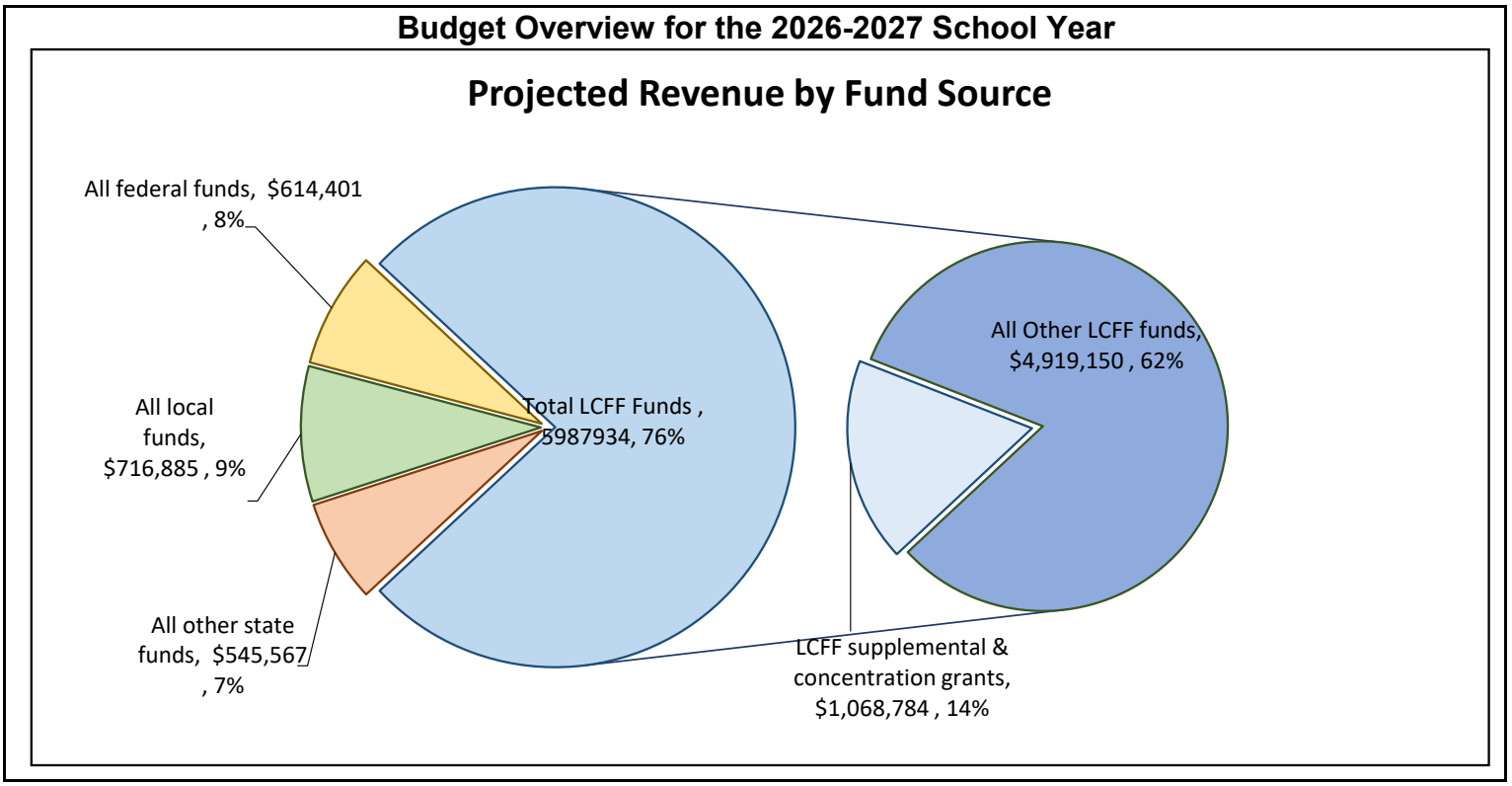
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
CDS Code: 33103300128777
School Year: 2026-2027
LEA contact information: Samantha Di Salvio, samantha.hager@rcc.edu

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).

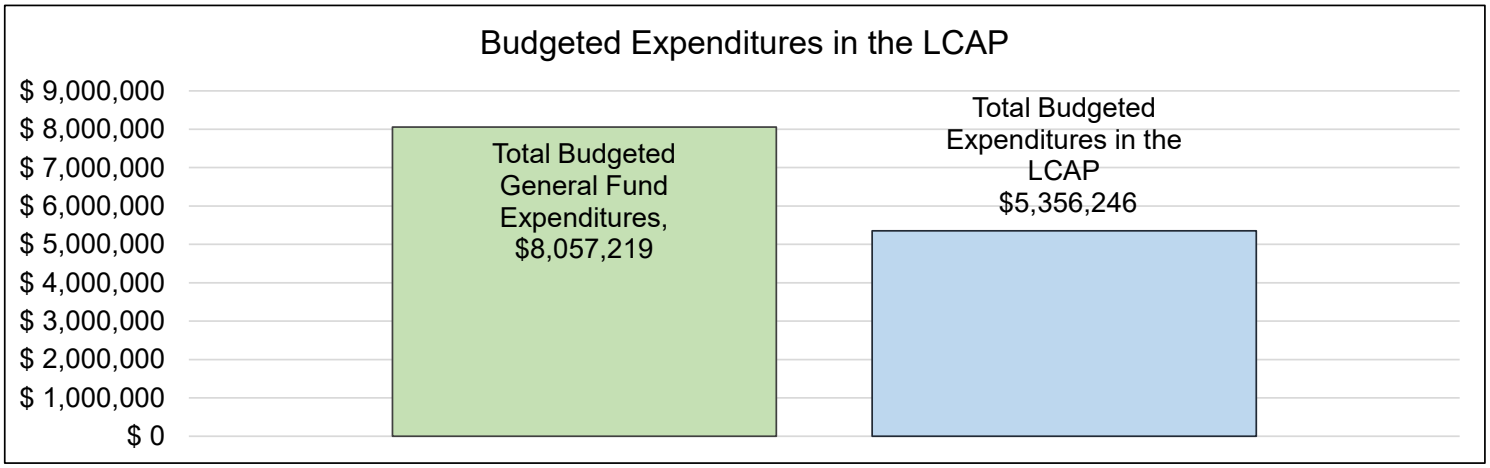


This chart shows the total general purpose revenue Gateway College and Career Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway College and Career Academy is $7,864,787.00, of which $5,987,934.00 is Local Control Funding Formula (LCFF), $545,567.00 is other state funds, $716,885.00 is local funds, and $614,401.00 is federal funds. Of the $5,987,934.00 in LCFF Funds, $1,068,784.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Gateway College and Career Academy plans to spend for 2026-2027. 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: Gateway College and Career Academy plans to spend $8,057,219.00 for the 2026-2027 school year. Of that amount, $5,356,246.00 is tied to actions/services in the LCAP and $2,700,973.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

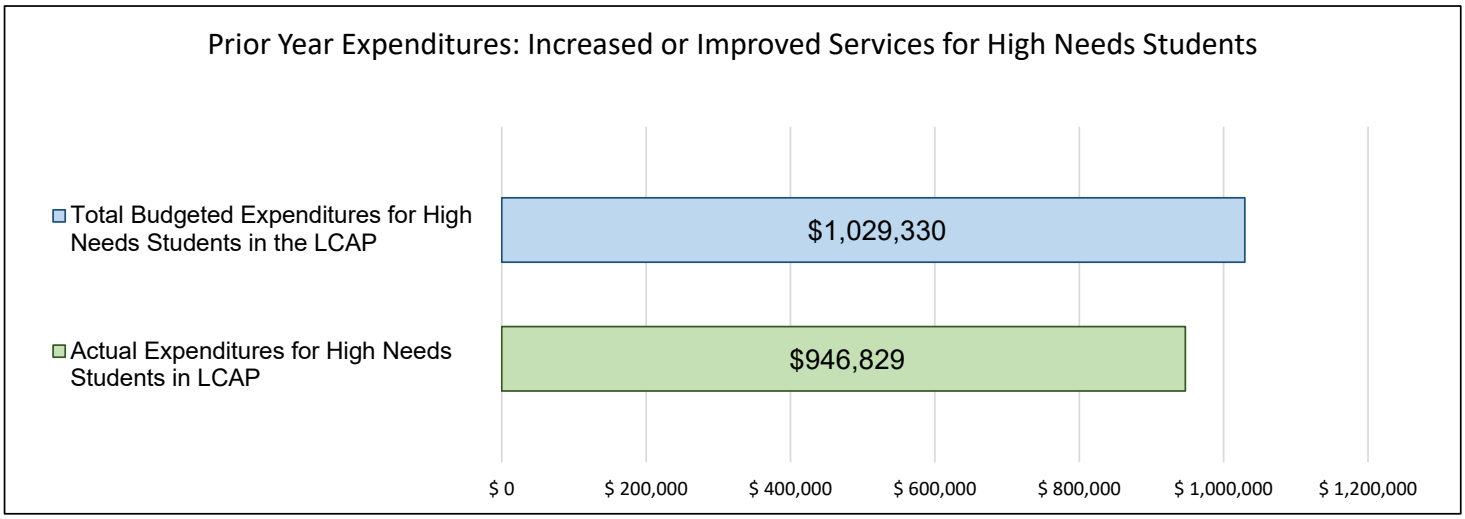
General operational and business expenditures are not included in the Local Control and Accountability Plan (LCAP). These costs include salaries and benefits for administrative and operational staff, such as the Executive Director, Chief Business Officer, Director of Human Resources and Operations, and Human Resources/Operations Manager. Non-personnel expenditures may include, but are not limited to, audit services, insurance premiums, and advertising costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Gateway College and Career Academy is projecting it will receive $1,068,784.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $1,068,784.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Gateway College and Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway College and Career 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 2025-2026, Gateway College and Career Academy's LCAP budgeted $1,029,330.00 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $946,829.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $82,501.00 had the following impact on Gateway College and Career Academy's ability to increase or improve services for high needs students:

The reduced expenditures did not affect the delivery of actions and services provided to high-need students. Actual costs were lower than originally budgeted, and available funding decreased based on final ADA-generated revenues. As a result, expenditures were lower than projected while maintaining the intended level of services.

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
Gateway College and Career Academy	Miguel Contreras, Executive Director	Miguel.contreras@rcc.edu, 951-557-4294

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.

Gateway College and Career Academy (GCCA) is a public charter high school authorized by the Riverside County Office of Education and renewed through June 30, 2031. GCCA is a Dashboard Alternative School Status (DASS) school that serves students throughout Riverside County who are seeking a flexible, supportive, and personalized pathway toward high school graduation, postsecondary education, and career success.

Founded in 2013, GCCA was established to provide an alternative educational option for students who have experienced academic disruption, fallen behind in credits, disengaged from traditional school settings, or require greater flexibility to achieve their educational goals. Over time, GCCA has evolved into a comprehensive student success model that combines rigorous academics, individualized support systems, dual enrollment opportunities, career pathways, and postsecondary planning.

School Model and Programs

GCCA's primary instructional site is located on the campus of Riverside City College (RCC), providing students with direct access to a college environment and opportunities to participate in college coursework while completing high school graduation requirements. Through partnerships with Riverside City College and Moreno Valley College, students may earn college credit, pursue career pathway opportunities, and begin building momentum toward certificates, degrees, and other postsecondary goals.

The school offers multiple instructional options designed to meet the diverse needs of students, including in-person, hybrid, virtual, and independent study programs. GCCA's educational model integrates standards-based instruction, dual enrollment opportunities, career technical education pathways, and flexible credit recovery options that allow students to accelerate progress toward graduation.

Student Population

GCCA serves students from more than twenty school districts throughout Riverside County. Students typically enroll after experiencing challenges in traditional educational settings and often enter GCCA with significant credit deficiencies, interrupted educational experiences,

attendance concerns, or other barriers to academic success. The average entering student is approximately 16.5 years old and has completed only a portion of the credits necessary for graduation.

The school serves a diverse student population that includes English learners, students with disabilities, foster youth, low-income students, and students seeking alternative pathways to graduation and postsecondary success.

Student Success and Support Services

GCCA provides a comprehensive system of academic, social-emotional, and postsecondary supports designed to address the needs of the whole student.

Academic supports include:

- Standards-based instruction across multiple instructional models
- Credit recovery and acceleration opportunities
- Dual enrollment and college success support
- Instructional assistants, tutoring, and targeted interventions
- College mentoring and postsecondary planning services
- Educational technology, including one-to-one student devices and internet access support

Specialized services include:

- Special Education and Section 504 accommodations and services
- English Learner supports, designated and integrated English Language Development, and reclassification assistance
- Related services including speech and language, counseling, and other supports identified through student plans

Social-emotional and wellness supports include:

- School counseling and student success planning
- Mental health and wellness services
- Positive Behavioral Interventions and Supports (PBIS)
- Family engagement and community resource coordination
- Community Schools initiatives and wraparound services

Students also have access to basic needs supports, including school meals, snack pantry services, transportation assistance, and referrals to community-based resources.

Vision and Strategic Focus

GCCA's mission is to refocus students on their education by providing personalized pathways to graduation, college, career, and future success. Through its renewed charter, strategic planning efforts, and implementation of Gateway GPS (Guidance, Progress, Success), GCCA is strengthening systems that support student persistence, attendance, engagement, academic achievement, graduation readiness, and postsecondary success.

Gateway GPS serves as the school's comprehensive Student Success System, providing early identification of student needs, coordinated interventions, attendance and engagement monitoring, individualized support planning, and data-informed decision-making. Together with GCCA's early college partnerships, career pathway opportunities, and comprehensive support services, these efforts are designed to ensure that every student graduates with a clear pathway toward college, career, military service, apprenticeship, certificate programs, degree programs, or other meaningful postsecondary opportunities.

Reflections: Annual Performance

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

Gateway College and Career Academy (GCCA) continues to demonstrate meaningful progress across several key performance indicators while identifying important opportunities for continued improvement. Analysis of available California School Dashboard data, local assessment results, YouthTruth survey feedback, graduation tracking, and other internal measures indicates that GCCA's student-centered, flexible educational model continues to support academic growth, graduation success, and postsecondary readiness for students who have often experienced significant barriers in traditional educational settings.

