Gateway College and Career Academy
Local Control and Accountability Plan and Annual Update

LEA: Gateway College and Career Academy (GCCA)

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LCAP Year: 2016-17

Local Control and Accountability Plan
and
Annual Update
For
Gateway College and Career Academy

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP

About Gateway College and Career Academy GCCA is a charter school authorized by the Riverside County Office of Education. We opened our doors in August 2013 and have served approximately 600 students during our first three years in operation. GCCA is an early college high school located on the campus of Riverside City College. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate, in an experience that refocuses them on their education and begins to lay a path to post-secondary success. Our belief is that ANY student who has the motivation and support they need is capable of experiencing college success. College and career readiness is central to our school mission. Our students attend school on a community college campus and begin taking college level courses while still completing their diplomas, graduating with a clear plan for success. Our staff and faculty support the challenges our students take on by offering a high level of holistic support and innovative and engaging instruction. We recognize that not all students and their families can thrive in the traditional high school setting and make the transition to college. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive school environment. **WHAT is the Local Control and Accountability Plan (LCAP)?** The LCAP is part of the new school funding law enacted in California, the Local Control Funding Formula (LCFF). The plan is to	

be used to provide details regarding the school's actions and expenditures to support student outcomes and overall performance. The LCAP must describe goals and specific actions to achieve those goals for all students and each subgroup of students identified in Ed Code section 52052, including students with disabilities, for each of the state priorities, and locally identified priorities. Locally, the LCAP is the charter school's plan of action to improve student achievement, support students socially and emotionally, and involve stakeholders to help ensure that all Gateway College and Career Academy students are prepared for the challenges of the adult world.

WHO was involved in developing the Gateway LCAP?
There have been multiple stakeholders involved throughout the entire planning process: students, parents, teachers, counselors, board members, and administrators. We want to thank all those who took the time to engage in this process and help our school complete its LCAP and Annual Update. This process is part of an ongoing effort by our school to be responsive to stakeholder input and transparent in its decision-making and planning processes. Our stakeholders have come together to collaboratively build a realistic plan that will lead to improved outcomes for ALL students.

WHEN was the LCAP developed?
The planning for our student support and achievement strategies can be traced back to the spring and summer of 2013, when a group of educators wrote the charter petition for Gateway College and Career Academy. The petition went on to be approved by the Riverside County Office of Education in July of that year. That charter was the

starting point for this plan. The LCAP development process has been an ongoing effort since the beginning of the 2013-2014 school year, with its major components being developed from January to June of 2014 and major efforts to update the plan to better align to our charter and the new state LCAP template from January to June of 2015. In 2016 efforts to gather stakeholder input and track student achievement and engagement data began in January. As the plan was developed, several areas of importance emerged and goals to achieve our overall mission were set. As a new school, we found that we did not yet have all of the needed data to measure our progress and growth. This year has seen us grow our capacity to gather and analyze needed student achievement data, although a few baseline metrics still need to be established. During the spring of 2016 school stakeholders were provided opportunities to learn more about the LCFF and asked to give input on what they thought should be the school's areas of focus. Drafts of initial plans and goals were discussed in open meetings as the final plan was being completed.

WHY was the LCAP developed?
The LCAP represents a new level of planning and collaboration to reach the goals set out by this school. It must address the needs of all our students, as well as specifically named actions for English Learners, children from low-income households, and foster youth. GCCA is responsible for ensuring that our students are college and career ready, can read, write, and solve problems in a variety of ways, be technologically savvy, analyze, apply, communicate, collaborate, and compete at highly rigorous levels. The LCAP lays out the pathway to accomplish this.

HOW was the LCAP developed? The Gateway LCAP was developed through a series of steps, events, meetings, and actions with our stakeholders. The following steps were taken throughout the development process:	
Involvement Process: **February-July 2013** The GCCA founding group crafted the petition to Riverside County Office of Education for a County-wide Benefit Charter.	**Impact on LCAP:** Informed the central outcomes our plan needed to be based on: significant dual credit will be earned, sustainable partnerships will be developed and maintained, students will be provided holistic support, innovative teaching and learning will take place, intentional collaboration among all staff will be fostered, acquisition of academic skills aligned with state standards, and college and career readiness.
August-December 2013 GCCA staff received training on understanding the LCFF and how to develop the LCAP from sources including the California Charter Schools Association, Ed Tec, Charter Schools Development Center, West Ed, and Young, Minney and Corr.	Taking part in as many training and informational opportunities as we could allowed for a better understanding of the impact LCFF would have on our school. Additionally, the trainings allowed school staff to begin crafting a work plan for completing the LCAP.
February-March 2014 The GCCA leadership team: Director, Dean of Students and Dean of Instruction designed the Community Survey and informational materials to orient our stakeholders to the changes brought on by LCFF.	The GCCA Community Survey was designed to gather stakeholder input on the perceived importance of each of the eight state priorities.

