	Survey Response Data, Local Discipline Data, CDE Dashboard Data, Attendance data
2.4	**Action:** Attendance Initiatives **Need:** Chronic Absenteeism (SWD/AA), ADA, and survey data show the need for attendance	Attendance initiatives provide a heightened awareness for all students and families that being on time and present each day has a direct impact on their learning and overall development. Initiatives encourage students and families through positive reinforcement and strengthen school-to-	Attendance Initiatives Calendar, ADA data, CDE Dashboard, survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	initiatives to inform and promote daily attendance. **Scope:** LEA-wide Schoolwide	home relationships to increase attendance. This supports the needs of our unduplicated students by putting an emphasis on attendance and providing motivation for students and families.	
2.5	**Action:** Access to Materials **Need:** Student attendance and suspension rates indicate a need to continue to ensure students have access to the materials, resources and technology needed to address gaps that present due to missing school. **Scope:** LEA-wide Schoolwide	Ensuring access to the needed materials, resources and technology will mitigate any obstacles that may present when students are absent from school as data shows students suspended and who are chronically absent have lower GPAs on average. Ensuring our unduplicated students have access to the resources they need provides opportunities for success. Additional ways GPA provides access: Open Supply Room Teacher Purchase Albert IO Office of Technology and Innovation Uniform/Supply Assistance - when needed MiFi Assistance - when needed Library added hours on weekends Classroom Loaners ENS Loaners - uniforms/equipment	Survey data, Suspension data, GPA data, and Attendance data
2.6	**Action:** Discipline Curriculum **Need:** Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), and Survey Data indicate a need to implement	The implementation of a curriculum that addresses discipline, decision making, and impacts of student choices will address the needs of our organization because it will provide students with structured and focused lessons that address specific challenges they may be facing. This intervention provides unduplicated students an alternative	Local Discipline Data, CDE Dashboard Data, and Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a curriculum that addresses discipline, decision making, and impacts of student choices. **Scope:** LEA-wide Schoolwide	means to address behavior infractions and learn these important life skills. We provide this schoolwide as it is a support to all students.	
2.7	**Action:** School Facilities **Need:** Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the ongoing importance of sustainable maintenance of all school facilities in grades 6-12. **Scope:** LEA-wide Schoolwide	Maintaining safe, clean, attractive, and functional school facilities positively impacts school culture and climate by fostering a sense of pride, safety, belonging, and respect among students. When students learn in environments that are well-maintained, orderly, and conducive to learning, they are more likely to remain engaged in school, demonstrate positive behavior, and adhere to school expectations. High-quality facilities reduce environmental stressors, support positive social interactions, and contribute to a school culture where students feel valued and connected to their community.	Local Discipline Data, CDE Dashboard Data, and Survey Data
2.8	**Action:** School Safety **Need:** Local Discipline Data, CDE Dashboard Data, Suspension Rates (EL/HI/HOM/SED/SWD), Chronic Absenteeism (AA/SWD), ADA, and survey data show the ongoing importance of custodial services and supports in grades 6-12.	This action addresses the need to provide students with a safe, supportive, and well-supervised learning environment that promotes both academic success and positive social-emotional development. Student, family, and staff feedback consistently identifies safety as a foundational condition for learning. By implementing comprehensive school safety measures, maintaining consistent adult supervision, and fostering positive relationships between students and staff, GPA reduces barriers to learning, increases students' sense of belonging	Local Discipline Data, CDE Dashboard Data, and Survey Data