The 2025–26 school year also served as an important planning and transition year for the organization. Through charter renewal, Comprehensive Support and Improvement (CSI) planning, stakeholder engagement, and strategic planning activities, GCCA identified opportunities to strengthen attendance monitoring, persistence efforts, intervention systems, and student success supports. These efforts ultimately informed the development of Gateway GPS (Guidance, Progress, Success), the school's comprehensive Student Success System that will guide future improvement efforts.

Academic Achievement and Student Success

Local academic measures indicate strong improvement in student growth and achievement. ExactPath growth results exceeded established targets, with 83% of students meeting or exceeding expected growth benchmarks in Reading and 73% meeting or exceeding expected growth benchmarks in Mathematics. These results represent some of GCCA's strongest academic growth outcomes in recent years and reflect the impact of standards-based instruction, targeted interventions, instructional assistant support, flexible learning pathways, and expanded academic support opportunities.

Course success rates also demonstrated substantial improvement, increasing to 87% and significantly exceeding established targets. These results suggest that students who remain engaged in GCCA's instructional program are successfully completing coursework and making meaningful progress toward graduation.

English Learner outcomes presented a more mixed picture. ELPAC participation declined to 86%, below the school's established target, while English Learner growth measures declined to 60%. These results highlight the need to strengthen English Learner monitoring systems, instructional supports, and reclassification practices. Improving outcomes for English Learners will remain a priority during the 2026–27 school year.

Attendance improved from 81.78% to 83.6%, demonstrating positive progress following increased focus on attendance monitoring and student support efforts. While attendance remains an important area for continued improvement, the upward trend reinforces the importance of continued investment in attendance interventions, persistence supports, and student engagement strategies.

Graduation outcomes continue to represent an area of strength for GCCA. Internal tracking indicates that the school's one-year graduation rate remains strong and continues to significantly exceed statewide outcomes typically observed among alternative education populations. Continued investments in personalized learning, academic counseling, credit recovery, flexible instructional pathways, and graduation planning have contributed to these positive outcomes.

College, Career, and Future Readiness

GCCA continued expanding opportunities for students to engage in college coursework, career exploration, and postsecondary planning. Partnerships with Riverside City College and Moreno Valley College provided students with access to dual enrollment opportunities, while Strong Workforce initiatives supported Career Technical Education pathway development and workforce readiness experiences.

The school's College and Career Readiness outcomes demonstrated significant improvement. The Dashboard College and Career Indicator increased from 16.7% to 40.6%, reflecting substantial growth in students completing college and career readiness milestones. GCCA also continued monitoring its local Alternative College and Career Readiness measure, which indicated that 53.8% of graduates completed one or more indicators of postsecondary readiness.

While dual enrollment participation and Career Technical Education opportunities remain important strengths of GCCA's model, analysis of local data suggests additional opportunities exist to increase participation, expand completion rates, and strengthen alignment between educational planning, workforce pathways, and postsecondary success.

As the school continues implementing College and Career Access Pathways (CCAP), Career Technical Education programming, and postsecondary navigation services, GCCA remains focused on ensuring that students graduate with meaningful postsecondary experiences and clear plans for future success.

Student Engagement, Belonging, and School Climate

School climate and student engagement data reflect encouraging progress. Results from the YouthTruth survey improved across all major domains, including Engagement, Academic Challenge, and School Culture. Engagement increased from 65% to 71%, Academic Challenge increased from 75% to 79%, and School Culture increased significantly from 62% to 77%.

These improvements suggest that students increasingly perceive GCCA as a supportive, engaging, and academically meaningful learning environment. The substantial increase in School Culture results is particularly encouraging and reflects ongoing efforts to strengthen student relationships, campus culture, student voice, and opportunities for meaningful participation in school life.

The school maintained very low rates of suspension and expulsion while continuing to prioritize relationship-based practices, student support services, proactive interventions, and positive school climate efforts. Community Schools initiatives, family engagement efforts, student activities, and wellness supports contributed to a positive learning environment and strengthened connections among students, families, and staff.

While progress is evident, stakeholder feedback indicates continued opportunities to strengthen family engagement, expand student leadership opportunities, and further increase students' sense of belonging and connectedness. These priorities will remain areas of focus moving forward.

Supports for Unduplicated and High-Need Students

GCCA continued to provide targeted supports for low-income students, English Learners, foster youth, students with disabilities, and other students requiring additional assistance. Services included academic interventions, counseling supports, college mentoring, family outreach, technology access, transportation assistance, wellness services, Community Schools supports, and community resource referrals.

Performance data suggests these supports continue to contribute positively to student engagement, academic growth, course completion, graduation outcomes, and postsecondary readiness. However, ongoing analysis also confirms that many unduplicated students continue to face significant barriers related to attendance, persistence, educational continuity, and access to postsecondary opportunities. As a result, GCCA will continue prioritizing increased and improved services designed to address these needs.

Organizational Growth and Continuous Improvement

During the year, GCCA successfully continued serving a growing student population while maintaining its commitment to personalized support and individualized pathways. In preparation for future growth and continued improvement, the school engaged in extensive strategic planning efforts, including charter renewal, CSI planning, Community Schools implementation, and the development of Gateway GPS.

These efforts reinforced GCCA's commitment to continuous improvement and resulted in the identification of several strategic priorities for 2026–27, including strengthening attendance and persistence systems, improving intervention coordination, enhancing English Learner outcomes, expanding postsecondary readiness opportunities, increasing data-informed decision-making, and improving support for students experiencing barriers to success.

Overall, available performance data suggests GCCA continues to make meaningful progress toward its mission of refocusing students on their education and preparing them for success beyond high school. The school's next phase of improvement will build upon these successes through implementation of Gateway GPS, continued Community Schools development, enhanced student support systems, and strategic investments designed to improve student outcomes, graduation success, and postsecondary readiness.

Reflections: Technical Assistance

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

N/A

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.

Single school LEA: Gateway College and Career Academy.

Support for Identified Schools

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

As a single-school local educational agency and Dashboard Alternative School Status (DASS) school, Gateway College and Career Academy integrates Comprehensive Support and Improvement (CSI) planning directly into its Local Control and Accountability Plan (LCAP), strategic planning, and continuous improvement processes. GCCA was identified for CSI based on graduation rate performance and has used the identification process as an opportunity to conduct a comprehensive review of student outcomes, school systems, and barriers impacting student success.

Planning and Continuous Improvement

During the 2025-26 school year, GCCA conducted a comprehensive needs assessment and root cause analysis as part of its CSI planning process. Analysis of graduation, attendance, course completion, engagement, college and career readiness, and persistence data revealed that many students enter GCCA significantly credit deficient and often experience challenges related to attendance, engagement, educational continuity, and competing personal responsibilities. The analysis further demonstrated a strong relationship between attendance, course completion, credit accumulation, and graduation outcomes.

In response, GCCA developed Gateway GPS (Guidance, Progress, Success), a comprehensive Student Success System designed to strengthen student persistence, improve attendance, coordinate interventions, accelerate credit completion, and improve graduation outcomes. Gateway GPS serves as the primary framework through which GCCA will implement and monitor CSI improvement efforts.

School leadership, faculty, counselors, support staff, and governing board members regularly review implementation progress, student outcome data, and effectiveness measures through an ongoing cycle of inquiry and continuous improvement. Data reviews occur throughout the year and inform adjustments to interventions, staffing, resource allocation, and student support strategies.

Stakeholder Engagement

CSI planning and implementation efforts have been informed by extensive stakeholder engagement, including students, families, faculty, staff, leadership team members, community partners, and the governing board. Stakeholder input was gathered through surveys, focus groups, YouthTruth data reviews, Community Schools engagement activities, staff planning sessions, CSI planning meetings, and public board discussions.

Stakeholders consistently identified attendance, engagement, persistence, graduation readiness, access to postsecondary opportunities, and timely intervention as priority areas for improvement. Feedback directly informed the development of Gateway GPS, expansion of re-engagement supports, enhancement of credit recovery opportunities, and increased investment in postsecondary readiness services.

Resource Inequities

Through its CSI needs assessment process, GCCA identified several factors contributing to persistent outcome gaps among students, particularly low-income students, English learners, foster youth, and students entering significantly credit deficient. These students are disproportionately represented among those experiencing attendance concerns, interrupted educational experiences, course completion challenges, and delayed progress toward graduation.

To address these inequities, GCCA has prioritized investments that increase access to personalized supports, early intervention systems, academic acceleration opportunities, postsecondary planning services, and student engagement initiatives. CSI funds, Supplemental and Concentration Grant funds, Community Schools resources, Strong Workforce funding, and other supplemental resources are strategically aligned to support students experiencing the greatest barriers to success.

Evidence-Based Interventions and Supports

GCCA's CSI improvement strategy is grounded in evidence-based practices designed to improve attendance, persistence, course completion, graduation outcomes, and postsecondary readiness. Central to this work is the implementation of Gateway GPS (Guidance, Progress, Success), the school's comprehensive Student Success System. Gateway GPS utilizes attendance monitoring, early warning indicators, Student Success Plans, tiered interventions, family outreach, home visits, and graduation readiness reviews to identify barriers early and coordinate timely support for students. Supporting this work is GCCA's Re-Engagement and Persistence Team, which is responsible for attendance interventions, student outreach, family engagement, re-engagement efforts, and coordinated case management designed to improve persistence and reduce graduation risk.

To strengthen attendance monitoring and intervention effectiveness, GCCA added an Attendance Support Clerk responsible for daily attendance monitoring, communication, intervention tracking, and compliance processes. These efforts are supported by expanded attendance intervention systems and structured progress monitoring designed to improve student engagement and persistence throughout the school year.

Recognizing that many students enroll significantly credit deficient, GCCA continues to expand credit recovery, acceleration, and completion opportunities. Students have access to flexible instructional pathways that include Edmentum Courseware (formerly Apex Learning), independent study options, evening and completion labs, targeted senior supports, summer learning opportunities, and other acceleration strategies designed to help students recover credits and remain on track toward graduation.

Academic growth and course success are further supported through targeted instructional interventions, deployment of instructional assistants, and ongoing use of Exact Path Growth assessments and data monitoring systems. These tools allow staff to identify academic needs, monitor student progress, and provide individualized support designed to improve course completion and academic achievement.

To strengthen college and career readiness outcomes, GCCA continues expanding dual enrollment opportunities through partnerships with Riverside City College, Moreno Valley College, and College and Career Access Pathways (CCAP) programs. Students also receive postsecondary planning, college mentoring, financial aid support, educational planning, and career pathway advising designed to increase successful transitions into college, workforce, apprenticeship, military, and career training opportunities. These efforts are complemented by Career Technical Education pathway development supported through the K-12 Strong Workforce Program, which expands access to career exploration, workforce readiness experiences, industry-recognized credentials, and career-connected learning opportunities.

Finally, GCCA continues implementation of Community Schools initiatives, student wellness supports, family engagement efforts, and wraparound services designed to address non-academic barriers that impact attendance, engagement, and persistence. Through partnerships with community organizations, mental health providers, Riverside Community College District programs, and family support agencies, GCCA works to ensure students have access to the resources and supports necessary to remain engaged in school and successfully progress toward graduation and postsecondary success.

Monitoring Effectiveness

GCCA will monitor the effectiveness of CSI-supported actions through ongoing review of attendance rates, course success rates, graduation outcomes, college and career readiness indicators, Exact Path Growth results, English Learner progress measures, YouthTruth survey data, dual enrollment outcomes, and Gateway GPS performance indicators. Data will be reviewed regularly by school leadership and shared with stakeholders through established LCAP, CSI, and board reporting processes.

Through these integrated improvement efforts, GCCA seeks to strengthen student persistence, improve graduation outcomes, increase postsecondary readiness, and ensure that all students have access to the supports necessary to achieve long-term success.

Monitoring and Evaluating Effectiveness

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

Monitoring and Evaluating Effectiveness

Gateway College and Career Academy will monitor and evaluate the effectiveness of its Comprehensive Support and Improvement (CSI) efforts through an integrated continuous improvement process aligned with the Local Control and Accountability Plan (LCAP), Gateway GPS

(Guidance, Progress, Success), Community Schools implementation, and the school's strategic priorities. As a single-school local educational agency and Dashboard Alternative School Status (DASS) school, GCCA utilizes a coordinated system of performance monitoring, stakeholder engagement, data analysis, and continuous improvement to assess implementation effectiveness and guide decision-making throughout the year.

Central to this process is the ongoing work of the school's leadership team, which regularly reviews student performance, implementation progress, and improvement priorities. Student outcomes and improvement efforts are monitored through recurring leadership meetings, data review cycles, and strategic planning discussions focused on attendance, persistence, course success, graduation readiness, English Learner outcomes, college and career readiness indicators, student engagement, school climate, and the effectiveness of student support services. These reviews allow GCCA to identify emerging needs, evaluate implementation progress, and make timely adjustments to interventions and resource allocation.

Gateway GPS serves as the primary framework for monitoring student success and intervention effectiveness. Through Gateway GPS, staff regularly review attendance, engagement, course completion, credit accumulation, graduation readiness, and intervention data to identify students requiring additional support and evaluate the effectiveness of implemented strategies. The system incorporates attendance monitoring, early warning indicators, Student Success Plans, tiered interventions, re-engagement efforts, case management reviews, graduation progress monitoring, and persistence tracking. This ongoing review process allows staff to respond quickly when barriers emerge and to assess whether interventions are producing the intended outcomes.

GCCA also utilizes multiple data systems and performance dashboards to support continuous improvement efforts. Student information systems, assessment platforms, Parsec Analytics, local dashboards, and survey data provide timely information regarding student performance and program effectiveness. Throughout the year, staff review graduation outcomes, attendance rates, course success rates, academic growth measures, English Learner indicators, dual enrollment participation, college and career readiness outcomes, YouthTruth survey results, and student persistence measures. These data reviews support data-informed decision-making and help ensure that resources remain aligned with identified student needs.

Stakeholder engagement remains an essential component of the evaluation process. GCCA gathers input from students, families, staff, community partners, and governing board members through surveys, engagement activities, Community Schools processes, meetings, and public board discussions. Stakeholder feedback helps the school evaluate the effectiveness of programs and services, identify barriers to student success, assess student and family experiences, and inform future planning and resource allocation decisions.

Implementation is further supported through professional learning, collaborative planning, and accountability systems. Staff participate in ongoing professional development related to attendance and persistence strategies, intervention practices, student engagement, English Learner supports, data analysis, and continuous improvement processes. School leaders monitor implementation through classroom observations, program reviews, collaborative team meetings, staff supervision processes, implementation fidelity checks, and regular progress monitoring discussions designed to ensure actions and services are being delivered as intended.

