

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

Introduction:

Charter School: Gateway College and Career Academy (GCCA)

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LCAP Year: 2014-2015

Section 1: Stakeholder Engagement

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 155 students during our first year 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 college 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 recently 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.

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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 this 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 create its first LCAP. This process has been the beginning of an 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. As the plan was developed several areas of importance emerged and goals to achieve our overall mission were set. As a first year school we found that we did not yet have all of the needed data to measure our progress and growth, in those instances we planned to develop data gathering and analysis tools and methods to establish our baseline metrics. In fact, improving our information gathering and analysis became one of our identified school goals. During the spring of 2014 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. On June 26th, 2014 the Gateway College and Career Academy Board of Directors voted to approve the adoption of

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<p>this plan.</p> <p>WHY was the LCAP developed? The LCAP represents a new level of planning and collaboration to reach the goals set out by this charter school. It must address the needs of all our students, as well as specifically name 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. We must now move forward and implement what we have laid out.</p> <p>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:</p>	
<p>Involvement Process:</p> <p><u>February-July 2013</u> The GCCA founding group crafted the petition to Riverside County Office of Education for a County-wide Benefit Charter.</p>	<p>Impact on LCAP:</p> <p>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.</p>
<p><u>August-December 2013</u> 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.</p>	<p>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.</p>

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<p><u>February-March 2014</u> 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.</p>	<p>The GCCA Community Survey was designed to gather stakeholder input on the perceived importance of each of the eight state priorities.</p>
<p><u>April 1-18, 2014</u> 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.</p> <p><u>April 10, 2014</u> GCCA hosted a stakeholder meeting on our campus.</p>	<p>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.</p> <p>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 turn out for the meeting, we were able to spend a significant amount of time with parents who attended.</p>
<p><u>April-May 2014</u> The GCCA leadership team analyzed the Community Survey results to identify the areas of importance our stakeholders identified.</p> <p><u>May 2014</u> 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</p>	<p>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.</p> <p>This was the basis for the rest of GCCA’s 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.</p>

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<p><u>May 2014</u> The GCCA leadership team developed nine key schools goals to address our identified needs.</p>	<p>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.</p>
<p><u>May 2014</u> The GCCA leadership team developed twenty-seven actions and services to meet our nine school goals</p>	<p>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.</p>
<p><u>May 2014</u> The GCCA Board of Directors held a public hearing to discuss the progress of the LCAP.</p>	<p>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.</p>
<p><u>June 2014</u> The GCCA Board of Directors held a second public hearing to discuss and solicit additional input for the LCAP.</p>	<p>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.</p>
<p><u>June 26th 2014</u> GCCA Board of Directors votes to approve LCAP</p>	

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Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To provide every classroom with a teacher who is fully credentialed and appropriately assigned</p> <p>Metric: Percent of teachers who are fully credentialed and appropriately assigned</p>	-Provide basic services to all students	All	All	N/A	Maintain rate of teachers appropriately assigned to classrooms at 100%	Maintain rate of teachers appropriately assigned to classrooms at 100%	Maintain rate of teachers appropriately assigned to classrooms at 100%	<p>State Priorities: Basics services</p> <p>Charter: Recruit, hire, train, and retain high quality staff</p>
<p>Need: To provide students access to standards aligned instructional material</p> <p>Metric: Percent of student with access to common core state standard materials.</p>	<p>-Provide basic services to all students</p> <p>-Integrate technology in classrooms to improve student learning</p> <p>-Allocate services to EL, foster and low-income students</p>	All	All	N/A	Rate of students with access to standards aligned curriculum will be no less than 75%	Raise rate of students with access to standards aligned curriculum to 100%	Maintain rate of students with access to standards aligned curriculum at 100%	<p>State Priorities: Basics services, Implementation of Common Core State Standard</p> <p>Charter: Recruit, hire, train and retain high quality staff. 21st century learners.</p>

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	-Improve instructional practice							
<p>Need: To provide students with instructional technology to successfully implement the common core standards</p> <p>Metric: Number of classrooms with laptops, desktops or tablets</p>	<p>-Provide basic services to all students</p> <p>-Integrate technology in classrooms to improve student learning</p> <p>-Improve instructional practice through professional development and professional learning communities</p>	All	All	N/A	3 classrooms with 30 desktops, laptops or tablets each.	4 classrooms with 30 desktops, laptops or tablets	5 classrooms with 30 desktops, laptops or tablets	<p>State Priorities: Basics services, Implementation of Common Core State Standard</p> <p>Charter: 21st century learners.</p>