April 1-18, 2014 The GCCA Community Survey is posted and notifications in the form of emails, letters, newsletter articles and social media posts are sent to our key stakeholders: parents, students, school staff and faculty, board members, and community partners. The notifications sent included information explaining the implementation of LCFF statewide and the potential impact it could have on the way schools could operate. **April 10, 2014** GCCA hosted a stakeholder meeting on our campus.	Served as a way to inform, educate, and gather feedback on LCFF and the LCAP from critical stakeholders. The information gathered from the responses to our survey helped us focus our attention on some key areas of interest, particularly parent access to class performance and attendance information and the availability of support services during school hours. Overwhelmingly our stakeholders indicated that college and career readiness and access to community college courses were extremely important to them. Another opportunity to inform, educate, and gather feedback from critical stakeholders. The stakeholder meeting allowed people who could not, or preferred not to respond to the online Community Survey. Stakeholders were given the opportunity to access computers so they could participate in the survey and to ask any questions they had about the LCFF and LCAP. Although we had a small turnout for the meeting, we were able to spend a significant amount of time with parents who attended.
April-May 2014 The GCCA leadership team analyzed the Community Survey results to identify the areas of importance our stakeholders identified. **May 2014** Through the analysis of our key charter foundational elements, expected measurable outcomes, and stakeholder input, the GCCA leadership team established eighteen specific school needs to address in our LCAP	Although our participation from parents was lower than anticipated, we received strong participation from our students, staff and governing board. We used the responses given by our participants to help inform our school goals. This was the basis for the rest of GCCA's LCAP. Our charter was the guiding source of information as the leadership team considered

The GCCA leadership team developed nine key schools goals to address our identified needs.	what we should focus our efforts on. The stakeholder feedback we received affirmed the idea that we should look to support the mission, vision, and central elements of the school's charter.
	Our schools goals were developed through the alignment of our key charter foundational elements, expected measurable outcomes and our stakeholder input with the priorities laid out by the state board of education. It was extremely important that the LCAP goals we developed were consistent with the mission and vision of the GCCA charter.
May 2014 The GCCA leadership team developed twenty-seven actions and services to meet our nine school goals	
May 2014 The GCCA Board of Directors held a public hearing to discuss the progress of the LCAP.	Needed actions and services to meet our school goals were developed with attention to our projected 14-15 budget. Many of the actions and services identified help GCCA make progress on multiple school goals.
June 2014 The GCCA Board of Directors held a second public hearing to discuss and solicit additional input for the LCAP.	
June 26th 2014 GCCA Board of Directors votes to approve initial LCAP	The LCAP was an agenda item on the May Board of Directors meeting to give any interested parties the opportunity to comment or simply be updated on the progress of the plan. In the meeting, Board members were updated on the status of the LCAP and given the opportunity to further contribute to its direction.
	The June meeting of the GCCA Board of Directors allowed for a second public hearing to

	discuss the status of the school's LCAP. Upon gathering further comments and feedback, the Board voted to adopt the first GCCA LCAP.
Annual Update: 2014-15	
Involvement Process:	**Impact on LCAP:**
August-December 2014 GCCA staff sought out and attended trainings and information sessions on the updated LCAP template and LCFF regulations from sources including the California Department of Education, Riverside County Office of Education, Edtec, California Charter Schools Association, Charter Schools Development Center, West Ed, and Young, Minney and Corr.	Taking part in as many training and informational opportunities as we could allowed for a better understanding of the impact LCFF would have on our school. Additionally, the trainings allowed school staff to begin crafting a work plan for completing the LCAP update and expanding narrative to incorporate clear student achievement metrics and fully developed actions and services that address the eight state priorities.
October 2014 Fall update to the Riverside County Office of Education	As part of the school's fall report to the County Board of Education, an update of the progress on our identified LCAP goals was delivered during their regular meeting. This gave a formal opportunity to examine progress made so far.
January 2015 GCCA Board of Directors Strategic Planning Retreat	The retreat allowed the Board to take stock of current school needs and areas of strength. It served as a launching point for a comprehensive strategic planning process that will align with the LCAP goals we have developed and updated. The retreat also allowed for contributions from key staff members and Riverside Community

	College, our partner in providing our early college program.
February-March 2015 The GCCA leadership team: Director, Dean of Students and Dean of Instruction updated the Community Survey and informational materials to orient our stakeholders to the LCFF and LCAP requirement updates.	The GCCA Community Survey was redesigned to better gather stakeholder input on how to best address each of the eight state priorities. The survey questions were edited to include less educational jargon and be more focused on student achievement.
March 2015 Spring update to the Riverside County Office of Education	As part of the school's spring report to the County Board of Education, an update of the progress on our identified LCAP goals was submitted to the County Board. It was the second opportunity in the year to formally update our stakeholders on our progress.
April 2015 The GCCA Community Survey is posted and notifications in the form of emails, letters, newsletter articles and social media posts are sent to our key stakeholders: parents, students, school staff and faculty, board members, and community partners. The notifications sent included information explaining the implementation of LCFF statewide and the potential impact it could have on the way schools could operate.	The responses to the survey served as a way to gather input on our LCAP goals and helped determine what our key stakeholders believe to be the most important goals we should be planning to achieve. Consistent with last year's results, it was found that parent access to student performance, attendance information and the availability of support services during school hours were among needs deemed to be most important. Our stakeholders continue to believe that by far the most important functions our school should be performing is preparing students for continued college access and success and delivering necessary student support during and after school hours.