The effectiveness of CSI-supported actions and services will be evaluated through ongoing review of both implementation data and student outcomes. GCCA will examine changes in graduation rates, attendance and persistence outcomes, course completion trends, academic growth measures, English Learner performance, college and career readiness indicators, school climate measures, and the effectiveness of intervention systems and student supports. Evaluation findings will be used to determine whether actions should be continued, refined, expanded, or replaced and will directly inform future LCAP development, CSI planning, Community Schools implementation, and strategic planning efforts.

GCCA views school improvement as an ongoing process rather than a single annual event. By aligning CSI implementation with Gateway GPS, the LCAP, Community Schools initiatives, and other strategic priorities, the school maintains a coordinated focus on improving persistence, graduation outcomes, postsecondary readiness, student engagement, and overall student success. This integrated approach ensures that improvement efforts remain closely connected to daily operations, responsive to student needs, and focused on achieving meaningful outcomes for the students GCCA serves.

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
Teachers	Regular scheduled department meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, team discussions, focus groups during Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help understand, develop, participate in, and prioritize the implementation plan of our California Community Schools Partnership Program (CCSPP). Teachers also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Principal and Administrators	Regular scheduled department and schoolwide shared leadership meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, and support from our district office Community School Coordinator. Opportunity to participate in Gateway Community Advisory Team/Steering Committee (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help develop, participate in, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP). This group also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.

Other School Personnel	Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Department Meetings, Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP) Other school personnel were also invited to complete an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Parents	Opportunity to voice opinions and concerns through the annual Youth Truth Survey and monthly Parent Voices meetings, onboarding sessions, listening sessions, and one on one discussions during family resource fairs, back to school resource fair and family night, and student led activities on campus, and via phone calls. Receive weekly announcements and Parent Square messages containing school and community activities and resource announcements.
Students	Opportunity to voice opinions, concerns, and interests through class specific surveys, annual Youth Truth Survey, Youth Council, Leadership program, and Gateway Community Advisory Council (GCAC) participation. A general survey during class to ask about mental health concerns, graduating seniors participated in exit surveys to share about their experience about the strengths of the program and make suggestions for improvements. Students also completed surveys in their classrooms to provide suggestions on what went well and offered insight on what the instructor could do to improve next term.

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

Gateway College and Career Academy actively engaged students, families, staff, community partners, and governing board members throughout the development of the 2026-27 Local Control and Accountability Plan (LCAP). Educational partner feedback was gathered through LCAP surveys, YouthTruth surveys, Community Schools engagement activities, parent meetings, staff planning sessions, charter renewal activities, CSI planning discussions, leadership retreat conversations, public board meetings, and ongoing stakeholder engagement opportunities throughout the school year.

Feedback from educational partners directly influenced the development of the 2026-27 LCAP and helped shape the goals, actions, services, and investments included in the plan.

Student Success, Attendance, and Persistence

Students, families, and staff consistently identified attendance, engagement, persistence, and timely intervention as priorities for improvement. Stakeholders expressed the need for stronger systems to identify students experiencing challenges before they become disengaged and to provide more coordinated support when concerns arise.

In response, GCCA developed Gateway GPS (Guidance, Progress, Success), a comprehensive Student Success System that serves as a major component of the 2026-27 LCAP. Stakeholder input also influenced the addition of a Re-Engagement and Persistence Team, Attendance Support Clerk position, expanded attendance monitoring, enhanced intervention processes, and improved systems for supporting students experiencing barriers to success.

Academic Support and Graduation Readiness

Educational partners emphasized the importance of maintaining flexible educational options while expanding academic support services for students who are behind in credits or working toward graduation. Students and families expressed appreciation for GCCA's personalized learning model and requested continued access to multiple pathways that meet diverse student needs.

As a result, the LCAP continues support for in-person, hybrid, virtual, independent study, dual enrollment, and credit recovery options. The plan also includes expanded credit recovery, acceleration, and completion supports designed to help students remain on track toward graduation.

Postsecondary Access, College, and Career Readiness

Students, families, staff, and community partners emphasized the importance of college access, dual enrollment opportunities, career exploration, and postsecondary planning. Stakeholders expressed a desire for additional opportunities that help students connect their educational experiences to future goals and careers.

This feedback influenced continued investment in dual enrollment partnerships with Riverside City College and Moreno Valley College, expansion of College and Career Access Pathways (CCAP), postsecondary planning supports, College Mentor services, and Career Technical Education opportunities supported through the K-12 Strong Workforce Program.

Student Wellness and Mental Health Supports

Students, families, and staff identified mental health and wellness as ongoing priorities. Educational partners emphasized the importance of maintaining access to counseling services, mental health supports, wellness programming, and community-based resources that address barriers to student success.

As a result, GCCA will continue partnerships with mental health providers, wellness organizations, Community Schools partners, and community-based agencies that provide direct support to students and families. The LCAP also maintains investments in student wellness initiatives, counseling supports, and wraparound services designed to address academic, social-emotional, and basic needs.

Family Engagement and Communication

Families expressed a desire for continued communication, engagement opportunities, and access to information regarding student progress and school programs. Educational partners highlighted the importance of maintaining strong relationships between families and school staff while increasing opportunities for meaningful participation.

This feedback influenced continued investment in family engagement events, Community Schools initiatives, parent workshops, family resource activities, Open House events, communication systems, and opportunities for stakeholder participation in school decision-making processes.

English Learner and Specialized Student Supports

Educational partners emphasized the importance of continuing supports for English learners, students with disabilities, and other students requiring additional assistance. Stakeholders requested increased access to bilingual communication, translation services, academic interventions, and specialized support programs.

As a result, the LCAP continues investments in English Learner services, Special Education supports, bilingual communication resources, translation tools, targeted academic interventions, and programs designed to increase access and opportunity for all students.

Student Engagement, School Climate, and Belonging

YouthTruth survey results, student feedback, and staff input highlighted the importance of strengthening student engagement, school connectedness, and a sense of belonging. Stakeholders expressed support for student activities, leadership opportunities, enrichment programs, field trips, and community-building experiences that help students feel connected to the school community.

In response, GCCA will continue to expand student engagement opportunities, enrichment activities, wellness programming, student leadership experiences, and school culture initiatives. Community Schools efforts and student engagement programs will continue to play an important role in fostering positive relationships, improving school climate, and supporting student success.

Educational partner feedback remains an essential component of GCCA's continuous improvement process. The goals, actions, and services included in the 2026-27 LCAP reflect the collective input of students, families, staff, community partners, and governing board members and are designed to strengthen student success, improve graduation outcomes, expand postsecondary opportunities, and ensure that all students have access to the support necessary to thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1 Academic Achievement and Student Success	Gateway College and Career Academy will improve student academic achievement, persistence, attendance, course completion, English Learner outcomes, and graduation readiness through high-quality instruction, targeted interventions, coordinated student supports, and implementation of Gateway GPS (Guidance, Progress, Success), the school's comprehensive Student Success System.	Broad Goal

State Priorities addressed by this goal.

1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

Gateway College and Career Academy serves students who often arrive significantly behind in credits, disconnected from school, or in need of a more flexible pathway to graduation. Many students have experienced interrupted educational experiences, attendance challenges, academic setbacks, and other barriers that place them at increased risk of not completing high school.

Review of local assessment data, graduation outcomes, attendance trends, English Learner performance, stakeholder feedback, charter renewal findings, and Comprehensive Support and Improvement (CSI) planning identified student persistence, attendance, course completion, and graduation readiness as critical areas for continued focus. Analysis consistently demonstrated a strong relationship between attendance, engagement, course success, credit accumulation, and graduation outcomes.

While GCCA has demonstrated significant improvement in graduation rates, academic growth, and student achievement over recent years, opportunities remain to strengthen early identification systems, improve intervention effectiveness, accelerate credit completion, and ensure students receive timely support when barriers arise.

To address these needs, GCCA developed Gateway GPS (Guidance, Progress, Success), a comprehensive Student Success System designed to strengthen attendance monitoring, improve intervention coordination, support student persistence, and increase graduation success. This goal reflects GCCA's commitment to providing personalized pathways, targeted academic support, English Learner services, Special Education services, credit recovery opportunities, and coordinated interventions that help students make meaningful academic progress and successfully graduate prepared for future opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Academic Progress Indicator: ELA/Math	ELA: 161.2 below Orange Math: 213 below Orange	ELA: 111.5 points below Orange, Math: 117.4 points below Orange	Pending	Pending	Pending
2	Alternative Metric: Attendance Rate (NCB attendance)	97.28%	81.78%	83.6%	88%	-13.7%
3	Alternative Metric: ELPAC Participation	98.4%	95%	86%	95%	-12.4%
4	Alternative Metric: ELPAC Growth	91.9%	70.2%	60%	70% will achieve growth	-31.9%
5	Alternative Metric: MAP Assessment Reading Student Growth Percentile	41.25%	63%	83%	Maintain 60%+ in 40th Conditional Exact Path Growth Percentile or higher	+41.75%
6	Alternative Metric: MAP Assessment Math Student Growth Percentile	53.25%	56%	73%	Maintain 60%+ in 40th Conditional Exact Path Growth Percentile or higher	+20.25%
7	EL Student Reclassification Rate	14.51%	0%	Pending	Pending	Pending
8	Maintain EL Program	Completed	Completed	Completed	Completed Annually	None

9	CalSass Report Misassignments	0	1	0	0	0
10	Standards Aligned Instructional Materials Audit	Completed	Completed	Completed	Completed Annually	None
11	Annual OSHA Inspection	Completed	Completed	Completed	Completed Annually	None
12	Academic Content and Performance Standards Audit	Completed	Completed	Completed	Completed Annually	None
13	Annual Parent Input/engagement Survey	Administered	Completed	Completed	Administered Annually	None
14	Broad Course of Study: Maintain Dual Enrollment program	Completed	Completed	Completed	Completed Annually	None
15	Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	Completed	Completed	Completed	Completed Annually	None

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2025–2026 school year, Gateway College and Career Academy (GCCA) continued implementation of the actions and services associated with Goal 1, focused on improving student academic achievement, attendance, academic growth, course completion, and graduation readiness. Through standards-based instruction, academic interventions, English Learner services, Special Education supports,

credit recovery opportunities, and personalized student support systems, GCCA worked to ensure students made meaningful progress toward graduation and postsecondary success.

In addition to implementing existing actions and services, the school engaged in significant planning and improvement efforts throughout the year. Charter renewal activities, Comprehensive Support and Improvement (CSI) planning, stakeholder engagement, and ongoing performance analysis helped identify opportunities to strengthen attendance monitoring, student persistence systems, intervention coordination, and graduation supports. These efforts ultimately informed the development of Gateway GPS (Guidance, Progress, Success), GCCA's comprehensive Student Success System that will guide future improvement efforts.

Implementation Challenges

While GCCA demonstrated strong outcomes across several academic indicators, several challenges remained.

English Learner outcomes emerged as an area requiring increased attention. ELPAC participation declined from 95% to 86%, falling below established targets, while English Learner growth measures also declined. These results highlighted the need to strengthen monitoring systems, improve participation rates, refine instructional supports, and increase focus on language development and reclassification efforts. As a result, GCCA initiated a review of English Learner practices that will inform future program improvements.

Student attendance and persistence also remained areas of ongoing focus. Although attendance improved from 81.78% to 83.6%, the school continued to observe the impact that attendance challenges can have on course completion, credit accumulation, and graduation readiness. Analysis conducted through CSI planning and strategic review processes reinforced the importance of strengthening systems for early identification, intervention, and re-engagement.

As a DASS school serving students who often enter significantly credit deficient and with histories of educational disruption, GCCA continues to face the challenge of accelerating academic growth while simultaneously supporting students' progress toward graduation.

Implementation Successes

GCCA achieved several notable successes during the 2025–2026 school year.

Academic growth exceeded expectations across multiple measures. MAP Reading growth increased to 83% of students meeting or exceeding the 40th Conditional Growth Percentile, significantly surpassing established targets and demonstrating substantial improvement from prior years. MAP Math growth also increased to 73%, exceeding long-term targets and reflecting strong academic progress among participating students.

Attendance improved from 81.78% to 83.6%, representing continued progress following the implementation of enhanced attendance monitoring and intervention efforts.

The school continued to provide multiple instructional pathways, including in-person, hybrid, virtual, independent study, dual enrollment, and credit recovery options. These flexible pathways allowed students to access educational opportunities that aligned with their individual needs while maintaining progress toward graduation.

Friday academic support labs, instructional assistant support, tutoring opportunities, and credit recovery programs continued to provide students with additional opportunities to improve course performance and accelerate progress toward graduation.

Dual enrollment opportunities through Riverside City College remained a cornerstone of GCCA's academic model, allowing students to simultaneously earn high school and college credit while increasing postsecondary readiness.

The school also successfully completed charter renewal activities and continued implementation of CSI planning efforts, both of which provided valuable opportunities to evaluate existing systems and identify strategic priorities for future improvement.

Overall Effectiveness

Overall, implementation of Goal 1 was successful and resulted in significant progress across several key measures of academic achievement and student success. Academic growth outcomes exceeded expectations in both reading and mathematics, attendance improved, and students continued to benefit from flexible instructional pathways and personalized supports.

At the same time, analysis of English Learner outcomes, attendance patterns, persistence indicators, and intervention effectiveness highlighted opportunities to strengthen systems that support students before they become disengaged. These findings directly informed the development of Gateway GPS and the decision to invest in expanded attendance monitoring, re-engagement supports, data systems, English Learner supports, and graduation readiness initiatives.

As GCCA enters the next phase of its improvement efforts, the lessons learned through implementation of Goal 1 will guide continued refinement of instructional practices, intervention strategies, and student support systems to improve academic outcomes, increase persistence, strengthen English Learner achievement, and ensure that all students are prepared for success beyond high school.

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.

For Action 6, Gateway budgeted $45,000 in Supplemental and Concentration funds for the contributing portion of Faculty and Staff Training and expended $26,021.38. The difference resulted from lower than anticipated costs and from some initially planned training and consulting services occurring at a reduced scope or not occurring during the year. Gateway provided other professional development that addressed many of the action’s intended objectives; total faculty and staff training expenditures across funding sources exceeded $100,000. Gateway did not spend the remaining Supplemental and Concentration allocation solely to match the original budget.