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<p>Need: To provide professional development and professional learning communities for staff based on need with an emphasis on common core state standards for all students</p> <p>Metric: Percentage of staff to fill out professional development and learning community survey each semester</p> <p>Create and monitor professional growth planning process</p> <p>Provide access to Common Core State Standard professional development</p>	<p>-Improve instructional practice through professional development and professional learning communities</p> <p>-Provide basic services to all students</p> <p>-Improve data collection, management and reporting</p> <p>-Integrate technology in classrooms to improve student learning</p>	All	All	N/A	<p>100% of staff to complete survey</p> <p>100% of staff will create a professional growth plan</p> <p>Meet with staff twice a year for a progress review of professional growth plan</p> <p>Identify a minimum of 1 or more Common Core State Standard professional development opportunity</p>	<p>100% of staff to complete survey</p> <p>100% of staff will create/update a professional growth plan</p> <p>Meet with staff twice a year for a progress review of professional growth plan</p> <p>Identify a minimum of 1 or more Common Core State</p>	<p>100% of staff to complete survey</p> <p>100% of staff will create/update a professional growth plan</p> <p>Meet with staff twice a year for a progress review of professional growth plan</p> <p>Identify a minimum of 1 or more Common Core State</p>	<p>State Priorities: Basics services, Implementation of Common Core State Standard</p> <p>Charter: Recruit, hire, train and retain high quality staff.</p>

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					per subject area each year	Standard professional development opportunity per subject area each year	Standard professional development opportunity per subject area each year	
Need: To improve and maintain the quality and function of all school facilities	-Provide basic services to all students -Improve student	All	All	N/A	Complete weekly walkthrough of classrooms and report	Complete weekly walkthrough of classrooms and report	Complete weekly walkthrough of classrooms and report	State Priorities: Basics services, School Climate

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Metric: Weekly walkthrough of classrooms	engagement outcomes for all students				needed repairs to RCC Facilities Department	needed repairs to RCC Facilities Department	needed repairs to RCC Facilities Department	
Need: To increase number of parents or guardians who attend informational meeting and complete Community Survey which gathers input on our LCAP plan Metric: Percent of parents or guardians who complete Community Survey -4 In 2013-14 there was a 2% participation rate	-Increase parent engagement, involvement and satisfaction	All	All	N/A	10% or greater participation rate	15% or greater participation rate	20% or greater participation rate	State Priorities: Parent Involvement, School Climate
Need: To increase parental or guardian access to communication resources and tools	-Increase parent engagement, involvement and satisfaction	All	All	N/A	Parents or guardians will be contacted as needed but	Parents or guardians will be contacted as needed	Parents or guardians will be contacted as needed	State Priorities: Parent Involvement, School Climate,

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<p>Metric: Number of times parents or guardians will be contacted</p> <p>Number of Powerschool portal trainings</p> <p>Percentage of parents or guardians who log-in to Powerschool portal activity</p>					no less than 2times per semester	but no less than 2times per semester	but no less than 2times per semester	Student Engagement
					Provide training and documentation on Powerschool portal 2 times per year	Provide training and documentation on Powerschool portal 2 times per year	Provide training and documentation on Powerschool portal 2 times per year	
					Create baseline of the percentage of parents logging into Powerschool portal	Increase parent or guardian login to Powerschool portal by 5% from the 2014-15 baseline	Increase parent or guardian login to Powerschool portal by 5% from 2015-16	
Need: To monitor student performance on standardized tests	-Improve student achievement for all students	All	All	N/A	Establish a baseline during 2014-2015 of	5% increase on CAASPP as compared to	5% increase on CAASPP as compared to	State Priorities: Student Achievement

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<p>Metric: CAASPP results API Scores</p> <p>Number of staff test prep workshops</p>	<p>-Accelerate student learning increases and engagement for EL, foster and low-income students</p> <p>-Improve data collection, management and reporting</p>				<p>Student performance as measured by the CAASPP and API</p> <p>3 staff test prep workshops</p>	<p>the 2014-2015 baseline</p> <p>5 staff test prep workshops</p>	<p>2015-2016 baseline</p> <p>5 staff test prep workshops</p>	
<p>Need: To increase the share of students who are college and career ready</p> <p>Metric Increase % of students who earn 6 college units after 2 terms</p> <p>Increase % of students who earn 15 college units by graduation</p>	<p>-Improve student achievement for all students</p> <p>-Accelerate student learning increases and engagement for EL, foster and low-income students</p> <p>-Improve data collection,</p>	All	All	N/A	<p>Establish a baseline during 2014-2015</p> <p>Provide intensive support interventions and individualized academic counseling for</p>	<p>5% increases over 2014-15 baseline.</p> <p>Provide intensive support interventions and individualized academic counseling for 60</p>	<p>5% increases over 2015-16</p> <p>Provide intensive support interventions and individualized academic counseling for 75</p>	<p>State Priorities: Student Achievement, Other student outcomes, Course access</p>