	We had anticipated that parental participation would continue to be low, due to the demographics of our students who are frequently emancipated, as well as to our desire to help them be self-directed. We do, however, continue to receive strong participation from our students, staff, and governing board. The consistency in responses from last year to this year helped us refine our school goals.
April 2015 Student advisory group projects in Government/Economics course	65 students taking the Government/Economics course (2 separate sections) created and presented projects about necessary school changes. School leadership attended the class presentations and have incorporated perceptions about campus climate, teacher effectiveness, and access to support services into our planning.
April-May 2015 Upon review of our 2013-2014 LCAP and the new template approved by the California Board of Education, we redesigned our goals to focus on student achievement metrics while still addressing all state priorities through our actions and services. Our redesigned goals are more closely aligned with our key charter foundational elements, expected measurable outcomes, and stakeholder input. We have included all work described in the original LCAP but have described it in terms more clearly aligned to the template.	This was the basis for our LCAP. Our charter was the guiding source of information as the leadership team considered what we should focus our efforts on. The stakeholder feedback we received affirmed the idea that we should look to support the mission, vision, and central elements of the school's charter. It was necessary to rewrite our 13-14 goals and actions to achieve a higher level of fidelity to our charter and to better focus on measurable student achievement outcomes. Actions and services to meet our school goals were developed with attention to our projected 2015-16 budget.

May 2015 End of year staff in-service day and administrator effectiveness survey.	All classified and academic staff participated in an end-of-year reflection and brainstorming exercise, providing input on five key areas of school operations: administrative effectiveness, academic performance and student habits, operations and human resources, special support programs, and school culture. The staff's input was analyzed and incorporated into the goals and actions/services of this plan.
May 2015 LCAP progress was a discussion item in the monthly Board meeting. Members were updated on the rewritten goals and actions and the new template being required by the State Board of Education.	The LCAP was a discussion item during the May Board of Directors meeting to give any interested parties the opportunity to comment or simply be updated on the progress of the plan. In the meeting, Board members were updated on the status of the LCAP and given the opportunity to further contribute to its direction.
June 2015 GCCA Board of Directors meeting provided a second public hearing to discuss the status of the school's LCAP. Upon final discussion and comments the Board voted to approve the 2015-16 LCAP and Annual Update.	Ahead of the June Board meeting a draft LCAP was sent to the staff and Board members for comments and edits. Upon gathering further comments and feedback the Board voted to adopt the new LCAP and Annual Update.
2015-16 Involvement to develop 2016-19 Update: A similar schedule to 2014-15 was used in the 2015-16 school year to meet with stakeholders to review and update the 2016-2017 LCAP.	**2016-17 Impact** Based on the community survey, Youth Truth Survey, student/staff/faculty review sessions, we will continue our current activities and services and the level of funding allocated to them. In addition we will dedicate additional resources to: 1. Employ a dedicated coach for English learners who will be in the classroom with EL students

December 2015

Fall semester Youth Truth Survey is administered to the entire student body to measure student engagement and campus climate. 84% response rate was achieved.

February-March 2016

The GCCA leadership team: Director, Dean of Students and Dean of Instruction updated the Community Survey and informational materials to orient our stakeholders to the LCFF and LCAP requirements.

April 2016

The GCCA Community Survey was posted and notifications in the form of emails, letters, newsletter articles and social media posts were sent to our key stakeholders: parents, students, school staff and faculty, board members, and community partners. The notifications sent included an overview of the eight state priorities that the LCAP is addressing and the 2015-16 LCAP document.

April 2016

Spring semester Youth Truth Survey is administered to the entire student body to measure student engagement and campus climate. 75% response rate was achieved.

April 2016

Held a staff and faculty in-depth review session focused on actions and services to accomplish our stated goals. Staff and faculty reviewed our school needs and associated goals and made

2. Provide more functional computers in the classroom
3. Offer field trips to colleges (private and public)
4. Provide more targeted support to struggling students in the foundation semester
5. Increase student leadership opportunities and training
6. Implement an improved chronic absence monitoring and intervention system; modified school attendance review board model
7. Increase parent outreach and training opportunities
8. Deliver an increased number of college and career readiness workshops and activities

recommendations for new actions and services based on their observations and experiences during the 15-16 school year.

Student Advisory Council is formed and begins meeting with staff regularly.

Council was surveyed on the importance of schoolwide actions and services centered on student engagement, and potential approaches to improving attendance.

April-May 2016

Last year, we redesigned our long term goals to more closely align with our key charter foundational elements, expected measurable outcomes, and stakeholder input. As a result, we made strategic decisions to increase the number of counselors available for student support and college preparedness classes, increase on campus academic support, dedicate targeted academic and counseling support for at-risk and special education students, improve attendance reporting and analysis capacity to target chronic absences and truancy, improve parent communication and involvement, improve access to computers, to increase college program and resource exploration.

Stakeholder feedback identified that these decisions were effective. Teachers and students expressed satisfaction with:

- Access to technology resources
- Clean/well equipped facilities
- Drop out prevention activities
- Safe school climate/environment
- Sufficient tech training
- Resources for advanced students
- Effective student discipline
- Home to school communication

- Effective plan for suspensions/expulsions
- Preventative behavior interventions/program

Students and responding parents reported satisfaction with:

- Access to community college courses
- Guidance program (college/career exploration and preparation)
- Intervention programs
- Effective summer school program
- Attendance motivation
- Activities that prepare for future educational and professional success
- Encourage and support students to graduate
- Safe school climate/environment
- Culturally relevant course content
- Meet needs of advanced students

The Director provided a Spring update to the Riverside County Office of Education, describing the progress made to date on 2015-16 LCAP goals and actual expenditures.