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.3	**Action:** Goal Setting/Progress Monitoring **Need:** ELPAC, Reclassification Rates, CDE Dashboard Data, and Survey Data indicate a need to mobilize and inspire our multilingual learners and LTELS to continue to continue to make progress toward English language proficiency as well as support teachers with monitoring the progress and understanding how to support our multilingual learners and LTELS at GPA. **Scope:** LEA-wide Schoolwide	Providing 1:1 goal setting and progress monitoring meetings for each Multilingual Learner supports this need as it provides individual attention to each student to inspire and empower them to create a path toward reclassification that is tailored to their own specific needs. Goal setting and progress monitoring also provides each student with time to focus on their English language acquisition and have the support of a staff member to guide them through their growth process. It provides a time for student to advocate for the supports and needs they have in terms of language acquisition that will be shared with their teachers. This action will increase engagement and supports of our multilingual learners, positively impacting student achievement, absenteeism and student discipline.	EL Goal Setting/Monitoring meeting Logs, ELPAC data, CDE Dashboard Data, and survey data
3.4	**Action:** Professional Development **Need:** ELPAC, Reclassification Rates,CDE Dashboard Data, Survey Data indicate a need to create a knowledgeable staff who is prepared with the needed strategies skills to meet the unique needs of our LTELS and multilingual learners. **Scope:**	Professional development specific to supporting our LTELs and Multilingual learners addresses the needs and enhances the teaching and learning for our students. Specific training on SDAIE and other high impact strategies and UDL will provide staff with multiple access points for elevating student engagement and targeting differentiated instruction. The increased level of knowledge and support will increase student engagement and attendance and decrease discipline issues for our LTELs and multilingual learners.	PD Calendar, Lesson Plans, ELPAC data, CDE Dashboard Data, and survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
4.1	**Action:** Implementation of the CIM plan **Need:** Suspension Rates, Referrals, and survey data indicate the need for the implementation of our CDE approved CIM plan focusing on decreasing the suspension rates for SWD/Dually Identified students. **Scope:** LEA-wide Schoolwide	Implementation of our CIM plan will address the needs as it focuses on various prevention methods as well as analyzing the effectiveness of our plan on an ongoing basis.	Suspension Data, Referrals, Survey data
4.2	**Action:** Targeted Intervention and Supports **Need:** CDE Dashboard data, Local Assessment data, and survey data indicate the need for targeted interventions in academics and college readiness to provide additional supports for our students with disabilities/dually identified students. **Scope:** LEA-wide Schoolwide	Providing targeted instruction focusing on skill gaps and IEP goals to address the needs of SWDs and dually identified students will be provided additional supports specific to their individual needs. (software intervention programming, Executive Functioning skills curriculum, small group and 1:1 instruction, etc.) With increased access to the curriculum and student engagement through targeted interventions for SWD, we anticipate positive impacts in student achievement, discipline and attendance.	SPED support logs, Lesson plans, CDE Dashboard data, and Survey Data.
4.3	**Action:** Professional Development	Professional development in the areas described above will address the needs of SWDs and dually identified students in the following ways:	PD Calendar, Lesson Plans, Classroom Observations, Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CDE Dashboard Data, Local Assessment data, and survey data indicate a need to develop a knowledgeable staff who is prepared with needed strategies skills to meet the unique needs of our SWD. **Scope:** LEA-wide Schoolwide	Strengthening the co-teach model and teaching high impact strategies provides staff and SWDs/Dually Identified students with the opportunity to engage in more effective small group instruction aligned with IEP goals. Learning how to provide effective accommodations and modifications for SWDs/Dually identified students will impact the students access to learning and approaching standards. Understanding and implementing the UDL approach supports staff in learning to design lessons that provide multiple access points for all students. Knowledge and skills working with the intervention software programs GPA utilizes provides more opportunities for students to receive individualized instruction at their specific learning levels. Developing our staff's knowledge and skills in effective supports for SWDs/Dually identifies students will increase student engagement and in turn have a positive impact on student achievement, discipline and attendance for our SWDs.	assessment data, CDE Dashboard Data, and survey data

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 13,291,954	$ 2,754,292	20.722%	0.000%	20.722%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 11,064,293	$ 4,257,750	$ -	$ 679,058	$ 16,001,100.93	$ 13,081,778	$ 2,919,323

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Intervention Supports	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 6,576,632	$ 802,768	$ 5,121,349	$ 1,766,455	$ -	$ 491,596	$ 7,379,400	0.000%
1	1	Intervention Supports	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 1,071,825	$ 267,635	$ 1,339,459				$ 1,339,459	0.000%
1	2	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 129,947	$ 250,559	$ 129,947	$ 237,764	$ -	$ 12,795	$ 380,506	0.000%
1	3	Recruitment and Retainment of Staff	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 679,307	$ 13,680	$ 672,865	$ 20,122	$ -	$ -	$ 692,987	0.000%
2	1	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ -	$ 10,016	$ -	$ 10,016	$ -	$ -	$ 10,016	0.000%
2	2	College Classes	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 188,421	$ (0)	$ 115,689	$ 72,732	$ -	$ -	$ 188,421	0.000%
2	2	College Classes	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 545,445	$ -	$ 545,445				$ 545,445	0.000%
2	3	Annual Surveys	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ -	$ 16,693	$ -	$ 16,693	$ -	$ -	$ 16,693	0.000%
2	4	Attendance Initiatives	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 824,953	$ 216,628	$ 718,214	$ 323,367	$ -	$ -	$ 1,041,581	0.000%
2	4	Attendance Initiatives	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 313,320	$ -	$ 313,320				$ 313,320	0.000%
2	5	Access to Materials	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ -	$ 134,227	$ 76,878	$ 57,349	$ -	$ -	$ 134,227	0.000%
2	6	Discipline Curriculum	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ -	$ 16,693	$ -	$ 16,693	$ -	$ -	$ 16,693	0.000%
2	7	School Facilities	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 753,001	$ 117,467	$ 757,517	$ 112,950	$ -	$ -	$ 870,467	0.000%
2	8	School Safety	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 114,211	$ 344,494	$ 452,899	$ 5,806	$ -	$ -	$ 458,705	0.000%
2	8	School Safety	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 48,383	$ -	$ 48,383				$ 48,383	0.000%
3	1	Implementation of Integrated and Designated ELD and EL Roadmap	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 38,571	$ -	$ 38,571	$ -	$ -	$ -	$ 38,571	0.000%
3	1	Implementation of Integrated and Designated ELD and EL Roadmap	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 77,117	$ -	$ 77,117				$ 77,117	0.000%
3	2	Revision and implementation of EL Master Plan	EL	Yes	Schoolwide	English Learners	Gompers Preparatory Academy	Ongoing	$ 126,744	$ 2,995	$ 129,739	$ -	$ -	$ -	$ 129,739	0.000%
3	3	Goal Setting/Progress Monitoring	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 98,585	$ -	$ 98,585	$ -	$ -	$ -	$ 98,585	0.000%
3	4	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ -	$ 15,841	$ 4,195	$ 10,016	$ -	$ 1,629	$ 15,841	0.000%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 13,291,954	$ 2,754,292	20.722%	0.000%	20.722%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 11,064,293	$ 4,257,750	$ -	$ 679,058	$ 16,001,100.93	$ 13,081,778	$ 2,919,323