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<p>Improve college course passage rate</p> <p>Increase % of students who place at college level in math and English</p> <p>Increase % of students who persist through the Foundation semester</p> <p>Increase % of cohort fall-fall persistence</p> <p>Increase % of cohort graduation rate</p> <p>Develop intensive support interventions</p>	<p>management and reporting</p> <p>-Integrate technology in classrooms to improve student learning</p>				45 students	students	students	

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<p>Need: To increase the share of English Learners that become English proficient</p> <p>Metric Increase percent proficient on annual CELDT</p>	<p>-Accelerate student learning increases and engagement for EL, foster and low-income students</p> <p>-Improve data collection, management and reporting</p> <p>-Allocate services to EL, foster and low-income students</p>	EL students	All		Establish a baseline during 2014-2015	5% increases over 2014-15 baseline.	5% increases over 2015-16	<p>State Priorities: Student Achievement, Implementation of Common Core State Standards, Course Access, Student Achievement</p>
<p>Need: To increase English Learner reclassification</p> <p>Metric Increase percent of students reclassified</p>	-Accelerate student learning increases and engagement for EL, foster and low-income students	EL students	All		Establish a baseline during 2014-2015	5% increases over 2014-15 baseline.	5% increases over 2015-16	<p>State Priorities: Implementation of Common Core State Standards, Course Access</p>

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	-Improve data collection, management and reporting -Allocate services to EL, foster and low-income students							
Need: To increase school attendance rates Metric Increase school attendance rates which is at 91% Track and decrease chronic absenteeism	-Improve student engagement outcomes -Allocate services to EL, foster and low-income students -Improve data collection, management and reporting	All	All	NA	Create a system to track chronic absenteeism and create baseline Increase attendance rates to 92%	Increase attendance rates to 94%	Increase attendance rates to 95%	State Priorities: Student Engagement, School Climate

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<p>Need: To increase high school graduation rates</p> <p>Metric Decrease dropout rates</p> <p>Increase % of students who persist through the Foundation semester which was at 60%. Based on research from our national network there is a correlation to students who persist through the Foundation semester and graduation rate</p> <p>Increase cohort fall to fall persistence</p> <p>Increase cohort graduation rate</p> <p>Increase intensive support interventions for at-risk</p>	<p>-Improve student engagement outcomes</p> <p>-Improve data collection, management and reporting</p> <p>-Allocate services to EL, foster and low-income students</p> <p>-Accelerate student learning increases and engagement for EL, foster and low-income students</p>	All	All	NA	<p>Increase students who persist through the Foundation semester to 65%</p> <p>Establish baseline fall-to fall persistence rate</p> <p>Establish baseline cohort graduation rate</p> <p>Provide intensive support interventions and</p>	<p>Increase students who persist through the Foundation semester to 70%</p> <p>Increase fall-to fall persistence rate by 5%</p> <p>Increase cohort graduation rate by 5%</p> <p>Provide intensive support interventions and individualized academic</p>	<p>Maintain students who persist through the Foundation semester at 80%</p> <p>Increase fall-to fall persistence rate by 5%</p> <p>Increase cohort graduation rate by 5%</p> <p>Provide intensive support interventions and individualized academic</p>	<p>State Priorities: Student Engagement, School Climate</p>

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students					individualized academic counseling for 45 students	counseling for 60 students	counseling for 75 students	
<p>Need: To maintain a low student suspension rate</p> <p>Metric: Maintain student suspension rate at 2% or less</p> <p>Increase intensive support interventions for at-risk students</p>	<p>-Improve student engagement outcomes</p> <p>-Allocate services to EL foster and low-income students</p>	All	All	NA	Maintain student suspension rate at 2% or less	Maintain student suspension rate at 2% or less	Maintain student suspension rate at 2% or less	<p>State Priorities: Student Engagement, School Climate</p>
<p>Need: To maintain 0% expulsion rate</p> <p>Metric: Maintain student expulsion rate at 0%</p> <p>Increase intensive support</p>	<p>-Improve student engagement outcomes</p> <p>-Allocate services to EL foster and low-income students</p>	All	All	NA	Maintain student expulsion rate at 0%	Maintain student expulsion rate at 0%	Maintain student expulsion rate at 0%	<p>State Priorities: Student Engagement, School Climate</p>