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

Effectiveness of Actions: Goal 1 – Academic Achievement and Student Success

Overall, the actions and services implemented under Goal 1 during the 2025–2026 school year were effective in supporting improved academic achievement, student success, attendance, and graduation readiness. GCCA continued to implement a coordinated system of standards-based instruction, academic interventions, English Learner services, Special Education supports, credit recovery opportunities, flexible instructional pathways, and personalized student support services designed to meet the diverse needs of its student population.

The effectiveness of these actions is reflected in several key student outcome measures. Academic growth significantly exceeded expectations, with 83% of students meeting or exceeding the 40th Conditional Growth Percentile in Reading and 73% meeting or exceeding the same benchmark in Mathematics. These results substantially surpassed established targets and represent some of the strongest academic growth outcomes observed during the current LCAP cycle. The results suggest that GCCA's instructional model, academic intervention systems, tutoring supports, instructional assistant services, and flexible learning pathways are helping students make meaningful academic progress despite entering the school with significant educational gaps.

Several actions proved particularly effective in supporting student success. Flexible scheduling options, including in-person, hybrid, virtual, independent study, dual enrollment, and credit recovery programs, allowed students to remain engaged and continue making progress toward graduation. Friday academic support labs, instructional assistant support, targeted intervention services, and credit recovery opportunities provided students with additional pathways to improve course performance and accelerate progress toward graduation. Dual enrollment opportunities through Riverside City College continued to support both academic achievement and postsecondary readiness.

Attendance outcomes also demonstrated improvement. While attendance remains an area requiring continued attention, the school's attendance rate increased from 81.78% to 83.6%, reflecting positive movement following implementation of enhanced attendance monitoring, intervention efforts, and student support strategies. These results reinforced the importance of continuing to strengthen systems designed to identify attendance concerns early and provide timely interventions.

At the same time, implementation data and student outcome analysis revealed areas requiring additional attention. English Learner outcomes emerged as a significant area of concern during the year. ELPAC participation declined from 95% to 86%, and English Learner growth measures also declined. These results indicated a need to strengthen monitoring systems, increase participation rates, improve instructional supports, and refine reclassification practices to better support English Learners in achieving language proficiency and academic success.

Analysis conducted through the school's Comprehensive Support and Improvement (CSI) planning process also identified attendance, persistence, engagement, and timely intervention as key factors influencing student outcomes. These findings suggested that while existing academic supports were effective for students who remained engaged, additional systems were needed to identify and support students earlier when barriers emerged.

Overall, GCCA concludes that the actions implemented under Goal 1 were effective and contributed to substantial improvements in academic growth, student achievement, attendance, and graduation readiness. The exceptional gains in reading and mathematics growth provide strong evidence that GCCA's instructional and intervention systems are producing positive results for students. At the same time, the school determined that strengthening attendance monitoring, persistence supports, English Learner services, intervention coordination, and student success systems would further increase the effectiveness of these efforts. These conclusions directly informed the development of Gateway GPS (Guidance, Progress, Success), expanded attendance and re-engagement supports, and enhanced English Learner improvement strategies included in the 2026–2027 LCAP.

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.

Changes for 2026–2027 Based on Reflections from Prior Practice

Based on analysis of student performance data, stakeholder feedback, charter renewal activities, Comprehensive Support and Improvement (CSI) planning, and the school's annual reflection process, GCCA made several revisions to Goal 1 for the 2026–2027 school year.

The most significant change is the expansion of Goal 1 from a traditional academic achievement goal to a broader Academic Achievement and Student Success goal. Analysis of local data demonstrated a strong relationship between attendance, engagement, course completion, persistence, and graduation outcomes. As a result, GCCA recognized the need to strengthen systems that support students before academic challenges become barriers to graduation.

To address these findings, GCCA developed Gateway GPS (Guidance, Progress, Success), a comprehensive Student Success System designed to improve attendance, persistence, intervention coordination, academic progress, and graduation readiness. Gateway GPS will serve as a central component of Goal 1 and will guide implementation of tiered interventions, student monitoring, re-engagement efforts, and coordinated support services.

Several actions were revised or expanded to reflect these priorities. New investments include the creation of a Re-Engagement and Persistence Team, the addition of an Attendance Support Clerk position, enhanced attendance monitoring systems, expanded intervention processes, and strengthened data review and performance monitoring structures. These additions are intended to improve early identification of student needs, increase the timeliness of interventions, and strengthen support for students experiencing barriers to success.

Goal 1 actions were also updated to more clearly reflect the school's integrated approach to student success. English Learner services and Special Education supports are explicitly incorporated within instructional and intervention actions to ensure these student groups remain visible within the LCAP and continue to receive focused support. Credit recovery, acceleration, and completion supports were refined to better align with graduation readiness efforts and CSI improvement priorities.

Several metrics were updated based on prior-year outcomes and current priorities. Attendance Rate was moved into Goal 1 to reflect its critical role in student persistence, course completion, and graduation success. Target outcomes were adjusted to reflect current performance trends, available data, and areas identified for continued growth, including academic achievement, English Learner progress, attendance, and graduation readiness.

While the overall intent of Goal 1 remains consistent—to improve student achievement and support successful graduation—the 2026–2027 goal reflects a more comprehensive and proactive approach to student success. These changes are intended to strengthen GCCA's ability to identify student needs early, coordinate interventions effectively, improve persistence and attendance, and ensure that students remain on track toward graduation and postsecondary 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

1.1	Gateway GPS Student Success System	Implement Gateway GPS (Guidance, Progress, Success), GCCA's comprehensive Student Success System designed to improve attendance, persistence, engagement, course completion, credit accumulation, and graduation readiness through coordinated prevention, early intervention, re-engagement, and student support services. Gateway GPS provides a structured framework for identifying students experiencing barriers to success and connecting them with academic, attendance, wellness, family, and community-based supports before those challenges negatively impact graduation outcomes. **Major Programs and Services** • Tiered student success interventions • Attendance monitoring and early warning systems • Re-engagement and persistence supports • Student Success Plans • Individualized case management • Attendance interventions and follow-up • Family outreach and engagement • Home visits • Transportation assistance, including RTA bus passes when attendance or access barriers are identified • Graduation readiness reviews • Student progress monitoring • Student success team meetings • Community resource referrals • Professional development related to student engagement, persistence, and intervention systems • Consulting and technical assistance supporting implementation of Gateway GPS	$377,271 $1,009,839	Yes No

		Major Positions • Director of Student Engagement & Persistence • Student Engagement Specialist • Attendance Support Clerk • Attendance Technician • Systems Technician • Student Success Counselors (2.0) • Counseling Technician • Principal (20%) • Assistant Principal of Student Support and Success **Primary Purpose** • Improve attendance and engagement • Increase student persistence and retention • Strengthen early identification and intervention systems • Improve course completion and credit accumulation • Remove barriers to participation and learning • Increase graduation readiness • Improve outcomes for low-income students, English Learners, foster youth, and other students experiencing educational barriers • Coordinate schoolwide student success efforts through Gateway GPS		

1.2	Standards-Based Instruction, Academic Intervention, English Learner, and Special Education Services	Provide rigorous standards-based instruction and targeted academic supports through multiple instructional pathways designed to accelerate academic growth, improve course success, and ensure equitable access to learning opportunities for all students. GCCA will provide integrated academic intervention, English Learner services, Special Education services, instructional technology, and individualized supports that address the diverse academic needs of students while promoting progress toward graduation and postsecondary success. **Major Programs and Services** • Standards-based instruction aligned to California State Standards • Academic assessments and progress monitoring • Academic intervention and targeted support services • Instructional Assistant support • Academic tutoring and support labs • Canvas Learning Management System • English Learner services • Designated and Integrated English Language Development (ELD) • Summit K-12 English Language Development curriculum • ELPAC administration, monitoring, and student support • English Learner progress monitoring and reclassification supports • Translation and bilingual communication services • Special Education services and supports • Section 504 accommodations • Related services including speech therapy, occupational therapy, counseling, and specialized instructional support • Instructional materials and curriculum	$469,372 $2,465,908 Reference Goal 1.1	Yes No

		• One-to-one student Chromebook access • Internet hotspots and technology access support • Parent access systems and communication tools • Professional development related to instruction, intervention, English Learner achievement, and Special Education services • Consulting and technical assistance supporting instructional improvement and student achievement **Major Positions** • Teachers (ELL) • Instructional Assistants (7.5) • Assistant Principal of Instruction and Curriculum • Assistant SPED Coordinator • Special Education Teachers • SPED Paraprofessionals • Student Success Counselors • English Learner support functions **Primary Purpose** • Deliver rigorous standards-based instruction • Accelerate academic growth and achievement • Improve course success and credit attainment • Provide targeted academic intervention and support • Improve English Learner achievement, language acquisition, and reclassification outcomes • Ensure equitable access to instructional technology and learning resources • Support students with disabilities through individualized services and accommodations		

		• Reduce academic barriers for low-income students, English Learners, foster youth, and other students experiencing educational challenges • Increase readiness for graduation and postsecondary success		

1.3	Credit Recovery, Acceleration, and Completion Supports	Provide students with multiple pathways to recover credits, accelerate academic progress, complete graduation requirements, and remain on track toward earning a high school diploma. GCCA will offer flexible scheduling options, alternative instructional pathways, extended learning opportunities, targeted completion supports, and individualized graduation planning designed to meet the needs of students who enter significantly credit deficient or who face barriers that may interfere with timely graduation. **Major Programs and Services** • Edmentum Courseware credit recovery program • Summer school (IAs) • Asynchronous Independent Study • Hybrid and virtual instructional options • Flexible scheduling pathways • Recovery labs and academic completion support • Graduation acceleration opportunities • Senior completion tracking and intervention supports • Credit deficiency monitoring • Individualized graduation planning • Dual enrollment opportunities that support graduation completion • Extended learning opportunities • Professional development related to student completion and graduation strategies • Consulting and technical assistance supporting student completion efforts **Major Positions** • Assistant Principal of Student Support and Success • Attendance Support Clerk	Reference Goal 1 Actions 1, 2 $74,310	No

		• Teachers • Instructional Assistants • Student Success Counselors • Director of Student Engagement & Persistence **Primary Purpose** • Increase graduation readiness • Improve 1-Year Graduation Rate outcomes • Accelerate credit accumulation • Reduce credit deficiencies • Improve course completion and course success rates • Expand access to flexible learning pathways • Support students experiencing educational disruption • Increase persistence toward graduation • Provide targeted interventions for students at risk of not graduating • Improve postsecondary readiness through successful completion of graduation requirements		

1.4	Student Success Data Systems, Performance Monitoring, and Continuous Improvement	Utilize integrated student data systems, performance dashboards, collaborative planning structures, and continuous improvement processes to monitor student outcomes, evaluate program effectiveness, coordinate interventions, and support data-informed decision-making. GCCA will leverage Gateway GPS, student performance data, stakeholder feedback, and ongoing program evaluation to identify student needs, strengthen instructional and support practices, and improve academic, engagement, persistence, and graduation outcomes. **Major Programs and Services** • Director of Student Success Systems • Gateway GPS performance monitoring and reporting • Aeries Student Information System • Parsec Analytics • YouthTruth Survey administration and analysis • Student performance dashboards • Key Performance Indicator (KPI) development and monitoring • Data analysis and reporting • Student intervention tracking systems • Graduation readiness monitoring • Professional development • Consulting and technical assistance • Professional Learning Communities (PLCs) • Teacher collaboration meetings • Counselor collaboration meetings • English Learner Taskforce • Leadership Team planning and data review meetings • Continuous improvement processes • LCAP, CSI, and school improvement monitoring	$20,768 $319,589 Reference Goal 1 Action 1, 2	Yes No

		Major Positions • Director of Student Success Systems • Enrollment Services Manager • Attendance Technician • Systems Technician • Principal • Assistant Principals • Student Success Counselors • Director of Student Engagement and Persistence **Primary Purpose** • Monitor implementation and effectiveness of Gateway GPS • Improve student outcomes through data-informed decision-making • Strengthen attendance, persistence, and graduation monitoring • Improve intervention effectiveness and coordination • Monitor academic achievement and student growth • Strengthen English Learner, Special Education, and student support programs • Support continuous improvement planning • Increase organizational effectiveness and accountability • Improve responsiveness to student needs • Guide strategic planning and resource allocation		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2 Postsecondary Access, College, Career, and Future Readiness	Gateway College and Career Academy will expand access to postsecondary opportunities by increasing participation and success in dual enrollment, career technical education pathways, workforce readiness experiences, and postsecondary planning. Students will graduate with a clear pathway toward college, career, military service, apprenticeship, certificate programs, degree programs, or other postsecondary opportunities and possess the knowledge, skills, and experiences necessary for long-term success.	Broad Goal

State Priorities addressed by this goal.

4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Preparing students for success beyond high school is a central component of Gateway College and Career Academy's mission. GCCA believes students should graduate not only with a high school diploma, but also with meaningful postsecondary experiences, career awareness, college knowledge, and a clear plan for their future. As an early college high school operating in partnership with Riverside City College and other postsecondary institutions, GCCA is uniquely positioned to provide students with opportunities that extend beyond traditional high school coursework.

Review of local data, College and Career Indicator (CCI) results, dual enrollment participation, stakeholder feedback, charter renewal planning, and strategic planning efforts demonstrated the importance of continuing to expand access to college coursework, career-connected learning experiences, and individualized postsecondary planning. Many GCCA students are first-generation college students, come from low-income households, or have experienced educational disruptions that may limit awareness of and access to postsecondary opportunities.

Educational partners consistently identified dual enrollment, career pathway opportunities, college and career advising, financial aid support, and workforce readiness experiences as priorities for continued investment. Stakeholders emphasized the importance of helping students connect their educational experiences to meaningful future opportunities while providing the guidance and support necessary to navigate complex postsecondary systems.

In response, GCCA continues to invest in dual enrollment partnerships with Riverside City College and Moreno Valley College, College and Career Access Pathways (CCAP), College Mentor services, Career Technical Education pathway development, and workforce readiness opportunities supported through the K-12 Strong Workforce Program. These initiatives are designed to increase college credit attainment,

expand career exploration opportunities, improve college and career readiness outcomes, and ensure students graduate with the skills, experiences, and confidence necessary to pursue their chosen postsecondary pathway.