A public hearing to review LCAP progress was held during the May board meeting allowing any additional members of the public who did not comment on the community survey to provide testimony for the development of the LCAP update. Prior to opening the public hearing, the Director provided an update on 2015 LCAP progress, public comment to date, proposed changes to activities and expenditures, and a review of student performance and engagement metrics.

Although student achievement metrics are still being refined, there was good progress made in identifying and tracking the most

relevant indicators of student success for our school. CAASPP scores may prove to be an inconsistent measure of academic growth for Gateway since the majority of our students enroll as 12th graders and the 11th graders that enroll have been with the school anywhere from 3-7 months before they take the exam. Moving forward it will be very difficult to measure improvements in student achievement on the CAASPP because of the nature of our school; students arrive in their late high school years and spend an average of 1.5 years with us before they graduate, and the majority 65%+ are beyond the CAASPP testing window. More effective metrics for success at our school seem to be A-G and college course success rates, and student engagement measures such as attendance rates and graduation rates. During the 15-16 year we saw modest growth in our course passage rates and average daily attendance rates but saw a decline in our chronic absenteeism rates. Our LCAP has been modified to take these outcomes into account and will address specific actions and services to improve in those areas.

June 2016

At the June GCCA Board of Directors meeting directors took action to approve the submission of the 2016-17 LCAP and Annual Update.

Gateway College and Career Academy
Local Control and Accountability Plan and Annual Update

Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL #1:	GCCA students will demonstrate the acquisition of academic skills aligned with statewide standards.	Related State and/or Local Priorities:
		1, 2, 3, 4, 8
		Local: Specify _____

Identified Need:	GCCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in obtaining their high school diplomas.

Goal Applies to:	Schools:	GCCA
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	See attached chart on page 77 for following annual anticipated performance metrics related to goal. • CAASPP test performance • API growth targets when available • UC A-G and college course completion rate • English language proficiency rates measured by CELDT and/or ELPAC when available • EL reclassification rate • High school graduation rate when available

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of	School wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$309,143 0310000000 1110100011 00

excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.

Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students

specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	School wide	__ALL --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,350.75 0310000000 1110100021 00
Provide a dedicated coach for English learners who could be in the classroom with EL students	School wide	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures
Provide school psychologist to support to meet the academic, social, and emotional needs of students.	School wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no cost

Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Special Education__	$60,000 0610065000 5770119058 00
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Special Education__	$10,000 0610065000 5770119058 00
Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student information system costs $6,000 0310000000 1100100053 00
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above

and written communication, critical thinking, research, and collaboration.			
Professional development to improve instruction will include: Classroom Management for the Common Core Classroom Data Driven Instruction Common Core State Standards for English Language Arts Common Core State Standards for Mathematics Social Sciences (Common Core State Standards/ELA) Content Specific Knowledge Workshops English Language Development Instructional Strategies Career Technical Education Health Education Content Standards Next Generation Science Standards Visual and Performing Arts Addressing the needs of Foster Youth, EL, and Low Income students Professional learning communities SPED Instructional strategies Alternative education best practices GCCA software and processes		<u>X</u>ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,0000310 0000001110 10005200 $2,150 0610065000 5770119052 00

Use/Purchase CCSS aligned materials. English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions College Success Strategies text books Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,005.00 0310000000 1110100043 00 $5,046.00 0610063000 1110100043 00 $6,315.00 0610065000 5770119043 00 $18,998.00 0310011000 1110100042 00 $2,360.00 0310014000 1110100041 00
Planned technology additions to support implementation of the state standards and standardized assessment include: One additional mobile computer cart and 40 laptop computers for student use at school and at home		_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 0310000000 1110100043 00

Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: Welcome week (Fall and Spring semesters) UC Riverside campus tour End of term awards Museum Night Fox Theater Broadway Series Young Men's Conference County Youth Summit Book share program Nixon Presidential Library field trip Spring BBQ RCC Career Fair RCC Resource Day	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 0310000000 1110100049 00
Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.		X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those specified above for student information system.

Provide the following parent activities: • School Reach notifications • Parent Portal access • Progress reports • Commitment to Success agreements • Parent teacher meetings	School wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Provide interpreters for all parent activities.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities.
Provide Parent portal orientation in Spanish.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$37,439 0310000000 1110100011 00 $26,068

assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.			0310014000 1110100011 10
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements, and mainstream program

Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix, and teacher recommendation. Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified. English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be		__ALL --- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements, mainstream program, and ELD instruction

used. All student files are reviewed in the next scheduled review session, or earlier, as necessary.