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
interventions for at-risk students								
<p>Need: To develop and implement a system of ongoing feedback by students and their parents/families regarding school safety and support</p> <p>Metric Develop a tool to monitor student and family perception of campus safety, school climate and school support</p>	-Improve student engagement	All	All	NA	Upon creation of tool to monitor student and family perception of campus safety, school climate and school support, use 2014-15 to identify a baseline	Continue to monitor and make changes based on tool	Continue to monitor and make changes based on tool	State Priorities: Student Engagement, School Climate
<p>Need: Ensure students have access and enrollment in all required areas of study</p> <p>Metric One on One counseling with students and counselors reviewing course of study</p>	<p>-Improve student achievement for all students</p> <p>-Accelerate student learning and engagement for EL, foster and low-income students</p>	All	All	NA	100% of all students meet with counselors to review course of study	100% of all students meet with counselors to review course of study	100% of all students meet with counselors to review course of study	State Priorities: Student Engagement, Course access

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Increase cohort graduation rate</p> <p>Increase percentage of students who earn 6 college units after two terms- 50% during 13-14 school year</p> <p>Increase percentage of students who earn 15 college units by graduation</p>	-Allocate services to EL, foster and low-income students				<p>Increase % of students who earn 6 college units after two terms to 60%</p> <p>Establish baseline % of students who earn 15 college units by graduation</p>	<p>Increase % of students who earn 6 college units after two terms to 65%</p> <p>Increase percentage of students who earn 15 college units by graduation by 5%</p>	<p>Increase % of students who earn 6 college units after two terms to 65%</p> <p>Increase percentage of students who earn 15 college units by graduation by 5%</p>	
<p>Need: To provide students opportunities to extracurricular activities</p> <p>Metric Survey students</p>	-Improve student engagement outcomes	All	All	NA	<p>Increase or maintain the number of extracurricular activities for students. Using surveys create a baseline of students participating</p>	<p>Increase or maintain the number of extracurricular activities for students. Increase the number of students participating.</p>	<p>Increase or maintain the number of extracurricular activities for students. Increase the number of students participating.</p>	State Priorities: Student Engagement, Other student outcomes

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					in extracurricular activities			

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Section 3: Actions, Services, and Expenditures

A. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals? What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Provide Basic Services to all Students	Basic Services	<ul style="list-style-type: none"> -Have a sufficient number of highly qualified FTE teachers on staff -Identify and hire a Dean of Instruction who will coordinate curriculum/instructional development and professional development -Operate school under compliant rules and 	School-wide	N/A	<ul style="list-style-type: none"> -Four 1.0 FTE teachers will be on staff (\$247,403 Teacher salaries/benefits, Source: LCFF, EPA funds) -A Dean of Instruction stipend will be assigned to one teacher for curriculum/instructional development and professional development coordinating (\$10,000 Source: LCFF) 	<ul style="list-style-type: none"> -Five 1.0 FTE Teachers (\$303,118 Source: LCFF) -Dean of Instruction stipend(\$10,000 Source: LCFF) - School Director (\$109,000 Source: LCFF) -Teacher credential reviews (No Cost) 	<ul style="list-style-type: none"> -Six 1.0 FTE Teachers (\$358,833 Source: LCFF) -Dean of Instruction stipend(\$10,000 Source: LCFF) - School Director (\$113,000 Source: LCFF) -Teacher credential reviews (No Cost) -Dean of Instruction will continue to research, purchase,