This goal reflects GCCA's commitment to preparing students for success beyond high school by providing multiple pathways to future success and increasing access to opportunities that support long-term educational and career attainment.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24 data)	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Alternative Metric: 1 Year Graduation Rate	79%* Corrected for misreported cohort	77.8%	Pending Finalized Data	80%	-2.8%
2	Dashboard Indicator: College and Career Readiness Indicator	16.7%	40.6%	Pending Finalized Data	45%	-4.4%
3	Alternative Metric: College and Career Readiness	65.6%	53.8%	Pending Finalized Data	60%	-11.8%
4	Alternative Metric: Dual Enrollment Credits Earned	7	5.69	Pending Finalized Data	9	-1.31%
5	Alternative Metric: Course Success Rate	55%	87%	Pending Finalized Data	75%	+32%
6	A-G Completion Rate	0%	0%	Pending Finalized Data	N/A	N/A
7	CTE Completion Rate	4.6%	2%	Pending Finalized Data	10%	-2.6%

8	A-G and CTE Completion Rate	4.6%	2%	Pending Finalized Data	10%	-2.6%
9	AP Exam Pass Rate	0%	0%	Pending Finalized Data	N/A	N/A

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2025–2026 school year, Gateway College and Career Academy (GCCA) continued implementation of the actions and services associated with Goal 2, focused on preparing students for success beyond high school through college access, career exploration, dual enrollment opportunities, postsecondary planning, and workforce readiness experiences. GCCA maintained its commitment to providing students with meaningful opportunities to explore and pursue multiple postsecondary pathways while building the knowledge, skills, and experiences necessary for long-term success.

Throughout the year, GCCA continued strengthening partnerships with Riverside City College (RCC), expanding Career Technical Education (CTE) opportunities, supporting dual enrollment participation, and increasing access to individualized postsecondary planning. The school also continued implementation of Strong Workforce initiatives and further refined systems designed to support students in navigating college, career, and workforce opportunities.

Implementation Challenges

While GCCA continued to expand postsecondary opportunities, several implementation challenges emerged during the year.

Many students entered GCCA with limited exposure to college systems, workforce pathways, and postsecondary planning processes. As a result, some students required significant support to successfully navigate dual enrollment, financial aid processes, college registration requirements, and long-term educational planning. Students who enrolled later in their high school careers often had less time to fully participate in college and career readiness opportunities before graduation.

The school also continued working to balance multiple postsecondary initiatives, including dual enrollment, Career Technical Education pathways, college mentoring, workforce readiness activities, and individualized transition planning. Coordinating these opportunities while maintaining flexibility for students with varying schedules and educational needs required ongoing collaboration among GCCA staff, RCC partners, and community organizations.

Additionally, GCCA identified opportunities to strengthen participation rates in postsecondary readiness activities and improve consistency in how students access and complete college and career readiness milestones.

Implementation Successes

Despite these challenges, GCCA achieved several important successes during the 2024–2025 school year.

Dual enrollment opportunities remained a cornerstone of the GCCA model, providing students with direct access to college coursework and allowing many students to earn college credit while completing high school graduation requirements. College Mentors, counselors, and instructional support staff continued to provide individualized guidance that helped students navigate college systems and remain engaged in postsecondary opportunities.

The school continued expanding Career Technical Education opportunities and saw increasing student participation in career-focused pathways and certificate programs. Strong Workforce initiatives helped strengthen connections between academic programs, workforce readiness experiences, and postsecondary planning.

GCCA also continued implementation of its alternative College and Career Readiness measures, providing a more comprehensive picture of postsecondary preparedness among graduating students. Early results demonstrated that many students were successfully engaging in college coursework, career pathway experiences, workforce readiness activities, and other indicators associated with postsecondary success.

Students benefited from individualized postsecondary planning, career exploration activities, financial aid support, college awareness efforts, and personalized guidance related to their future goals. These supports helped students develop clearer postsecondary plans and increased awareness of available opportunities after graduation.

Overall Effectiveness

Overall, implementation of Goal 2 was successful and contributed to continued expansion of postsecondary opportunities for GCCA students. Dual enrollment, college mentoring, Career Technical Education pathways, Strong Workforce initiatives, and individualized planning supports provided students with meaningful opportunities to prepare for life beyond high school.

The school also gained valuable insight into areas requiring additional focus, including increasing participation in postsecondary opportunities, strengthening pathway completion rates, expanding workforce readiness experiences, and improving systems that help students successfully navigate postsecondary transitions.

These lessons directly informed the 2026–2027 LCAP and contributed to the refinement of Goal 2. As GCCA continues to expand dual enrollment, College and Career Access Pathways (CCAP), Career Technical Education programming, College Mentor services, and workforce readiness initiatives, the school remains committed to ensuring that every student graduates with a clear, attainable pathway toward college, career, military service, apprenticeship, certificate programs, degree programs, or other meaningful postsecondary opportunities.

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.

For Goal 2, Action 4: Career Exploration and Workforce Readiness was underspent due to fewer CTE-related field trips taking place than originally anticipated. Some planned field trips did not occur, while others were funded through grants or provided at no cost through Riverside Community College District (RCCD) campuses. As a result, the need to utilize Supplemental and Concentration funds for these activities was lower than initially budgeted.

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

Effectiveness of Actions: Goal 2 – Postsecondary Access, College, Career, and Future Readiness

Overall, the actions and services implemented under Goal 2 during the 2025–2026 school year were effective in increasing access to postsecondary opportunities and supporting student preparation for success after high school. GCCA continued to provide students with opportunities to earn college credit, participate in Career Technical Education (CTE) pathways, explore career options, and engage in individualized postsecondary planning. These efforts remain central to GCCA's mission of ensuring students graduate with a clear pathway toward future success.

The effectiveness of these actions is reflected in several areas of progress. Dual enrollment opportunities through Riverside City College continued to provide students with direct access to college coursework while still in high school. Students participated in a broad range of college courses and continued earning college credit as part of GCCA's early college model. College Mentors, counselors, and instructional support staff played an important role in helping students navigate college systems, maintain enrollment, and successfully complete coursework.

Career Technical Education and workforce readiness efforts also demonstrated positive results. Through Strong Workforce initiatives and expanded pathway opportunities, students gained increased access to career exploration experiences, workforce preparation activities, and certificate-bearing programs. Early indicators suggested continued growth in student participation in career-focused opportunities and increasing awareness of available postsecondary pathways.

The school's Alternative College and Career Readiness measure continued to provide valuable insight into student preparedness beyond traditional accountability measures. Results demonstrated that many students were engaging in meaningful college and career readiness experiences, including dual enrollment, career pathway participation, and postsecondary planning activities. These findings reinforced the value of GCCA's multiple-pathway approach to preparing students for life after graduation.

Personalized transition planning and postsecondary advising also proved effective. Students participated in individualized planning sessions, college counseling activities, financial aid support, and career exploration opportunities that helped increase awareness of educational and workforce options. Student feedback and staff observations suggested that many students developed greater confidence, clearer postsecondary goals, and stronger understanding of the steps necessary to achieve those goals.

At the same time, implementation data revealed opportunities for continued improvement. While access to postsecondary opportunities increased, participation and completion rates varied among student groups. Some students required additional support to successfully navigate college systems, manage competing responsibilities, and complete college or career pathway milestones. These findings highlighted the importance of continuing to strengthen postsecondary navigation supports, pathway advising, and structured opportunities for student participation.

Overall, GCCA concludes that the actions implemented under Goal 2 have been effective and continue to contribute positively to college and career readiness outcomes. The continued expansion of dual enrollment opportunities, College and Career Access Pathways (CCAP), Career Technical Education programming, Strong Workforce initiatives, and individualized postsecondary planning demonstrates meaningful progress toward the goal. Lessons learned during implementation have informed refinements to Goal 2 for 2026–2027 and support GCCA's continued commitment to ensuring that every student graduates prepared for success in college, career, military service, apprenticeship, certificate programs, degree programs, or other postsecondary pathways.

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.

Changes for 2026–2027 Based on Reflections from Prior Practice

Based on analysis of student outcome data, stakeholder feedback, charter renewal activities, strategic planning efforts, and annual reflection on implementation, GCCA made several refinements to Goal 2 for the 2026–2027 school year.

While the overall purpose of the goal remains consistent—to prepare students for success beyond high school—the goal has been updated to more clearly reflect GCCA's commitment to providing multiple pathways to postsecondary success. The goal has been expanded from a traditional college and career readiness focus to a broader Postsecondary Access, College, Career, and Future Readiness goal that recognizes the diverse educational and workforce pathways pursued by GCCA students.

Several metrics were refined to better capture student outcomes and align with GCCA's evolving program offerings. GCCA will continue to utilize the Alternative College and Career Readiness metric developed in response to limitations within the state's College and Career Indicator (CCI), which only includes students within traditional four- and five-year graduation cohorts. The alternative metric provides a more comprehensive measure of readiness for GCCA's student population and better reflects the outcomes of students who graduate through alternative pathways.

Additional metrics related to Career Technical Education (CTE) completion and college preparatory coursework were added to better measure student participation in postsecondary readiness opportunities and to reflect the expansion of career pathway programming. These additions provide a more complete picture of student preparation for college, career, and workforce success.

Several actions were also refined based on lessons learned during implementation. Dual enrollment and early college access efforts were expanded to reflect continued growth in College and Career Access Pathways (CCAP) opportunities and partnerships with Riverside City College and Moreno Valley College. Postsecondary navigation services were strengthened to emphasize individualized planning, college mentoring, financial aid support, and successful transitions beyond high school.

Career Technical Education and workforce readiness efforts were significantly expanded to reflect ongoing implementation of the K-12 Strong Workforce Program. The revised actions more clearly identify the role of the CTE Coordinator, Assistant CTE Coordinator, College Mentors, career pathway advising, industry-connected learning experiences, and workforce preparation opportunities.

Target outcomes were updated based on current performance trends, available data, and anticipated growth in dual enrollment participation, career pathway completion, college and career readiness indicators, and graduation outcomes. These targets are intended to maintain ambitious expectations while remaining realistic and achievable for GCCA's student population.

Although the overall focus of Goal 2 remains centered on preparing students for success after high school, the 2026–2027 revisions provide a more comprehensive representation of GCCA's early college and career model and better align the goal with the school's renewed charter, strategic priorities, Strong Workforce initiatives, CCAP expansion, and commitment to supporting multiple pathways to postsecondary 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	Dual Enrollment and Early College Access	Provide students with access to rigorous college coursework and early college experiences through partnerships with Riverside City College (RCC), Moreno Valley College (MVC), and College and Career Access Pathways (CCAP) programs. GCCA will support students in earning college credit while completing high school graduation requirements, reducing barriers to postsecondary access, and increasing opportunities for students to explore academic and career pathways aligned with their educational goals. **Major Programs and Services** • Riverside City College dual enrollment partnership • Moreno Valley College dual enrollment partnership • College and Career Access Pathways (CCAP) • Universal dual enrollment access initiative • College course enrollment support • College onboarding and matriculation support • College readiness coursework • Educational planning and academic pathway development • Academic counseling related to college course selection • College fee support for eligible students (100%) • Dual enrollment progress monitoring • Early college awareness activities and campus visits • Career Technical Education (CTE) field trips and exploration opportunities • College campus exposure and transition activities **Major Positions** • CTE Coordinator • Assistant CTE Coordinator • College Mentors	$13,000 $179,128 Reference Goal 1 Actions 1, 4	Yes No

		• Enrollment Services Staff • Student Success Counselors • Principal **Primary Purpose** • Expand access to college coursework while in high school • Increase dual enrollment participation and completion • Improve college readiness and postsecondary preparedness • Reduce barriers to college access for first-generation and low-income students • Increase college credit attainment • Support educational planning and pathway development • Strengthen transitions between high school and college • Increase participation in College and Career Access Pathways (CCAP) • Improve College and Career Readiness outcomes • Increase student awareness of postsecondary opportunities		

2.2	Postsecondary Navigation and College Success	Provide individualized postsecondary planning, college success support, financial aid assistance, transition services, and educational advising that help students successfully navigate college, career, workforce, military, apprenticeship, certificate, and degree pathways after graduation. GCCA will provide students and families with the information, guidance, and support necessary to develop clear postsecondary plans, access available opportunities, and successfully transition to life after high school. **Major Programs and Services** • College mentoring (support for students in college courses) • Student Education Plans (SEPs) • FAFSA and CADAA support • AB 540 guidance and support • Postsecondary transition workshops • College and career readiness workshops • Financial aid awareness and support • College application assistance • Scholarship awareness and application support • Riverside City College counseling partnerships • College success strategies instruction • Parent and family transition support activities • Postsecondary pathway advising • Career, workforce, apprenticeship, military, certificate, and degree pathway exploration • Postsecondary planning and goal setting • Student transition monitoring and follow-up **Major Positions** • College Mentors	Reference Goal 1 Action 1 Reference Goal 2 Action 1	

		• Student Success Counselors • Assistant Principal of Student Support and Success **Primary Purpose** • Increase College and Career Readiness outcomes • Improve successful transitions to postsecondary education and workforce pathways • Increase FAFSA and CADAA completion • Improve access to financial aid and postsecondary opportunities • Support first-generation college students and families • Increase student awareness of college, career, military, apprenticeship, and workforce options • Strengthen postsecondary planning and goal setting • Improve student confidence and preparedness for life after high school • Increase persistence and success in postsecondary pathways • Remove barriers to postsecondary access for low-income students, English Learners, foster youth, and other historically underserved student groups		

2.3	Career Pathways, Technical Education, and Workforce Readiness	Expand student access to Career Technical Education (CTE) pathways, workforce readiness experiences, industry-recognized credentials, career exploration opportunities, and career-connected learning experiences that prepare students for successful transitions into employment, technical training programs, apprenticeships, military service, certificate programs, degree programs, and other postsecondary opportunities. GCCA will leverage partnerships with Riverside Community College District, K-12 Strong Workforce Program initiatives, industry partners, and community organizations to provide students with meaningful opportunities to explore careers, develop workforce skills, and connect education to future employment and career goals. **Major Programs and Services** • K-12 Strong Workforce Program initiatives • Career Technical Education (CTE) pathways • Career exploration and life planning coursework • Industry and labor market exploration • Career assessments and interest inventories • Workforce readiness instruction • Resume, interview, and employability skill development • Career pathway advising • Industry-recognized certifications and credential opportunities • Career-connected learning experiences • College and career exploration tours • Workforce development partnerships • Riverside City College Career Center services • Employment, internship, and work-based learning opportunities • Career Technical Education certificate pathway exploration • Guest speakers, industry presentations, and career exposure activities	Reference Goal 1 Action 1 Reference Goal 2 Action 1	

		• Postsecondary workforce and technical training pathway planning **Major Positions** • CTE Coordinator • Assistant CTE Coordinator • CTE College Mentor • Assistant Principal of Student Support and Success **Primary Purpose** • Expand access to Career Technical Education pathways • Increase participation in K-12 Strong Workforce opportunities • Improve College and Career Readiness outcomes • Increase completion of Career Technical Education certificates and credentials • Strengthen workforce readiness and employability skills • Increase student awareness of career and technical training opportunities • Improve alignment between education and workforce pathways • Expand access to work-based learning, internships, and career-connected experiences • Support successful transitions into employment, apprenticeships, military service, technical training programs, and postsecondary education • Prepare students for high-demand, high-wage careers aligned with regional workforce needs		

Goal

Goal #	Description	Type of Goal
3 Student Engagement, Belonging, and School Climate	Gateway College and Career Academy will foster a welcoming, inclusive, and engaging learning environment where students feel connected, supported, and empowered to succeed. Through meaningful relationships, family partnerships, student engagement opportunities, wellness supports, and community partnerships, GCCA will promote positive school climate, student belonging, and conditions that support academic and postsecondary success.	Broad Goal

State Priorities addressed by this goal.