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	1	Implementation of the CIM plan	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 353,638	$ -	$ -	$ 353,638	$ -	$ -	$ 353,638	0.000%
4	2	Targeted Intervention and Supports	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 701,787	$ 686,971	$ -	$ 1,215,720	$ -	$ 173,037	$ 1,388,757	0.000%
4	2	Targeted Intervention and Supports	All	Yes	Schoolwide	All	Gompers Preparatory Academy	Ongoing	$ 219,243	$ -	$ 219,243				$ 219,243	0.000%
4	3	Professional Development	All	No	Schoolwide		Gompers Preparatory Academy	Ongoing	$ 220,650	$ 22,658	$ 204,878	$ 38,430	$ -	$ -	$ 243,308	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 13,291,954	$ 2,754,292	20.722%	0.000%	20.722%	$ 2,771,291	0.000%	20.849%	**Total:**	$ 2,771,291
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,771,291

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Intervention Supports	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 1,339,459	0.000%
2	2	College Classes	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 545,445	0.000%
2	4	Attendance Initiatives	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 313,320	0.000%
2	8	School Safety	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 48,383	0.000%
3	1	Implementation of Integrated and Designate	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 77,117	0.000%
3	2	Revision and implementation of EL Master F	Yes	Schoolwide	English Learners	Gompers Preparatory Academy	$ 129,739	0.000%
3	3	Goal Setting/Progress Monitoring	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 98,585	0.000%
4	2	Targeted Intervention and Supports	Yes	Schoolwide	All	Gompers Preparatory Academy	$ 219,243	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 17,838,684.86	$ 17,170,812.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Supports	No	$ 8,842,427	$ 8,863,538
1	1	Intervention Supports	Yes	$ 817,506	$ 960,452
1	2	Professional Development	No	$ 348,287	$ 379,619
1	3	Recruitment and Retainment of Staff	No	$ 662,816	$ 743,006
2	1	Professional Development	No	$ 354,775	$ 213,635
2	1	Professional Development	Yes	$ 345,226	$ 194,536
2	2	College Classes	No	$ 693,695	$ 661,452
2	2	College Classes	Yes	$ 476,310	$ 428,846
2	3	Annual Surveys	No	$ 15,916	$ 15,000
2	4	Attendance Initiatives	No	$ 724,845	$ 882,617
2	5	Access to Materials	No	$ 135,474	$ 142,256
2	6	Discipline Curriculum	No	$ 15,916	$ 15,000
3	1	Implementation of Integrated and Designated ELD and EL Roadmap	No	$ 111,623	$ 130,708
3	2	Revision and implementation of EL Master Plan	Yes	$ 122,470	$ 144,479
3	3	Goal Setting/Progress Monitoring	No	$ 90,192	$ 93,797
3	4	Professional Development	No	$ 16,803	$ 34,525
4	1	Implementation of the CIM plan	No	$ 428,630	$ 488,930
4	2	Targeted Intervention and Supports	No	$ 2,367,997	$ 1,160,203
4	2	Targeted Intervention and Supports	Yes	$ 1,027,661	$ 1,102,765
4	3	Professional Development	No	$ 240,116	$ 515,448

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,658,800	$ 2,789,172	$ 2,831,077	$ (41,905)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Intervention Supports	Yes	$ 817,506	$ 960,451.60	0.000%	0.000%
2	1	Professional Development	Yes	$ 345,226	$ 194,535.64	0.000%	0.000%
2	2	College Classes	Yes	$ 476,310	$ 428,846.10	0.000%	0.000%
3	2	Revision and implementation of EL Master Plan	Yes	$ 122,470	$ 144,479.10	0.000%	0.000%
4	2	Targeted Intervention and Supports	Yes	$ 1,027,661	$ 1,102,764.74	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 12,767,042	$ 2,658,800	0.000%	20.826%	$ 2,831,077	0.000%	22.175%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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