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>regulations</p> <p>-Preform yearly teacher credential reviews to ensure appropriate class assignments</p> <p>-Job descriptions will clearly state credential requirements</p> <p>-Dean of Instruction will research, purchase, and implement the use of more standards aligned instructional materials</p> <p>-Purchase laptop/tablet cart</p> <p>-Monthly facilities walk-throughs will be conducted by school administrators</p> <p>-Needed repairs and improvements will be</p>			<p>- School Director will be on staff to ensure compliant school operations (\$105,000 Source: LCFF)</p> <p>-Teacher credential reviews will be conducted upon hire and once per year thereafter to ensure appropriate class assignments (No Cost)</p> <p>-Dean of Instruction will research, purchase, and implement the use of more standards aligned instructional materials (No Cost)</p> <p>-Access to technology in classrooms will be increased with the purchase of a mobile laptop/tablet cart (\$12,000 Source: LCFF)</p> <p>-Monthly facilities</p>	<p>-Dean of Instruction will continue to research, purchase, and implement the use of more standards aligned instructional materials (No Cost)</p> <p>-Access to technology in classrooms will be increased with the purchase of an additional mobile laptop/tablet cart (\$12,000 Source: LCFF)</p> <p>-Access to technology in classrooms will be increased with the purchase of an additional mobile laptop/tablet cart (\$12,000 Source: LCFF)</p> <p>-Monthly facilities walk-through by school administrators will continue (No Cost)</p> <p>-Monthly facilities walk-through by school administrators will continue (No Cost)</p>	<p>and implement the use of more standards aligned instructional materials (No Cost)</p> <p>-Access to technology in classrooms will be increased with the purchase of an additional mobile laptop/tablet cart (\$12,000 Source: LCFF)</p> <p>-Monthly facilities walk-through by school administrators will continue (No Cost)</p> <p>-Needed repairs and improvements will be reported to RCC Facilities Department (No Cost)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		reported to RCC Facilities Department			walk-throughs will be conducted by school administrators (No Cost) -Needed repairs and improvements will be reported to RCC Facilities Department (No Cost)	-Needed repairs and improvements will be reported to RCC Facilities Department (No Cost)	
Integrate Technology in Classrooms to Improve Student Learning	Basic Services, Implementation of Common Core Standards	-Teachers will be provided with professional learning opportunities centered on technology integration -Teachers will integrate the use of educational technology as they develop their unit plans and assessments	School-wide	N/A	-Professional learning opportunities centered on technology integration (\$10,000 Source: LCFF) -Teachers will integrate the use of educational technology as they develop their unit plans and assessments (\$5,000 Source: LCFF)	-Professional learning opportunities centered on technology integration (\$5,000 Source: LCFF) -Teachers will continue to integrate the use of educational technology as they develop their unit plans and assessments (No incremental cost)	-Professional learning opportunities centered on technology integration (\$5,000 Source: LCFF) -Teachers will continue to integrate the use of educational technology as they develop their unit plans and assessments (No incremental cost)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Allocate services to EL, Foster, and Low-income students	Basic services, Implementation of Common Core Standards	<ul style="list-style-type: none"> -CELDT performance data will be carefully monitored for growth -Reclassified fluent English proficient rate will be monitored for growth -English language development instruction will be offered -Supplemental instruction in English and math will be offered -Reclassification procedure will be initiated 	School-wide	N/A	<ul style="list-style-type: none"> -1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Data analyst/registrar will set a baseline percentage of EL students who score 'proficient' or better on annual CELDT will be established to monitor growth (No Cost) -Data analyst/registrar and Testing Coordinator will set a baseline percentage of EL students who are reclassified fluent English proficient will be established to monitor growth (No Cost) -English Language Development class will be delivered beginning in fall 2014 (\$81,668 	<ul style="list-style-type: none"> -1.0 FTE Registrar/Data Analyst position (\$67,620 Source: LCFF) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are reclassified fluent English proficient (No Cost) -English Language Development class will continue to be delivered (\$81,668 Source: LCFF) 	<ul style="list-style-type: none"> -1.0 FTE Registrar/Data Analyst position (\$67,620 Source: LCFF) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are reclassified fluent English proficient (No Cost)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Source: LCFF, EPA funds)</p> <p>- A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>- A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>-Implement defined reclassification procedure from GCCA charter (No Cost)</p>	<p>-English Language Development class will continue to be delivered (\$81,668 Source: LCFF)</p> <p>- A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>- A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>- A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>-Reclassification procedure from GCCA charter is being utilized (No Cost)</p>	<p>- Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds)</p> <p>- A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p> <p>-Reclassification procedure from GCCA charter is being utilized (No Cost)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Cost)	