3, 5, 6,

An explanation of why the LEA has developed this goal.

Gateway College and Career Academy recognizes that students are most successful when they feel connected to their school community, supported by caring adults, engaged in meaningful learning experiences, and confident that they belong. Because GCCA serves many students who have previously struggled in traditional educational settings, fostering a positive, relationship-centered school culture is essential to improving attendance, persistence, academic achievement, graduation outcomes, and postsecondary success.

Analysis of YouthTruth survey results, stakeholder feedback, Community Schools implementation activities, and ongoing student engagement efforts consistently demonstrates the importance of school connectedness, student voice, family partnerships, and access to social-emotional and wellness supports. Students, families, and staff identified supportive relationships, responsive staff, flexible learning opportunities, and a welcoming school environment as critical factors contributing to student success. Stakeholders also expressed a desire to continue strengthening student engagement, family participation, communication, wellness services, leadership opportunities, and students' sense of belonging.

Recent YouthTruth results showed improvement across measures of student engagement, academic challenge, and school culture, indicating positive momentum in student experience and school climate. These improvements reinforce the value of GCCA's investments in Community Schools initiatives, family engagement, enrichment opportunities, mental health supports, student activities, and relationship-based practices. At the same time, the results suggest opportunities to further strengthen connectedness, student voice, and overall engagement.

Stakeholder feedback also highlighted the importance of GCCA's Community Schools efforts, mental health partnerships, family resource events, field trips, enrichment activities, student leadership opportunities, and wraparound support services. These programs help remove

barriers to participation, strengthen relationships among students, families, and staff, and create conditions that support both academic and personal growth.

As GCCA implements Gateway GPS (Guidance, Progress, Success), the school recognizes that student engagement, belonging, and school climate are closely connected to attendance, persistence, intervention effectiveness, and graduation readiness. Strong relationships and meaningful connections serve as protective factors that help students remain engaged in school and access support when challenges arise.

This goal reflects GCCA's commitment to fostering a culture where students feel known, valued, and supported; families are meaningful partners in the educational process; and all students have access to the relationships, resources, and opportunities necessary to thrive. By strengthening engagement, belonging, wellness, and family partnerships, GCCA seeks to create the conditions that make academic achievement, graduation success, and postsecondary readiness possible for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Indicator: Suspension Rate	0%	0.8%	TBD	0%	+.8
2	Dashboard Indicator: Expulsion Rate	0%	0%	0%	0%	None
3	Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	65%	65%	71%	76%	+11%
4	Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	75%	75%	79%	84%	+9%
5	Alternative Metric: Youth Truth Survey School Culture Positive Response Rate	64%	62%	77%	83%	+19%

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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.

During the 2025–2026 school year, Gateway College and Career Academy (GCCA) implemented the actions and services associated with Goal 3, focused on strengthening student engagement, fostering a sense of belonging, supporting student wellness, and maintaining a positive school climate. The school continued implementation of Community Schools initiatives, family engagement activities, student enrichment opportunities, wellness programming, Positive Behavioral Interventions and Supports (PBIS), and a variety of student support services designed to strengthen connections between students, families, and the school community.

Throughout the year, GCCA continued to expand opportunities for students to engage in school activities, access social-emotional supports, participate in enrichment experiences, and build meaningful relationships with peers and staff. These efforts were complemented by Community Schools implementation activities, mental health partnerships, family engagement initiatives, and targeted supports designed to address barriers to student participation and success.

Implementation Challenges

While GCCA continued to strengthen student engagement and school climate efforts, several challenges remained.

Maintaining strong connections with students participating across multiple instructional models—including in-person, hybrid, virtual, and independent study programs—required ongoing effort and coordination. Because many GCCA students balance employment, family responsibilities, transportation challenges, and other competing demands, creating opportunities for consistent engagement beyond academics remained an important area of focus.

The school also continued to experience growing demand for mental health, wellness, and wraparound support services. While GCCA maintained strong community partnerships and continued providing access to wellness resources, staff observed increasing student needs related to mental health, stress management, and social-emotional well-being.

Additionally, stakeholder feedback indicated opportunities to further strengthen student voice, increase family participation, and expand opportunities for students to develop a deeper sense of connection to the school community.

Implementation Successes

GCCA achieved several important successes related to student engagement, belonging, and school climate during the 2024–2025 school year.

YouthTruth survey results demonstrated improvement across all major domains measured by the survey. Student Engagement increased from 65% to 71%, Academic Challenge increased from 75% to 79%, and School Culture increased from 62% to 77%. These improvements suggest that students increasingly view GCCA as a supportive, engaging, and academically meaningful learning environment.

Community Schools implementation efforts continued to strengthen partnerships with students, families, and community organizations while expanding access to resources and supports. Family engagement activities, resource events, wellness initiatives, and community partnerships contributed to a stronger support network for students and families.

Students participated in a variety of engagement and enrichment opportunities throughout the year, including field trips, student activities, workshops, showcases, leadership opportunities, wellness programming, and community-building events. These experiences helped strengthen student connectedness and provided opportunities for students to engage with school beyond the classroom.

The school maintained very low rates of student discipline, including a 0% expulsion rate and a suspension rate that remained significantly below state averages. These results reflect GCCA's continued emphasis on relationship-based practices, proactive interventions, and supportive approaches to student behavior.

Overall Effectiveness

Overall, implementation of Goal 3 was successful and contributed to measurable improvements in student engagement, school culture, and student perceptions of their educational experience. The combination of Community Schools initiatives, family engagement efforts, wellness supports, enrichment opportunities, and relationship-centered practices helped strengthen the overall school climate and increase student connectedness.

Perhaps most importantly, the school learned that intentional investments in belonging, engagement, and supportive relationships have a meaningful impact on student experience. Improvements in YouthTruth results reinforced the importance of continuing these efforts and demonstrated that students are responding positively to GCCA's focus on connection, support, and community.

These lessons informed the development of the 2026–2027 LCAP and reinforced GCCA's commitment to maintaining student engagement, strengthening family partnerships, expanding wellness supports, and creating conditions that support student persistence, academic success, graduation readiness, and postsecondary achievement.

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.

Goal 3, Action 1: We budgeted $1,500 in Supplemental and Concentration funds for RTA bus passes and had no expenditure for this portion of the action. During the year, an RTA incentive allowed high school students with a valid school identification card to ride at no cost. Students could therefore use public transportation without Gateway purchasing the anticipated passes, and the allocation was not spent.

Goal 3, Action 1 was overspent due to an increase in FTE staffing within the Attendance and Engagement Team. The additional personnel were necessary to support student attendance, engagement, and persistence efforts, resulting in higher-than-anticipated personnel expenditures.

Goal 3, Action 4: We expended $76,607.97 of the $150,000 budgeted for the Nutrition Program. Coordination with RCC and delays in ordering and distributing meal cards limited implementation, including Gateway’s ability to purchase additional cards before the end of the fiscal year. Gateway’s flexible attendance model also meant fewer students were on campus each day than anticipated, reducing demand for on-campus meals. Gateway continued to provide nutrition support where available, but these factors resulted in expenditures below the original projection.

Goal 3, Action 5: Facilities Maintenance and Safety was underspent due to staffing challenges in filling the two budgeted part-time positions. Although the school anticipated hiring two part-time employees to support facilities maintenance and campus safety, only one position was successfully filled. As a result, personnel expenditures were lower than originally projected, resulting in unspent funds for this action.

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

Overall, the actions and services implemented under Goal 3 during the 2025–2026 school year were effective in strengthening student engagement, fostering a positive school climate, and increasing students' sense of belonging at Gateway College and Career Academy. Through a coordinated approach that included Community Schools initiatives, family engagement efforts, wellness supports, enrichment opportunities, student activities, Positive Behavioral Interventions and Supports (PBIS), and relationship-centered practices, GCCA continued to create a learning environment where students feel supported, connected, and valued.

The effectiveness of these actions is reflected most clearly in the school's YouthTruth survey results. Student Engagement increased from 65% to 71%, Academic Challenge increased from 75% to 79%, and School Culture increased from 62% to 77%. These improvements indicate that students increasingly view GCCA as a supportive environment that challenges them academically while fostering positive relationships and a strong sense of community.

Community Schools implementation efforts also contributed positively to student and family engagement. Family resource activities, wellness initiatives, community partnerships, and wraparound supports helped address barriers that may otherwise limit student participation and success. Feedback from students, families, and staff consistently highlighted the value of these services and their contribution to a more connected school community.

Student engagement initiatives, including field trips, enrichment opportunities, student activities, showcases, wellness programming, leadership experiences, and community-building events, were effective in creating opportunities for students to engage with the school beyond academics. These experiences helped strengthen student connectedness and supported GCCA's efforts to build a culture where students feel welcomed and included.

The school also maintained a positive and supportive learning environment as evidenced by a 0% expulsion rate and a suspension rate that remained significantly below state averages. These outcomes suggest that GCCA's emphasis on proactive support, relationship-building, and restorative approaches to student behavior continues to be effective.

While attendance and persistence remain important priorities for the organization, analysis conducted during the year indicated that strengthening student engagement, belonging, and relationships can play an important role in supporting these outcomes. As a result, GCCA determined that continued investment in student connection, wellness supports, family partnerships, and school climate initiatives should remain a priority moving forward.

Overall, GCCA concludes that the actions implemented under Goal 3 were effective and contributed to measurable improvements in student engagement, school culture, and overall student experience. The significant gains observed in YouthTruth results provide strong evidence that students are responding positively to the school's efforts to strengthen relationships, increase engagement opportunities, and create a supportive learning environment. These findings reinforce GCCA's commitment to continuing and expanding these efforts as part of its broader strategy to improve student success, persistence, graduation outcomes, and postsecondary readiness.

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 analysis of YouthTruth survey results, stakeholder feedback, Community Schools implementation activities, and annual reflection on student engagement and school climate efforts, GCCA made several refinements to Goal 3 for the 2026–2027 school year.

While the overall purpose of the goal remains unchanged—to foster student engagement, belonging, and a positive school climate—the goal was refined to more clearly emphasize the role that student connectedness, family partnerships, wellness supports, and community engagement play in supporting overall student success. Reflections from prior practice reinforced the understanding that students who feel connected to school and supported by caring adults are more likely to persist, engage in learning, and successfully progress toward graduation and postsecondary goals.

Several metrics were refined to better align with the intended outcomes of the goal. Attendance measures were removed from Goal 3 and incorporated into Goal 1, where they more directly align with Gateway GPS, persistence efforts, attendance interventions, and student success systems. This change allows Goal 3 to focus more specifically on student engagement, belonging, and school climate outcomes.

YouthTruth measures of Engagement, Academic Challenge, and School Culture remain central indicators for Goal 3 and continue to provide valuable feedback regarding students' experiences at GCCA. Target outcomes were updated to reflect recent gains while maintaining ambitious expectations for continued improvement.

Several actions were also refined based on lessons learned during implementation. Community Schools initiatives were further integrated into Goal 3 to better reflect their growing role in supporting student engagement, family partnerships, wellness services, and access to community resources. Family engagement efforts, student enrichment opportunities, wellness programming, and school culture initiatives were strengthened to build upon the positive momentum reflected in recent YouthTruth results.

In addition, Goal 3 was intentionally aligned with the implementation of Gateway GPS (Guidance, Progress, Success). While Gateway GPS is primarily addressed within Goal 1, reflections from prior practice demonstrated that student engagement, belonging, and supportive relationships are essential factors in student persistence and intervention success. As a result, Goal 3 continues to emphasize relationship-building, student voice, family engagement, and school connectedness as foundational elements of GCCA's overall student success strategy.

Although the core focus of Goal 3 remains consistent, these refinements better align the goal with current student needs, stakeholder priorities, Community Schools implementation efforts, and GCCA's broader commitment to creating a supportive environment where all students can thrive academically, socially, and emotionally.