To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	See attached chart <ins>on page 78</ins> for following annual anticipated performance metrics related to goal. • CAASPP test performance • API growth targets <ins>when available</ins>

- UC A-G and college course completion rate
- English language proficiency rates measured by CELDT and/or ELPAC <u>when available</u>
- EL reclassification rate
- High school graduation rate- <u>Baseline rate will be established</u>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$372,882.43 0310000000 1110100011 00

that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	School wide	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,021.27 0310000000 1110100021 00

Provide school psychologist to support to meet the academic, social, and emotional needs of students.	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no cost
Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_ Special Education ____	$60,000 0610065000 5770119058 00
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__ Special Education ____	$10,000 0610065000 5770119058 00
Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student information system costs $8,795 0310000000 1100100053 00

Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.		_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above
Professional development to improve instruction will include: Classroom Management for the Common Core Classroom Data Driven Instruction Common Core State Standards for English Language Arts Common Core State Standards for Mathematics Social Sciences (Common Core State Standards/ELA) Content Specific Knowledge Workshops English Language Development Instructional Strategies Career Technical Education Health Education Content Standards Next Generation Science Standards Visual and Performing Arts Addressing the needs of Foster Youth, EL, and Low Income students Professional learning communities SPED Instructional strategies Alternative education best practices		X ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 0310000000 1110100052 00 $1,000 0610065000 5770119052 00

Use/Purchase CCSS aligned materials. English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions College Success Strategies text books Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,122 0310000000 1110100043 00 $2,600 0610063000 1110100043 00 $1,000 0610065000 5770119043 00 $10,000 0310011000 1110100043 00 $3,705.27 0310014000 1110100041 00
Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost

The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: Welcome week (Fall and Spring semesters) UC Riverside campus tour End of term awards Museum Night Fox Theater Broadway Series Young Men's Conference County Youth Summit Book share program Nixon Presidential Library field trip Spring BBQ RCC Career Fair RCC Resource Day	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 0310000000 1110370047 00
Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.		X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those specified above for student information system.
Provide the following parent activities: • School Reach notifications • Parent Portal access • Progress reports • Commitment to Success agreements • Parent teacher meetings	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.

Provide interpreters for all parent activities.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities.
Provide Parent portal orientation in Spanish.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.		__ALL --- OR: __Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,337.54 03100000001110100011 00 $26,693.63 03100140001110100011 10

Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix. Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements

test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified. English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as necessary. To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication			

regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.			

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	See attached chart <u>on page 79</u> for following annual anticipated performance metrics related to goal. • CAASPP test performance • API growth targets <u>when available</u> • UC A-G and college course completion rate • English language proficiency rates • EL reclassification rate • High school graduation rate		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$381,831.60 0310000000 1110100011 00

attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	School wide	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,481.69 03100000000 1110100021 00
Provide school psychologist to support to meet the academic, social, and emotional needs of students.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no cost

Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education____	$60,000 0610065000 5770119058 00
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__ Special Education____	$10,000 0610065000 5770119058 00
Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,795 0310000000 1100100053 00
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above

Professional development to improve instruction will include: Classroom Management for the Common Core Classroom Data Driven Instruction Common Core State Standards for English Language Arts Common Core State Standards for Mathematics Social Sciences (Common Core State Standards/ELA) Content Specific Knowledge Workshops English Language Development Instructional Strategies Career Technical Education Health Education Content Standards Next Generation Science Standards Visual and Performing Arts Addressing the needs of Foster Youth, EL, and Low Income students Professional learning communities SPED Instructional strategies Alternative education best practices		<u>X</u>ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 0310000000 1100100052 00
Use/Purchase CCSS aligned materials. English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions College Success Strategies text books Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	<u>_X_</u>ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1750 0310014000 1110100041 00 $19,460 0310011000 1110100042 00

			$20,000 0310000000 1110100043 00 $7,476 0610063000 1110100043 00
Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: Welcome week (Fall and Spring semesters) UC Riverside campus tour End of term awards Museum Night Fox Theater Broadway Series Young Men's Conference County Youth Summit Book share program Nixon Presidential Library field trip Spring BBQ RCC Career Fair RCC Resource Day	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500 0310000001 1101000490 0 $1,000 0310000000 1110370047 00

Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.		X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those specified above for student information system.
Provide the following parent activities: • School Reach notifications • Parent Portal access • Progress reports • Commitment to Success agreements • Parent teacher meetings	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Provide interpreters for all parent activities.		__ALL -- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities.
Provide Parent portal orientation in Spanish.		__ALL -- OR: __Low Income pupils XEnglish Learners __Foster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.

Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$39,257.64 0310014000 1110100011 00 $27,334.28 0310014000 1110100011 10
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements

Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix. Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified. English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements

necessary. To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.			

GOAL #2:	Students will complete the GCCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.	Related State and/or Local Priorities: 1, 3, 4, 5, 6, 7 Local: Specify _____

Identified Need:	GCCA students must be prepared to access post-secondary education opportunities and to establish meaningful careers.

Goal Applies to:	Schools:	GCCA
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	See attached chart on page 77 for following annual anticipated performance metrics related to goal. • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Suspension rate • Expulsion rate • High school graduation rate when available

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project–based career exploration and Leadership class to help them focus their academic and career goals and coursework.	School Wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,700 0310000000 1110100043 00
Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.		_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$52,062 0310000000 1110100021 00
Dedicated 2.0 FTE counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation		__ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,880.64 0310000000 1110311012 00

- Introduce students to resources available throughout the college
- Develop, facilitate, and deliver college success and career exploration classes
- Meet with students and parents to ensure student success
- Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class
- Help students access needed counseling services, support networks, community health, or housing services
- College admissions application support
- Financial aid seminars and application support
- Organize field trips and special campus events

3.0 FTE Counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize up to 4 field trips and special campus events	School wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$267,490.36 0310000000 1110311012 00
Increase student leadership opportunities and training		<u>X</u>ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500 0310000000 1110100058 00

Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.	__ALL --- OR: XLow Income pupils XEnglish Learners XFoster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those included related to staffing above.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	See attached chart on page 78 for following annual anticipated performance metrics related to goal. • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Suspension rate • Expulsion rate • High school graduation rate

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term, students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project–based career exploration and Leadership class to help them focus their academic and career goals and coursework.	School Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,700 0310000000 11101000

Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.		_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$53,311.49 0310000000 1110100021 00
Dedicated counseling 2.0 FTE for unduplicated count students: - Advise students on program requirements - Develop student's academic goals - Evaluate student's academic history and education, including transcript evaluation - Introduce students to resources available throughout the college - Develop, facilitate, and deliver college success and career exploration classes - Meet with students and parents to ensure student success - Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class - Help students access needed counseling services, support networks, community health, or housing services - College admissions application support - Financial aid seminars and application support		__ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$125,829.77 0310000000 1110311012 00

• Organize field trips and special campus events			
4.0 FTE Counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$326,076.12 0310000000 1110311012 00
Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.		__ALL -- OR: XLow Income pupils XEnglish Learners XFoster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those included related to staffing above.

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	See attached chart on <u>page 79</u> for following annual anticipated performance metrics related to goal. • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Suspension rate • Expulsion rate • High school graduation rate		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term, students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project–based career exploration and Leadership class to help them focus their academic and career goals and coursework.	School Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,700 0310000000 1110100043 00
Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$54,590.97 0310000000 1110100021 00

during the day.			
Dedicated counseling 2.0 FTE for unduplicated count students: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events		__ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$131,849.68 0310000000 1110311012 00
4.0 FTE Counseling staff: • Advise students on program requirements • Develop student's academic goals	School wide	_X_ALL -- OR: __Low Income pupils __English Learners	$330,705.69

- Evaluate student's academic history and education, including transcript evaluation - Introduce students to resources available throughout the college - Develop, facilitate, and deliver college success and career exploration classes - Meet with students and parents to ensure student success - Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class - Help students access needed counseling services, support networks, community health, or housing services - College admissions application support - Financial aid seminars and application support - Organize field trips and special campus events	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0310000000 1110311012 00
Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.	__ALL -- OR: XLow Income pupils XEnglish Learners XFoster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those included related to staffing above.

Gateway College and Career Academy
Local Control and Accountability Plan and Annual Update
Annual Update
2015-16 School Year

GOAL #1 from prior year LCAP:	GCCA students will demonstrate the acquisition of academic skills aligned with statewide standards.	Related State and/or Local Priorities: 1, 2, 3, 4, 8 Local : Specify _____

Goal Applies to:	Schools: GCCA
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	See attached chart on page 75 for anticipated performance metrics related to goal.	Actual Annual Measurable Outcomes:	See attached chart on page 76 for actual performance metrics related to goal.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design	$382,021.94 03100000001 11010001100	Implemented per plan.	$364,675.05

learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such

as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Scope of service: School wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide dedicated writing coach to help students in the Foundation term, college English classes, and other classes such as social studies.	$21,797.90 03100000001 11010002100	Implemented per plan.	$13,897
Scope of service: School wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School wide __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide school psychologist to support and meet the academic, social, and emotional needs of students.	No cost	Implemented per plan.	No cost
Scope of service: School wide _x_ALL		Scope of service: School wide _x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.	$20,000 06100650005 77011905800	Implemented per plan.	$77,990
Scope of service: School wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_SPED_____		Scope of service: School wide _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____SPED_____	
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.	$10,000	Implemented per plan.	$7,562.52
Scope of service: School wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_SPED_____		Scope of service: School wide _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____SPED_____	
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of	No additional costs	Implemented per plan.	none

technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.			
Scope of service:	School wide		
_X_ ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
Scope of service:	School wide		
_X_ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____			
Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success. Student information system costs	$8,795 03100000001 10010005300	Implemented per plan	$5,935
Scope of service:	School wide	Scope of service:	School wide
_X_ ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional development to improve instruction will include: • Classroom Management for the Common Core Classroom • Data Driven Instruction • Common Core State Standards for English Language Arts • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • English Language Development Instructional Strategies • Career Technical Education • Health Education Content Standards • Next Generation Science Standards • Visual and Performing Arts • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • SPED Instructional strategies • Alternative education best practices	$21,000 03100000001 11010005200 $2,150 06100650005 77011905200	Implemented per plan.	$20,000 $80
Scope of service:	School wide	**Scope of service:**	School wide
_X_ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
Use/Purchase CCSS aligned materials English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions Social Studies text books Cyber High courses ALEKS math software subscriptions	$18,005.00 03100000001 11010004300 $5,046.00 03100000001 11010005850 $6,315.00 06100650005 77011904300 $18,998.00 03100110001 11010004200 $2,360.00 03100140001 11010004100		Implemented per plan.	$12,232.30 $5,262.50 $22.95 $20,461.64 $1,107.27
Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

Planned technology additions to support implementation of the state standards and standardized assessment include: 40 more computers for student use on one additional mobile computer lab	$12,000 03100000001 11010004300	Implemented per plan	$8,340.19

Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Use RCC security (campus police) and janitorial services for both campuses.	No additional cost	Implemented per plan.	

Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		

The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: • Welcome week (Fall and Spring semesters) • UC Riverside campus tour • End of term awards • Museum Night	$3,000 03100000001 11010004900	Implemented per plan.	$2,966.13

• Fox Theater Broadway Series • Young Men's Conference • County Youth Summit • Book share program • Nixon Presidential Library field trip • Spring BBQ • RCC Career Fair • RCC Resource Day			
Scope of service: School wide _X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____		**Scope of service:** School wide _X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary	No cost	Implemented per plan.	No cost
Scope of service: School wide _X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____		**Scope of service:** School wide _X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
Provide the following parent activities: • School Reach notifications	No additional cost	Implemented per plan.	

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- Parent Portal access
- Progress reports
- Commitment to Success agreements

Parent teacher meetings

Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
Provide interpreters for all parent activities.	No additional cost	Implemented per plan.			
Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
Provide Parent portal orientation in Spanish.	No additional cost	Implemented per plan.			
Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual	$25,334.38	Implemented per plan.			$25,472.59

notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.	03100000001 11010001100 $6,250.00 03100000001 11021001300 $20,728.13 03100140001 11010001110			$6,250 $20,589.93
Scope of service: School wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			**Scope of service:** School wide __ALL OR: __Low Income pupils __XEnglish Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.			Implemented per plan.	
Scope of service: School wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			**Scope of service:** School wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	

Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils _X_English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.			Impemented per plan.		
Scope of service:	School wide		Scope of service:	School wide	
__ALL			_X_ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student			Implemented per plan.		

Oral Language Observation Matrix, CAHSEE passage, and teacher recommendation.

Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified.

English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as necessary.

To ensure that all RFEP students succeed academically, GCCA staff will recommend and

implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.			
Scope of service:	School wide		Scope of service:	School wide	
__ALL			__ALL		
OR: __Low Income pupils __X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____			OR: __Low Income pupils __X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____		
What changes in actions, services, and expenditures will be made as a	The 2016-17 plan will contain the following additions				

result of reviewing past progress and/or changes to goals?	1. Employ a dedicated coach for English learners who will be in the classroom with EL students 2. Provide more functional computers in the classroom 3. Provide more targeted support to struggling students in the foundation semester 4. Increase parent outreach and training opportunities

GOAL #2 from prior year LCAP:	Students will complete the GCCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.	Related State and/or Local Priorities: 1, 3, 4, 5, 6, 7 Local : Specify _____

Goal Applies to:	Schools: GCCA
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	See attached chart on page 75 for following anticipated performance metrics related to goal. • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Suspension rate • Expulsion rate High school graduation rate when available	Actual Annual Measurable Outcomes:	See attached chart on page 76 for following actual performance metrics related to goal. • A-G and college course passage rates • Attendance rate • Chronic absenteeism rate • Suspension rate • Expulsion rate High school graduation rate when available

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement foundation term to support students in learning to succeed in an educational setting and	$3,700	Implementation as planned.	$2,320

develop a personalized plan that prepares them for postsecondary success. Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. During their initial term, students take English, math, and a college survival and success class where they learn how to take effective notes, study for tests, and juggle school, work, and family life. Students also complete a college career development class and experience a project–based career exploration and Leadership class to help them focus their academic and career goals and coursework.	03100000001 1101000		
Scope of service:	School wide		
_X_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Dedicated counseling staff at 1.7 FTE for low income and EL students: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college	$117,029.19 03100000001 11031101200	Implemented as planned.	$95,233.71

- Develop, facilitate, and deliver college success and career exploration classes - Meet with students and parents to ensure student success - Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class - Help students access needed counseling services, support networks, community health, or housing services - College admissions application support - Financial aid seminars and application support - Organize field trips and special campus events			
Scope of service:	School wide		
__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Counseling staff: - Advise students on program requirements - Develop student's academic goals - Evaluate student's academic history and education, including transcript evaluation - Introduce students to resources available throughout the college - Develop, facilitate, and deliver college success and career exploration classes	$296,015.01 03100000001 11031101200 $10,000 06100650005 00121001300	Implemented as planned.	$324,038 $10,000

• Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events			
Scope of service:	School wide		
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent training in financial aid, benefits of college, college and career pathways, and college applications will be provided to support student goals.	No additional costs		No additional costs.
Scope of service:	School wide		
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	$31,983.66 0310000000 1110100021 00	Implemented as planned.	$31,752
Scope of service: School wide		Scope of service: School wide	
__ALL		__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Offer field trips to colleges (private and public) 2. Provide more targeted support to struggling students in the foundation semester 3. Increase student leadership opportunities and training 4. Implement an improved chronic absence monitoring and intervention system; modified school attendance review board model 5. Deliver an increased number of college and career readiness workshops and activities

Measurable Pupil Outcomes Matrix									
2015-16 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Overall- Baselines being set in 15-16		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math Overall- Baselines being set in 15-16		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A-G and College Course passage rate									
School wide Overall- 65.5%		67.3%	33%	74.2%	53.9%	67.7%	56.2%	58.9%	52%
EL proficiency rates									
School wide Overall- Baselines being set in 15-16									
EL reclassification rates									
School wide Overall- Baselines being set in 15-16									
Attendance rates									
School wide Overall- 89.6%		89%	100%	94.5%	89%	92%	89%	86%	93%
Chronic absenteeism rates									
School wide Overall- Baseline being set in 15-16									
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
Graduation rate not applicable until 2017-18									
School wide		N/A	N/A	N/A			N/A	N/A	N/A	N/A