Improve instructional practice through professional development and professional learning communities	Basic services, Implementation of Common Core Standards	-Staff training needs will be identified -Teachers will participate in annual professional learning activities -Staff professional growth will be monitored	School-wide	N/A	-Dean of Instruction will develop and implement a survey to determine staff training needs (No Cost) -Teachers will participate in a minimum of one professional learning opportunity per year (\$20,000 Source: LCFF) -All staff members will create a professional growth plan that will be reviewed once per academic year (\$1,120 Source: LCFF)	-Staff training needs survey will be administered during pre-fall activities (No Cost) -Teachers will participate in a minimum of one professional learning opportunity (\$20,000 Source: LCFF) -Professional growth plans will be reviewed and updated (No incremental cost)	-Staff training needs survey will be administered during pre-fall activities (No Cost) -Teachers will participate in a minimum of one professional learning opportunity (\$20,000 Source: LCFF) -Professional growth plans will be reviewed and updated (No incremental cost)
Improve student engagement outcomes for all students	Basic Services, School Climate	-Extensive counseling and wrap-around support services will be provided to all students -Operate school under	School-wide	N/A	-Five 1.0 FTE Counselors will be on staff (\$336,882 Counselor salaries/benefits Source: LCFF, EPA	-Six 1.0 FTE Counselors will be on staff (\$392,597 Counselor salaries/benefits Source: LCFF,	- Six 1.0 FTE Counselors will be on staff (\$392,597 Source: LCFF, special education funds)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>compliant rules and regulations</p> <p>-Student accountability and support plans will be developed for all students</p> <p>-Positive attendance patterns will be supported</p> <p>-Chronically absent students will receive intensive support</p> <p>-Counselors will meet with students regularly to discuss progress and performance</p> <p>-Individual "Student Success Plans" will be utilized</p> <p>-Dropout prevention interventions will be established</p> <p>-Students will have</p>			<p>funds, special education funds)</p> <p>- School Director will be on staff to ensure compliant school operations (\$105,000 Source: LCFF)</p> <p>-A Dean of Students stipend will be assigned to one Counselor to coordinate student accountability and support plans (\$10,000 Source: LCFF)</p> <p>-Individual student attendance patterns will be tracked through daily monitoring of PowerSchool attendance reports by Counselors (\$5,550 for PowerSchool software annual license Source: LCFF)</p> <p>-An additional school attendance tracking</p>	<p>special education funds)</p> <p>- School Director (\$109,000 Source: LCFF)</p> <p>-Dean of Students stipend (\$10,000 Source: LCFF)</p> <p>-Individual student attendance patterns will be tracked through daily monitoring of PowerSchool attendance reports (\$5,550 for annual software license Source: LCFF)</p> <p>-Continued monitoring of chronically absent students (\$2,500 Source: LCFF)</p> <p>-Continued</p>	<p>-School Director (\$113,000 Source: LCFF)</p> <p>-Dean of Students stipend (\$10,000 Source: LCFF)</p> <p>-Individual student attendance patterns will be tracked through daily monitoring of PowerSchool attendance reports (\$5,550 annual software license Source: LCFF)</p> <p>-Continued monitoring of chronically absent students (No Cost)</p> <p>-Continued regular Student/Counselor meetings (No Cost)</p> <p>-Continued use of "Student Success Plans" (No Cost)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		access to college courses			<p>tool will be implemented to identify and support chronically absent students (\$2,500 Source: LCFF)</p> <p>-All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to school success (No Cost)</p> <p>-Students and Counselors will develop "Student Success Plan" agreements detailing specific plans for needed improvements (No Cost)</p> <p>-Weekly enrollment reports will be generated to support</p>	<p>regular Student/Counselor meetings (No Cost)</p> <p>-Continued use of "Student Success Plans" (No Cost)</p> <p>-Weekly enrollment reports will be generated to support drop-out prevention strategies (No Cost)</p> <p>-Continued use of Student Accountability Plan (No Cost)</p> <p>-One-on-one meetings with counselors to review their needed course of study and</p>	<p>-Continued use of Student Accountability Plan (No Cost)</p> <p>-One-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost)</p> <p>-Continued enrollment in college courses (No Cost)</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>drop-out prevention strategies (No Cost)</p> <p>-Counselors and administrators will utilize the GCCA Student Accountability Plan to address behavior issues as an alternative to suspensions/expulsions (No Cost)</p> <p>-Students will have regular one-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost)</p> <p>-Students will be given access to college credit bearing courses during their Foundation semester and be supported to take</p>	<p>progress, including AB 167 waiver eligibility for foster youth (No Cost)</p> <p>-Continued enrollment in college courses (No Cost)</p>	