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	Student Engagement and School Connectedness	Provide students with meaningful opportunities to engage in school life, build positive relationships, develop leadership skills, and strengthen their connection to the GCCA community. Through student activities, enrichment opportunities, leadership experiences, engagement initiatives, and positive school culture efforts, GCCA will foster a welcoming environment where students feel connected, supported, valued, and motivated to persist toward graduation and postsecondary success. **Major Programs and Services** • Student engagement activities • Welcome Week activities • Student leadership opportunities • Student Council • DJ Club • Semester recognition and celebration events • Field trips and experiential learning opportunities • Community engagement activities • School culture and belonging initiatives • Student voice and feedback opportunities • Guidance and transition activities for new students • Positive Behavioral Interventions and Supports (PBIS) • Multi-Tiered System of Supports (MTSS) student engagement strategies • Student recognition programs • College and career exposure activities • Enrichment workshops and special events • Opportunities for students to participate in campus and community activities	$38,072 $200,399 Reference Goal 1 Action 1, 2	Yes No

		Major Positions • Family & Community Partnerships Coordinator (33/66) • Campus Safety and Engagement Specialist • Student Council Advisor • Teachers • Student Success Counselors **Primary Purpose** • Increase student engagement and school connectedness • Strengthen students' sense of belonging • Improve student participation in school activities and events • Foster positive relationships between students and staff • Amplify student voice and leadership opportunities • Support successful transitions for new students • Strengthen school culture and community • Improve persistence and retention • Increase student motivation and engagement in learning • Support positive school climate and student well-being		

3.2	Family Engagement and Community Partnerships	Strengthen partnerships between students, families, school staff, community organizations, and college partners through meaningful engagement opportunities, resource coordination, communication systems, and Community Schools initiatives designed to increase family participation, reduce barriers to student success, and foster stronger connections between home, school, and community. GCCA will leverage family engagement strategies and community partnerships to ensure students and families have access to the resources, information, and support systems necessary to promote student engagement, persistence, well-being, and academic success. **Major Programs and Services** • Community Schools implementation and coordination • Family Resource Fairs • Open House events • Family engagement activities • Parent workshops and informational sessions • Community partnerships and collaborative initiatives • Family communication systems and outreach • ParentSquare communication platform • Family outreach and support services • Community resource coordination and referrals • Family participation opportunities • Student and family transition activities • Parent input and engagement opportunities • Translation and language access supports • Community partner engagement and resource development • Family access to educational, wellness, and support resources **Major Positions**	$1000 $5900 Reference Goal 1 Action 1 Reference Goal 3 Action 1	Yes No

		• Family & Community Partnerships Coordinator • Director of Student Engagement & Persistence • Principal **Primary Purpose** • Strengthen family engagement and participation • Increase meaningful partnerships between school, families, and community organizations • Support Community Schools implementation goals • Improve communication between families and school staff • Connect students and families to community resources and services • Reduce barriers to student engagement, attendance, and success • Increase family awareness of educational opportunities and supports • Strengthen student transitions and persistence • Foster a collaborative culture of shared responsibility for student success • Improve student outcomes through stronger family and community partnerships		

3.3	Student Wellness, Safety, and Supportive School Climate	Provide comprehensive wellness, mental health, safety, nutrition, and wraparound support services that address barriers to learning and promote student well-being, belonging, engagement, and success. GCCA will work collaboratively with families, community partners, Riverside Community College District, and Community Schools partners to ensure students have access to the resources, services, and supports necessary to fully participate in school, overcome challenges that may interfere with learning, and successfully progress toward graduation and postsecondary goals. **Major Programs and Services** • Mental health counseling services • LifeSource partnership • Riverside City College Student Health and Psychological Services (SHPS) • Individual and group counseling supports • Wellness workshops and wellness awareness activities • Social-emotional learning and support services • Homeless and Foster Youth resources and support • Suicide prevention education and awareness programming • Mental health awareness initiatives • Gaggle monitoring and student support notifications • Community resource referrals and wraparound services • Community Schools support services • Nutrition program • Student snack pantry • Emergency food assistance • Holiday meal support programs • Basic needs support and resource coordination	$150,000 $31,690 Reference Goal 1 Action1 Reference Goal 3 Action 1 Provided In-Kind by RCC	Yes No

		• Student safety initiatives • Campus safety and engagement supports • Facilities maintenance and safety efforts • Emergency preparedness planning and drills • Student wellness and school climate activities • Community partner coordination and support services **Major Positions** • Family & Community Partnerships Coordinator • Student Success Counselors • Director of Student Engagement & Persistence • Campus Safety and Engagement Specialists • LifeSource Therapists • Riverside City College Student Health and Psychological Services partners **Primary Purpose** • Improve student wellness and well-being • Expand access to mental health services and supports • Remove barriers to student engagement and academic success • Address basic needs that impact attendance and participation • Support homeless youth, foster youth, and other vulnerable student populations • Strengthen school climate, belonging, and connectedness • Improve student engagement and persistence • Promote safe and supportive learning environments • Increase access to community resources and wraparound services		

		• Support positive social-emotional development • Strengthen student readiness for academic and postsecondary success		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,068,784	$93,120

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
21.741%	0%	$0	21.727%

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 #(s)	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

Goal 1 Action 1.1	**Gateway GPS Student Success System Identified Needs** Unduplicated students at GCCA experience disproportionately high rates of: • Chronic absenteeism • Educational disruption • Credit deficiency • Mobility and school instability • Disengagement from school • Graduation risk • Transportation barriers • Social-emotional and basic needs challenges that interfere with school participation Many students enter GCCA significantly behind in credits and require coordinated interventions, personalized support, and flexible pathways to successfully persist toward graduation and postsecondary success.	**How the Action Addresses the Need(s) and Why it is Provided on an LEA-Wide Basis** Gateway GPS (Guidance, Progress, Success) was developed in response to data indicating that many GCCA students—particularly low-income students, English Learners, foster youth, and other highly mobile students—enter the school significantly credit deficient and often experience barriers that impact attendance, engagement, course completion, persistence, and graduation readiness. Analysis conducted through the school's Comprehensive Support and Improvement (CSI) process, LCAP development process, stakeholder engagement activities, and ongoing student data reviews demonstrated that attendance concerns, disengagement, and unmet student needs frequently emerge before students experience academic failure or fall further behind in graduation progress. Gateway GPS addresses these needs through a coordinated system of prevention, early intervention, progress monitoring, and re-engagement supports. The system utilizes attendance monitoring, early warning indicators, tiered interventions, Student Success Plans, family outreach, home visits, transportation assistance when needed, graduation readiness reviews, coordinated case management, Community Schools partnerships, and referrals to academic, behavioral, social-emotional, and basic needs supports. These services are designed to identify barriers early and connect students with the resources necessary to remain engaged and make progress toward graduation.	• Attendance Rate • 1-Year Graduation Rate • Course Success Rate • Alternative College & Career Readiness • ExactPath Reading Growth • ExactPath Math Growth

		The action is provided on an LEA-wide basis (single site LEA) because the challenges Gateway GPS is designed to address are not limited to a small subgroup of students. GCCA serves a student population in which a substantial majority of students are unduplicated pupils, and many students share similar risk factors related to poverty, educational disruption, mobility, credit deficiency, and disengagement from traditional school settings. Implementing Gateway GPS as a schoolwide system ensures that interventions are coordinated, consistent, and integrated into the daily operations of the school while avoiding the stigma that may result from isolating services to specific student groups. Although all students have access to Gateway GPS, the action is principally directed toward unduplicated students because they are disproportionately represented among students experiencing attendance concerns, course completion challenges, interrupted educational experiences, transportation barriers, and risks to graduation. By strengthening attendance, persistence, engagement, and timely intervention, GCCA expects Gateway GPS to improve academic outcomes, increase graduation readiness, reduce barriers to participation, and ensure that unduplicated students receive the support necessary to successfully progress toward graduation and postsecondary success.	

Goal 1 Action 1.3	**Credit Recovery, Acceleration & Completion Supports** **Identified Needs** Many unduplicated students enroll at GCCA significantly behind in credits and at increased risk of not graduating. These challenges are often associated with: • Prior academic failure • Mobility and school instability • Interrupted educational experiences • Chronic absenteeism • Family responsibilities • Employment obligations • Social-emotional and personal challenges that have disrupted educational progress As a result, many low-income students, English Learners, foster youth, and other students experiencing educational barriers require flexible pathways, accelerated opportunities, and individualized support to recover credits, remain engaged, and successfully progress toward graduation.	**How the Action Addresses the Need(s) and Why it is Provided on an LEA-Wide Basis** This action addresses these needs by providing multiple flexible options for credit recovery, acceleration, and completion, including Courseware Learning, summer school, asynchronous independent study, hybrid and virtual instructional pathways, recovery labs, graduation acceleration opportunities, individualized graduation planning, and targeted senior completion supports. These opportunities allow students to recover lost credits, address gaps caused by interrupted schooling, continue making academic progress despite competing responsibilities, and maintain a viable pathway toward earning a high school diploma. The action is provided on an LEA-wide basis (single site LEA) because GCCA's educational model is specifically designed to serve students who often enter significantly credit deficient and in need of flexible pathways to graduation. Restricting access to credit recovery and acceleration opportunities would limit the school's ability to respond to students' changing needs throughout the school year. A schoolwide approach ensures that students can access support as soon as barriers emerge while maintaining equitable access to graduation pathways and postsecondary opportunities. Although all students may benefit from these services, unduplicated students are disproportionately represented among students experiencing credit deficiencies, interrupted educational experiences, attendance challenges, and risks to graduation. These students are	• 1-Year Graduation Rate • Course Success Rate • Attendance Rate • Alternative College & Career Readiness

		therefore expected to receive the greatest benefit from this action. By expanding access to flexible learning pathways and completion supports, GCCA expects to increase persistence, improve course completion, accelerate credit accumulation, strengthen graduation readiness, and improve postsecondary outcomes for unduplicated students.	

Goal 2 Action 2.2	**Postsecondary Navigation & College Success** **Identified Needs** Many GCCA students face significant barriers to accessing postsecondary opportunities. These challenges are particularly common among: • First-generation college students • Low-income students • English Learners • Foster youth • Students with limited knowledge of college, career, and workforce systems • Students lacking access to postsecondary planning resources, mentorship, and guidance • Students facing financial barriers to postsecondary education and training opportunities Without targeted support, many students may struggle to successfully navigate college admissions, financial aid processes, educational planning, career pathway selection, workforce opportunities, military options, apprenticeships, and other postsecondary transitions.	**How the Action Addresses the Need(s) and Why it is Provided on an LEA-Wide Basis** This action addresses these needs by providing individualized postsecondary navigation and planning services designed to help students successfully transition from high school to college, career training, apprenticeships, military service, workforce opportunities, and other postsecondary pathways. Services include college mentoring, Student Education Plans, FAFSA and CADAA completion support, AB 540 guidance, postsecondary advising, transition workshops, college application assistance, scholarship support, family engagement activities, and individualized guidance related to educational and career goals. These supports help students understand available opportunities, develop clear postsecondary plans, navigate complex systems, and access resources that may otherwise be unavailable to them. The action is provided on an LEA-wide basis (single site LEA) because GCCA's mission is centered on preparing all students for success beyond high school, and postsecondary readiness is most effective when embedded throughout the student experience. A schoolwide approach ensures that every student has access to information, planning, and transition support while allowing staff to provide additional levels of guidance to students facing the greatest barriers to postsecondary success. Because unduplicated students are disproportionately represented among first-generation college students and students with	• Dashboard College & Career Indicator • Alternative College & Career Readiness • Dual Enrollment Credits Earned • CTE Completion Rate

		limited access to postsecondary planning resources, they are expected to receive the greatest benefit from these services. Through increased awareness, individualized planning, financial aid support, and access to postsecondary opportunities, GCCA expects this action to improve college and career readiness, increase participation in dual enrollment and Career Technical Education pathways, strengthen successful transitions beyond high school, and improve long-term economic and educational outcomes for unduplicated students.	

Goal 3 Action 3.3	**Student Wellness, Safety & Supportive School Climate** **Identified Needs** Unduplicated students frequently face barriers beyond academics, including: • Food insecurity • Housing instability • Mental health challenges • Transportation barriers • Limited access to healthcare and social services These barriers can negatively impact attendance, engagement, and academic performance.	This action addresses these needs by providing a comprehensive system of wellness, safety, and wraparound supports designed to reduce barriers to learning and promote student well-being. Services include mental health counseling, Community Schools resources, nutrition services, emergency food assistance, homeless and foster youth supports, wellness programming, community resource referrals, and coordinated support through school and community partnerships. These services help students access the resources necessary to remain engaged in school, participate fully in learning opportunities, and make progress toward graduation and postsecondary success. The action is provided on an LEA-wide basis because student wellness, safety, and school climate are foundational conditions for learning and success. Many barriers faced by students are not immediately visible and may emerge at different points throughout the school year. Providing these supports schoolwide ensures equitable access, reduces stigma associated with receiving assistance, and allows GCCA to respond quickly when student needs arise. While all students may benefit from these services, unduplicated students are disproportionately impacted by the barriers this action is designed to address and are therefore expected to receive the greatest benefit. By reducing non-academic barriers and strengthening students' sense of safety, belonging, and support, GCCA expects this action to improve student engagement, attendance, persistence, academic performance, graduation readiness, and overall school success.	• Attendance Rate • 1-Year Graduation Rate • Course Success Rate • YouthTruth Engagement • YouthTruth School Culture • Suspension Rate • College and Career Readiness Indicator

Insert or delete rows, as necessary.

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
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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.

N/A

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.

GCCA will use its projected $93,120 in additional concentration grant add-on funding to increase direct-service staffing through Goal 1, Action 1.1, Gateway GPS. Funding will support the Student Engagement Specialist and Attendance Support Clerk positions to provide individualized outreach, attendance interventions, family communication, and re-engagement support principally directed toward English learners, foster youth, and low-income students.

Staff will connect English learners with language and academic supports, help foster youth maintain educational continuity during school transitions, and connect low-income students with resources addressing transportation and basic needs. As a single-school LEA with an unduplicated pupil concentration above 55 percent, GCCA will provide these services schoolwide, prioritizing the frequency and intensity of

support based on unduplicated students' identified needs. Effectiveness will be monitored through attendance, persistence, credit completion, and graduation outcomes for these student groups.

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	N/A	24:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14: 53

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 2025-26, 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 32526(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 32526(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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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 32526(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 32526(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 32526(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).