Measurable Pupil Outcomes Matrix									
2015-16 **Actual** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Overall- 38%		35%	N/A	N/A	33%	34%	N/A	N/A	N/A
Math Overall- 3%		4%	N/A	N/A	0%	0%	N/A	N/A	N/A
A-G and College Course passage rate									
School wide Overall- 64%		61%	33%	60%	65%	71%	75%	53%	79%
EL proficiency rates									
School wide Overall- 37%									
EL reclassification rates									
School wide Overall- 19%									
Attendance rates									
School wide Overall- 88.5%		87.9%	95%	88.5%	87.7%	90.5%	83.9%	88.3%	89.3%
Chronic absenteeism rates									
School wide Overall- 35%		35.9%	0%	42.9%	39.1%	32.7%	44.4%	41.9%	40%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
Graduation rate not applicable until 2017-18									
School wide		N/A	N/A	N/A			N/A	N/A	N/A	N/A

Gateway College and Career Academy
Local Control and Accountability Plan and Annual Update

Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino			African American	White	SPED	EL	Foster
Measurable Pupil Outcomes Matrix											
2016-17 **Anticipated** Performance Metrics (percentages)											
CAASPP Proficiency and Above rates											
ELA Overall- 39%		36%	N/A	N/A			34%	45%	N/A	N/A	N/A
Math Overall- 4%		5%	N/A	N/A			1%	1%	N/A	N/A	N/A
A-G and College Course passage rate											
School wide Overall- 65%		62%	33%	61%			66%	72%	76%	54%	80%
EL proficiency rates											
School wide Overall- 38%											
EL reclassification rates											
School wide Overall- 20%											
Attendance rates											
School wide Overall- 89.5%		88.9%	96%	89.5%			88.7%	91.5%	84.9%	89.3%	90.3%
Chronic absenteeism rates											
School wide Overall- 34%		34.9%	0%	41.9%			38.1%	31.7%	43.4%	40.9%	39%
Suspension rate											
School wide	0%										
Expulsion rate											
School wide	0%										
Graduation rate not applicable until 2017-18											
School wide		N/A	N/A	N/A			N/A	N/A	N/A	N/A	N/A

Measurable Pupil Outcomes Matrix									
2017-18 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	America n Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Overall- 40%		37%	N/A	N/A	35%	46%	N/A	N/A	N/A
Math Overall- 5%		6%	N/A	N/A	2%	2%	N/A	N/A	N/A
A-G and College Course passage rate									
School wide- 66%		63%	34%	62%	67%	73%	77%	55%	81%
EL proficiency rates									
School wide Overall- 39%									
EL reclassification rates									
School wide Overall- 21%									
Attendance rates									
School wide Overall- 90.5%		89.9%	97%	90.5%	89.7%	92.5%	85.9%	90.3%	91.3%
Chronic absenteeism rates									
School wide Overall- 33%		33.9%	0%	40.9%	37.1%	30.7%	42.4%	39.9%	38%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
Graduation rate									
School wide	Baseline TBD								

Measurable Pupil Outcomes Matrix									
2018-19 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Overall- 41%		38%	N/A	N/A	36%	47%	N/A	N/A	N/A
Math Overall- 6%		7%	N/A	N/A	3%	3%	N/A	N/A	N/A
A-G and College Course passage rate									
School wide- 67%		64%	35%	63%	68%	74%	78%	56%	82%
EL proficiency rates									
School wide Overall- 40%									
EL reclassification rates									
School wide Overall- 22%									
Attendance rates									
School wide Overall- 91.5%		90.9%	98%	91.5%	90.7%	93.5%	86.9%	91.3%	92.3%
Chronic absenteeism rates									
School wide Overall- 32%		32.9%	0%	39.9%	36.1%	29.7%	41.4%	38.9%	37%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
Graduation rate									
School wide	Baseline TBD								

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	$241,405

Funds will be used in 2016-17 to provide the following supplemental programs and services to our unduplicated students:

- 1.0 FTE EL teacher will be provided to deliver English Language Development support ($66,462.36)
- 2.0 FTE Academic Coaches (English/Writing/Math) ($52,062)
- 2.0 FTE Counselors will provide intensive academic support and engagement services ($122,880.64)

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

9.15   %

These LCAP actions and services exceed the minimum proportionality percentage and only represent a portion of the actions and services that were provided as part of our comprehensive program to ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners.

GCCA's projected 2016-2017 LCFF Supplemental/Concentration grant is $241,405 (supplemental funds total $171,505 and concentration funds total $69,900. Combined this represents an increase of $15,407 from the 2015-2016 funding level.

100% of GCCA students have enrolled at GCCA because they have either fallen behind on their progress for a diploma or they have already stopped attending high school. Approximately 64% of GCCA students qualify for free and reduced price meals and are living at or below the poverty level. 15% are designated as English Language Learners and 6% are identified as being homeless or residing in a foster home. School-wide actions and services will not only serve the needs of our unduplicated students, but are designed to serve the high needs of our at-risk student population. Our 2016-2017 services for unduplicated students will **increase by 34.9%** as calculated by a 17.65% percent increase in counseling support, a 20.4% increase in ELD teacher support and a 3.2% decrease in expenditures for supplemental support provided by academic coaches (this does not reflect a decrease in services provided rather a decrease in funds used to pay for academic coach salaries).