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					additional college courses when appropriate every semester (No Cost)		
Increase parent engagement, involvement and satisfaction	Parent Involvement, School Climate	-Improve GCCA Community Survey -Parents will be given increased access to student information system -Communication with parents will be increased	School-wide	N/A	-Work with a consulting firm to redevelop GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (\$2,000 Source: LCFF) -Survey questions will be made more accessible and opportunities to learn about school operations will be expanded (No Cost) -The PowerSchool "parent portal" feature	-Utilize GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (No incremental cost) -Survey questions will continue to be evaluated for accessibility (No Cost) -The PowerSchool "parent portal" feature will be monitored for growing use (No	-Continued use of GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (No incremental cost) -Survey questions will continue to be evaluated for accessibility (No Cost) -The PowerSchool "parent portal" feature will be monitored for growing use (No Cost)

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					will be implemented and monitored (No Cost) -Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)	Cost) -Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)	-Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)
Improve student achievement for all students	Pupil Achievement	-All students will participate in state testing programs -State test data will be collected and monitored for growth -Test preparation opportunities will be expanded	School-wide	N/A	-A Test Coordinator stipend will be assigned to one staff member (\$2,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Student performance on the CAASPP and school API will be monitored closely. Performance baselines	-Test Coordinator stipend (\$3,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Student performance on the CAASPP and school API will be	-Test Coordinator stipend (\$3,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Student performance on the CAASPP and school API will be monitored closely for additional 5%

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					will be established during 14-15 and will be followed by 5% increase targets in subsequent years (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)	monitored closely for 5% performance increases (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)	performance increases (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)
Accelerate student learning increases and engagement for EL, foster and low-income students	Pupil Achievement	-Student achievement data will be monitored for growth -Extensive counseling and wrap-around support services will be provided to all students -Have a sufficient number of highly qualified FTE teachers on staff	School-wide	N/A	-1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Five 1.0 FTE Counselors will be on staff (\$385,198 Counselor salaries/benefits Source: LCFF, EPA funds, special education funds) -Four 1.0 FTE teachers	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Six 1.0 FTE Counselors will be on staff (\$454,243 Source: LCFF, special education funds)	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Six 1.0 FTE Counselors will be on staff (\$454,243 Source: LCFF, special education funds) -Five 1.0 FTE Teachers (\$303,118 Source:

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> -Supplemental instruction in English and math will be offered -CELDT performance data will be carefully monitored for growth -Reclassified fluent English proficient rate will be monitored for growth -English language development instruction will be offered -Supplemental instruction in English and math will be offered -Reclassification procedure will be initiated 			<ul style="list-style-type: none"> will be on staff (\$304,365 Teacher salaries/benefits, Source: LCFF, EPA funds) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) -Data analyst/registrar will set a baseline percentage of EL students who score 'proficient' or better on annual CELDT will be established to monitor growth (No Cost) -Data analyst/registrar and Testing 	<ul style="list-style-type: none"> -Five 1.0 FTE Teachers (\$303,118 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are 	<ul style="list-style-type: none"> LCFF) - Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> -Student accountability and support plans will be developed for all students -Positive attendance patterns will be supported -Chronically absent students will receive intensive support -Counselors will meet with students regularly to discuss progress and performance -Individual "Student Success Plans" will be utilized -Suspensions and expulsions will be reduced -Dropout prevention interventions will be established 			<ul style="list-style-type: none"> Coordinator will set a baseline percentage of EL students who are reclassified fluent English proficient will be established to monitor growth (No Cost) -English Language Development class will be delivered beginning in fall 2014 (\$(\$81,668 Source: LCFF, EPA funds) -Implement defined reclassification procedure from GCCA charter (No Cost) -All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to 	<ul style="list-style-type: none"> or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are reclassified fluent English proficient (No Cost) -English Language Development class will continue to be delivered (\$81,668 Source: LCFF) -Reclassification procedure from GCCA charter is being utilized (No Cost) -All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to school success (No Cost) - Continued use of "Student Success 	<ul style="list-style-type: none"> reclassified fluent English proficient (No Cost) -English Language Development class will continue to be delivered (\$(\$81,668 Source: LCFF) -Reclassification procedure from GCCA charter is being utilized (No Cost) -All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to school success (No Cost) - Continued use of "Student Success

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>school success (No Cost)</p> <p>-Students and Counselors will develop -“Student Success Plan” agreements detailing specific plans for needed improvements (No Cost)</p> <p>-Weekly enrollment reports will be generated to support drop-out prevention strategies (No Cost)</p> <p>-Counselors and administrators will utilize the GCCA Student Accountability Plan to address behavior issues as an alternative to suspensions/expulsions (No Cost)</p> <p>-Students will have regular one-on-one</p>	<p>-All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to school success (No Cost)</p> <p>-Continued use of “Student Success Plans” (No Cost)</p> <p>-Weekly enrollment reports will be generated to support drop-out prevention strategies (No Cost)</p> <p>-Continued use of</p>	<p>Plans” (No Cost)</p> <p>-Weekly enrollment reports will be generated to support drop-out prevention strategies (No Cost)</p> <p>-Counselors and administrators will utilize the GCCA Student Accountability Plan to address behavior issues as an alternative to suspensions/expulsions (No Cost)</p> <p>-One-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost)</p>

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost)	Student Accountability Plan (No Cost) -One-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost)	
Improve data collection, management and reporting	Pupil Achievement, Student Engagement	-Operate school under compliant rules and regulations -Data will be collected, analyzed and reported -Data management protocols will be established	School-wide	N/A	-School Director will be on staff to ensure compliant school operations (\$105,000 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -All data resources will be identified and evaluated (No Cost)	-School Director will be on staff to ensure compliant school operations (\$109,000 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF)	-School Director will be on staff to ensure compliant school operations (\$109,000 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -System and data of record will be