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 4,461,100	$ 1,014,008	22.730%	0.000%	22.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,131,334	$ 369,740	$ 588,970	$ 377,369	$ 4,467,412.61	$ 3,598,540	$ 868,873

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	Standards Based Instruction	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 905,588	$ 8,965	$ 768,991	$ 136,597	$ -	$ 8,965	$ 914,553	0.000%
1	2	Broad Access to Academic Supports and Interventions	Unduplicated	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	Ongoing	$ 447,849	$ -	$ 447,849	$ -	$ -	$ -	$ 447,849	0.000%
1	2	Broad Access to Academic Supports and Interventions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 630,524	$ (0)	$ 379,063	$ 76,853	$ -	$ 174,608	$ 630,524	0.000%
1	3	Access and Individualized Pathways	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 108,568	$ 29,488	$ -	$ -	$ 79,080	$ 108,568	0.000%
1	4	Specialized Services	Special Education	No	Limited	N/A	Gateway College and Career Academy	Ongoing	$ 563,686	$ 75,000	$ -	$ -	$ 588,970	$ 49,716	$ 638,686	0.000%
1	5	Student Data Collection and Analysis	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 94,099	$ 36,900	$ 125,999	$ 5,000	$ -	$ -	$ 130,999	0.000%
1	6	Faculty and Staff Training	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 10,000	$ 120,000	$ 110,000	$ 20,000	$ -	$ -	$ 130,000	0.000%
1	6	Faculty and Staff Training	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
1	7	Instructional Materials	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 125,490	$ 30,000	$ 30,490	$ -	$ 65,000	$ 125,490	0.000%
1	8	Student Laptops and Internet Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 20,250	$ 20,250	$ -	$ -	$ -	$ 20,250	0.000%
1	8	Student Laptops and Internet Access	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 76,350	$ 76,350	$ -	$ -	$ -	$ 76,350	0.000%
1	9	Parent/Guardian Engagement	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 81,326	$ -	$ 81,326	$ -	$ -	$ -	$ 81,326	0.000%
1	9	Parent/Guardian Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 139,701	$ 2,500	$ 142,201	$ -	$ -	$ -	$ 142,201	0.000%
1	10	Parent Guardian Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	English Language Learner Support	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 194,676	$ 12,150	$ 206,826	$ -	$ -	$ -	$ 206,826	0.000%
1	12	Multi-diciplinary Teams	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	College and Career Preparedness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	Dual Enrollment Program	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 270,759	$ (0)	$ 195,659	$ 75,100	$ -	$ -	$ 270,759	0.000%
2	2	Dual Enrollment Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 15,479	$ 5,000	$ 20,479	$ -	$ -	$ -	$ 20,479	0.000%
2	3	College and Career Transistions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Career Exploration and Workforce Readiness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 15,000	$ 15,000		$ -	$ -	$ 15,000	0.000%
3	1	Attendance and Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 176,661	$ 0	$ 176,661	$ -	$ -	$ -	$ 176,661	0.000%
3	1	Attendance and Engagement	Unduplicated	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	Ongoing	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
3	2	Social and Emotional Support	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 25,700	$ -	$ 25,700	$ -	$ -	$ 25,700	0.000%
3	3	Campus Culture	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 40,500	$ 40,500	$ -	$ -	$ -	$ 40,500	0.000%
3	4	Nutrition Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
3	5	Facilities Maintenance and Safety	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 68,191	$ -	$ 68,191	$ -	$ -	$ -	$ 68,191	0.000%
3	6	Positive Behavioral Interventions and Supports	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-2026 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
$ 4,461,100	$ 1,014,008	22.730%	0.000%	22.730%	$ 1,029,330	0.000%	23.073%	**Total:**	$ 1,029,330
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,029,330

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	Standards Based Instruction	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	2	Broad Access to Academic Supports and In	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	$ 447,849	0.000%
1	2	Broad Access to Academic Supports and In	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	3	Access and Individualized Pathways	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Specialized Services	No	Limited		Gateway College and Career Academy	$ -	0.000%
1	5	Student Data Collection and Analysis	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	Yes	Schoolwide	All	Gateway College and Career Academy	$ 45,000	0.000%
1	7	Instructional Materials	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	Yes	Schoolwide	All	Gateway College and Career Academy	$ 76,350	0.000%
1	9	Parent/Guardian Engagement	Yes	Schoolwide	All	Gateway College and Career Academy	$ 81,326	0.000%
1	9	Parent/Guardian Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	10	Parent Guardian Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	11	English Language Learner Support	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 206,826	0.000%
1	12	Multi-diciplinary Teams	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	1	College and Career Preparedness	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 20,479	0.000%
2	3	College and Career Transistions	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	4	Career Exploration and Workforce Readine	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	$ 1,500	0.000%
3	2	Social and Emotional Support	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	3	Campus Culture	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	4	Nutrition Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 150,000	0.000%
3	5	Facilities Maintenance and Safety	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	6	Positive Behavioral Interventions and Suppo	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
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2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,467,412.61	$ 4,685,357.24

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	Standards Based Instruction	No	$ 914,553	$ 1,041,365
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 447,849	$ 595,985
1	2	Broad Access to Academic Supports and Interventions	No	$ 630,524	$ 514,222
1	3	Access and Individualized Pathways	No	$ 108,568	$ 127,138
1	4	Specialized Services	No	$ 638,686	$ 885,645
1	5	Student Data Collection and Analysis	No	$ 130,999	$ 150,977
1	6	Faculty and Staff Training	No	$ 130,000	$ 83,954
1	6	Faculty and Staff Training	Yes	$ 45,000	$ 26,021
1	7	Instructional Materials	No	$ 125,490	$ 95,184
1	8	Student Laptops and Internet Access	No	$ 20,250	$ 24,885
1	8	Student Laptops and Internet Access	Yes	$ 76,350	$ 72,157
1	9	Parent/Guardian Engagement	Yes	$ 81,326	$ 90,960
1	9	Parent/Guardian Engagement	No	$ 142,201	$ 112,203
1	10	Parent Guardian Access	No	$ -	$ -
1	11	English Language Learner Support	Yes	$ 206,826	$ 206,448
1	12	Multi-diciplinary Teams	No	$ -	$ -
2	1	College and Career Preparedness	No	$ -	$ -
2	2	Dual Enrollment Program	No	$ 270,759	$ 333,832
2	2	Dual Enrollment Program	Yes	$ 20,479	$ 21,778
2	3	College and Career Transistions	No	$ -	$ -
2	4	Career Exploration and Workforce Readiness	No	$ 15,000	$ 2,601
3	1	Attendance and Engagement	No	$ 176,661	$ 150,924
3	1	Attendance and Engagement	Yes	$ 1,500	$ -

3	2	Social and Emotional Support	No	$ 25,700	$ 11,765
3	3	Campus Culture	No	$ 40,500	$ 29,564
3	4	Nutrition Program	Yes	$ 150,000	$ 76,608
3	5	Facilities Maintenance and Safety	No	$ 68,191	$ 31,142
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -
				$ -	$ -
				$ -	$ -

2025-2026 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)
$ 946,234	$ 1,029,330	$ 1,089,957	$ (60,627)	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	Standards Based Instruction	No	$ -	$ -	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 447,849	$ 595,984.52	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	No	$ -	$ -	0.000%	0.000%
1	3	Access and Individualized Pathways	No	$ -	$ -	0.000%	0.000%
1	4	Specialized Services	No	$ -	$ -	0.000%	0.000%
1	5	Student Data Collection and Analysis	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	Yes	$ 45,000	$ 26,021.38	0.000%	0.000%
1	7	Instructional Materials	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	Yes	$ 76,350	$ 72,156.79	0.000%	0.000%
1	9	Parent/Guardian Engagement	Yes	$ 81,326	$ 90,960.29	0.000%	0.000%
1	9	Parent/Guardian Engagement	No	$ -	$ -	0.000%	0.000%
1	10	Parent Guardian Access	No	$ -	$ -	0.000%	0.000%
1	11	English Language Learner Support	Yes	$ 206,826	$ 206,448.01	0.000%	0.000%
1	12	Multi-diciplinary Teams	No	$ -	$ -	0.000%	0.000%
2	1	College and Career Preparedness	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	Yes	$ 20,479	$ 21,778.25	0.000%	0.000%
2	3	College and Career Transistions	No	$ -	$ -	0.000%	0.000%
2	4	Career Exploration and Workforce Readiness	No	$ -		0.000%	0.000%
3	1	Attendance and Engagement	No	$ -		0.000%	0.000%
3	1	Attendance and Engagement	Yes	$ 1,500	$ -	0.000%	0.000%
3	2	Social and Emotional Support	No	$ -		0.000%	0.000%
3	3	Campus Culture	No	$ -		0.000%	0.000%
3	4	Nutrition Program	Yes	$ 150,000	$ 76,607.97	0.000%	0.000%
3	5	Facilities Maintenance and Safety	No	$ -		0.000%	0.000%
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-2026 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)
$ 4,237,408	$ 946,234	0.000%	22.330%	$ 1,089,957	0.000%	25.722%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 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 %)
2026-2027	$ 4,919,150	$ 1,068,784	21.727%	0.000%	21.727%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,630,055	$ 427,934	$ 710,453	$ 587,804	$ 5,356,246.00	$ 4,348,200	$ 1,008,046

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	Gateway GPS Student Success System	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 1,009,839	$ -	$ 794,302	$ 13,541	$ -	$ 201,996	$ 1,009,839	0.000%
1	1	Gateway GPS Student Success System	Unduplicated	Yes	Schoolwide	English Learners and Foster Youth	Gateway College and Career Academy	Ongoing	$ 376,153	$ 1,118	$ 377,271	$ -	$ -	$ -	$ 377,271	0.000%
1	2	Standards-Based Instruction, Academic Intervention,	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 1,995,343	$ 470,565	$ 1,192,980	$ 254,967	$ 710,453	$ 307,508	$ 2,465,908	0.000%
1	2	Standards-Based Instruction, Academic Intervention,	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 324,372	$ 145,000	$ 469,372	$ -	$ -	$ -	$ 469,372	0.000%
1	3	Credit Recovery, Acceleration, and Completion Supports	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 74,310	$ -	$ -	$ -	$ 74,310	$ 74,310	0.000%
1	4	Student Success Data Systems, Performance Monit	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 258,189	$ 61,400	$ 319,589	$ -	$ -	$ -	$ 319,589	0.000%
1	4	Student Success Data Systems, Performance Monit	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 20,768	$ -	$ 20,768	$ -	$ -	$ -	$ 20,768	0.000%
2	1	Dual Enrollment and Early College Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 169,128	$ 10,000	$ 64,565	$ 114,563	$ -	$ -	$ 179,128	0.000%
2	1	Dual Enrollment and Early College Access	Unduplicated	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	Ongoing	$ -	$ 13,000	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
2	2	Postsecondary Navigation and College Success	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Career Pathways, Technical Education, and Workfor	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Student Engagement and School Connectedness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 156,336	$ 44,063	$ 183,236	$ 17,163	$ -	$ -	$ 200,399	0.000%
3	1	Student Engagement and School Connectedness	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 38,072	$ -	$ 38,072	$ -	$ -	$ -	$ 38,072	0.000%
3	2	Family Engagement and Community Partnerships	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 5,900	$ 5,900	$ -	$ -	$ -	$ 5,900	0.000%
3	2	Family Engagement and Community Partnerships	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
3	3	Student Wellness, Safety, and Supportive School Cli	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing		$ 31,690	$ -	$ 27,700	$ -	$ 3,990	$ 31,690	0.000%
3	3	Student Wellness, Safety, and Supportive School Cli	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
							Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
							Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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2026-2027 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
$ 4,919,150	$ 1,068,784	21.727%	0.000%	21.727%	$ 1,069,483	0.000%	21.741%	**Total:**	$ 1,069,483
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,069,483

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	Gateway GPS Student Success System	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	1	Gateway GPS Student Success System	Yes	Schoolwide	English Learners and Foster Youth	Gateway College and Career Academy	$ 377,271	0.000%
1	2	Standards-Based Instruction, Academic Inte	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	2	Standards-Based Instruction, Academic Inte	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 469,372	0.000%
1	3	Credit Recovery, Acceleration, and Comple	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Student Success Data Systems, Performan	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Student Success Data Systems, Performan	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 20,768	0.000%
2	1	Dual Enrollment and Early College Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	1	Dual Enrollment and Early College Access	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	$ 13,000	0.000%
2	2	Postsecondary Navigation and College Suc	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	3	Career Pathways, Technical Education, and	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Student Engagement and School Connecte	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Student Engagement and School Connecte	Yes	Schoolwide	All	Gateway College and Career Academy	$ 38,072	0.000%
3	2	Family Engagement and Community Partne	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	2	Family Engagement and Community Partne	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 1,000	0.000%
3	3	Student Wellness, Safety, and Supportive S	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	3	Student Wellness, Safety, and Supportive S	Yes	Schoolwide	All	Gateway College and Career Academy	$ 150,000	0.000%
						Gateway College and Career Academy	$ -	0.000%
						Gateway College and Career Academy	$ -	0.000%
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2026-2027 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,356,246.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Gateway GPS Student Success System	No
1	1	Gateway GPS Student Success System	Yes
1	2	Standards-Based Instruction, Academic Intervention, English Learner, and Special Education	No
1	2	Standards-Based Instruction, Academic Intervention, English Learner, and Special Education	Yes
1	3	Credit Recovery, Acceleration, and Completion Supports	No
1	4	Student Success Data Systems, Performance Monitoring, and Continuous Improvement	No
1	4	Student Success Data Systems, Performance Monitoring, and Continuous Improvement	Yes
2	1	Dual Enrollment and Early College Access	No
2	1	Dual Enrollment and Early College Access	Yes
2	2	Postsecondary Navigation and College Success	No

2	3	Career Pathways, Technical Education, and Workforce Readiness	No
3	1	Student Engagement and School Connectedness	No
3	1	Student Engagement and School Connectedness	Yes
3	2	Family Engagement and Community Partnerships	No
3	2	Family Engagement and Community Partnerships	Yes
3	3	Student Wellness, Safety, and Supportive School Climate	No
3	3	Student Wellness, Safety, and Supportive School Climate	Yes

2026-2027 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)
$ -	$ 1,069,483	$ -	$ 1,069,483

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Gateway GPS Student Success System	No
1	1	Gateway GPS Student Success System	Yes
1	2	Standards-Based Instruction, Academic Intervention, English Learner, and Special Education	No
1	2	Standards-Based Instruction, Academic Intervention, English Learner, and Special Education	Yes
1	3	Credit Recovery, Acceleration, and Completion Supports	No
1	4	Student Success Data Systems, Performance Monitoring, and Continuous Improvement	No
1	4	Student Success Data Systems, Performance Monitoring, and Continuous Improvement	Yes
2	1	Dual Enrollment and Early College Access	No

2	1	Dual Enrollment and Early College Access	Yes
2	2	Postsecondary Navigation and College Success	No
2	3	Career Pathways, Technical Education, and Workforce Readiness	No
3	1	Student Engagement and School Connectedness	No
3	1	Student Engagement and School Connectedness	Yes
3	2	Family Engagement and Community Partnerships	No
3	2	Family Engagement and Community Partnerships	Yes
3	3	Student Wellness, Safety, and Supportive School Climate	No
3	3	Student Wellness, Safety, and Supportive School Climate	Yes

2026-2027 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)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%