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					-System and data of record will be established (No Cost) -Data of interest will be identified (No Cost) -Reporting processes and report formats will be established (No Cost)	-System and data of record will be established (No Cost) -Data of interest will be collected and analyzed (No Cost) -Regular reporting processes and formats will be in use (No Cost)	established (No Cost) -Data of interest will be collected and analyzed (No Cost)

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Allocate services to EL, Foster, and Low-income students, Accelerate student learning increases and engagement for EL, foster and low-income students	Basic services, Pupil Achievement, Student Engagement	For Low Income Pupils: -Extensive counseling and wrap-around support services will be provided to all students -Supplemental instruction in English and math will be offered	School-wide	N/A	For Low Income Pupils: -One 1.0 FTE Counselor will be on staff (\$77,039 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)	-Two 1.0 FTE Counselors will be on staff (\$154,079 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)	-Two 1.0 FTE Counselors will be on staff (\$154,079 Source: LCFF) - Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)
Allocate services to	Basic services,	For English learners: -English language	School-wide	N/A	For English learners: -English Language	-English Language Development class will	-English Language Development class will

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<p>EL, Foster, and Low-income students, Accelerate student learning increases and engagement for EL, foster and low-income students</p>	<p>Pupil Achievement, Student Engagement</p>	<p>development instruction will be offered -Supplemental instruction in English will be offered</p>			<p>Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p>	<p>continue to be delivered (\$81,668 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p>	<p>continue to be delivered (\$81,668 Source: LCFF) - Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds)</p>
<p>Allocate services to EL, Foster, and Low-income students, Accelerate student learning increases and engagement for EL, foster and low-income students</p>	<p>Basic services, Pupil Achievement, Student Engagement</p>	<p>For foster youth: -Extensive counseling and wrap-around support services will be provided to all students -Supplemental instruction in English and math will be offered</p>	<p>School-wide</p>	<p>N/A</p>	<p>For foster youth: -One 1.0 FTE Counselor will be on staff (\$77,039 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p>	<p>-Two 1.0 FTE Counselors will be on staff (\$154,079 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p>	<p>-Two 1.0 FTE Counselors will be on staff (\$154,079 Source: LCFF) - Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)</p>

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<p>Allocate services to EL, Foster, and Low-income students, Accelerate student learning increases and engagement for EL, foster and low-income students</p>	<p>Basic services, Pupil Achievement, Student Engagement</p>	<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> -English language development instruction will be offered -Supplemental instruction in English will be offered 	<p>School-wide</p>	<p>N/A</p>	<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> -English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) 	<ul style="list-style-type: none"> -English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) -English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) 	<ul style="list-style-type: none"> -English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) -Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds)
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- C. Describe the LEA's increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

GCCA's projected 2014-2015 LCFF Supplemental grant is \$185,810. This represents an increase of \$51,063 in comparison with the 2013-2014 funding level. GCCA serves a very diverse student population of approximately 155 students in tenth through twelfth grade and beyond. Approximately 43% of the students in the school qualify for free and reduced price meals and are living at or below the poverty level. 10% of students are designated as English Language Learners and less than 5% are identified as being homeless or residing in a foster home. Half of GCCA students served will be unduplicated students (50%) and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners by providing increased/improved/targeted actions and services. More importantly for the purposes of our LCAP, is that 100% of our students are at-risk of dropping out of high school. All 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. 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. The LCFF expenditures are described and justified as school-wide as outlined in section 3A and 3B.

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- D. 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). 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). 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.

The GCCA minimum proportionality percentage is 4.71%, or equivalent to \$63,541. Half of students served will be unduplicated students (50%) and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners by providing increased/improved/targeted actions and services as outlined in sections 3A and 3B. The actions and services described in section 3A and 3B utilize at least the required minimum proportionality amount. The school-wide actions and services expenditures to meet the school's core mission and outcomes as stated in its charter:

- \$185,810 of LCFF supplemental grant funds will be budgeted to provide supplemental programs and services to our unduplicated students.
- \$81,668 will be budgeted to provide an EL Teacher to deliver English Language Development class
- \$29,168 will be budgeted for two .5 Instructional Coaches
- \$77,039 will be budgeted for an additional Counselor to provide intensive academic support and engagement services

These school-wide actions and services expenditures help to meet our core mission and goals based on the idea that struggling and disengaged students can succeed in college when provided the support to overcome their challenges. These LCAP actions and services total the minimum proportionality percentage and only represent a portion of the actions and services that will be increased/improved/targeted for ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners.