LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
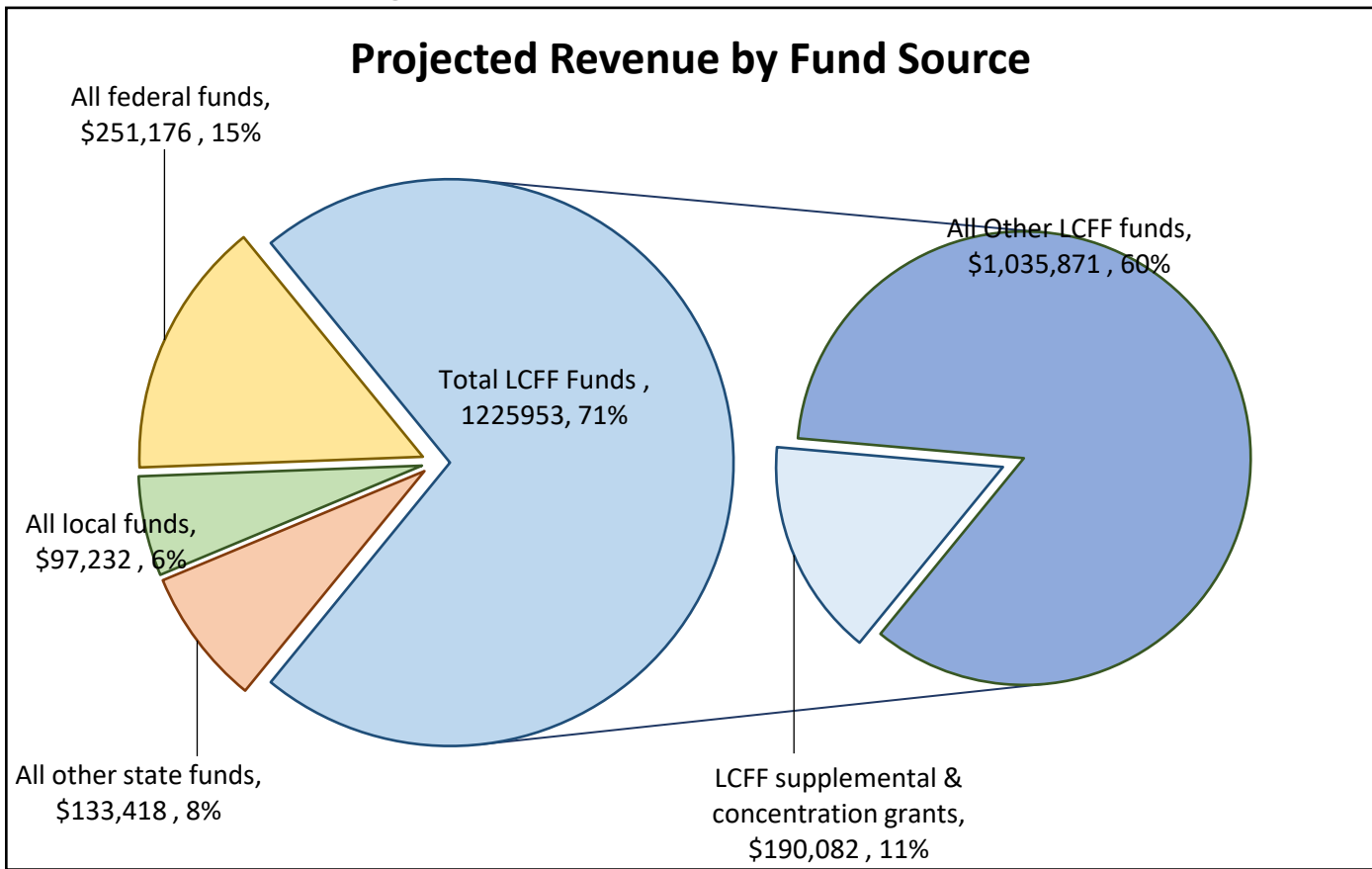
CDS Code: [CDS Code]

School Year: 2021 – 22

LEA contact information: Samantha Di Salvio, 951-222-8916, samantha.hager@rcc.edu,

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $251,176 , 15%

All Other LCFF funds, $1,035,871 , 60%

Total LCFF Funds , 1225953, 71%

All local funds, $97,232 , 6%

All other state funds, $133,418 , 8%

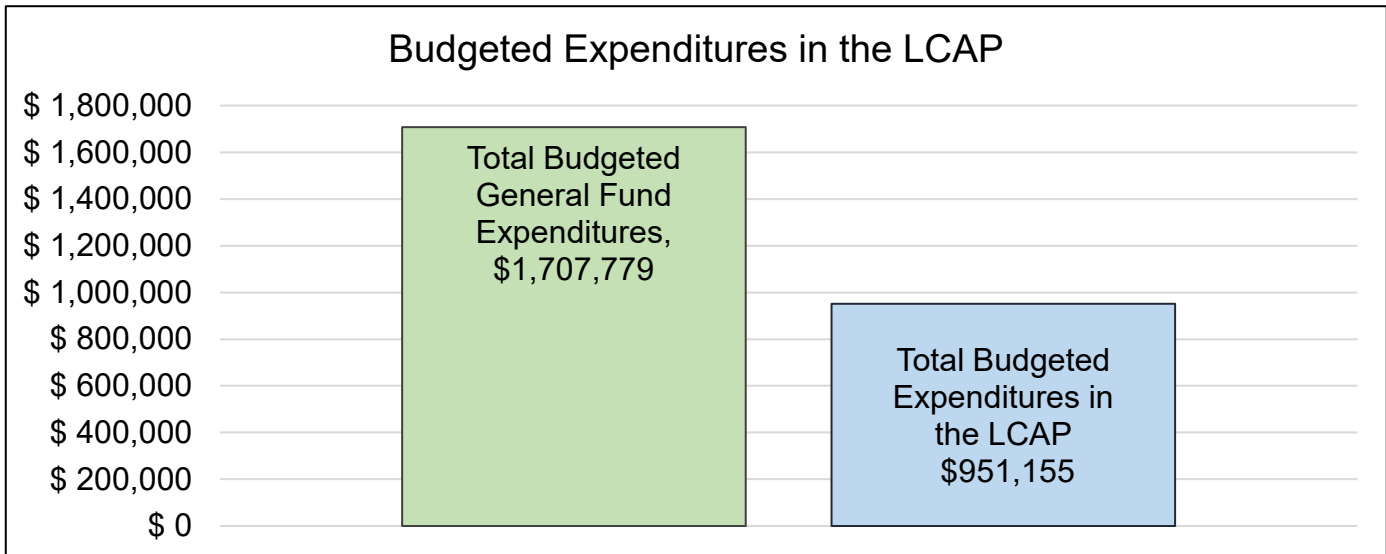LCFF supplemental & concentration grants, $190,082 , 11%

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

The total revenue projected for Gateway College and Career Academy is $1,707,779.00, of which $1,225,953.00 is Local Control Funding Formula (LCFF), $133,418.00 is other state funds, $97,232.00 is local funds, and $251,176.00 is federal funds. Of the $1,225,953.00 in LCFF Funds, $190,082.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,707,779

Total Budgeted Expenditures in the LCAP $951,155

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

Gateway College and Career Academy plans to spend $1,707,779.00 for the 2021 – 22 school year. Of that amount, $951,155.00 is tied to actions/services in the LCAP and $756,624.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
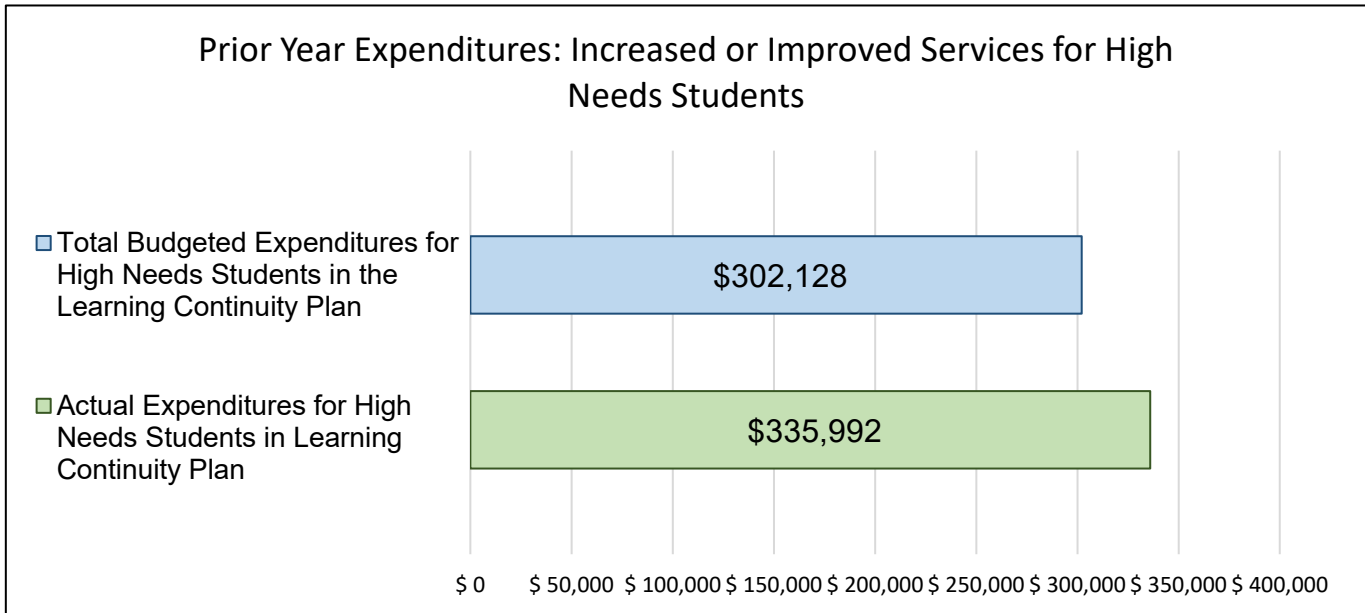
Non Instructional Classified staff including: Business Operations Manager, Business and Accounting Clerk, Clerk, Outreach Coordinator. All staff benefits (taxes and health and welfare) not included in LCAP. General Operations including insurance, dues and memberships, leases of equipment, and

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

In 2021 – 22, Gateway College and Career Academy is projecting it will receive $190,082.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $221,527.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $302,128

Actual Expenditures for High Needs Students in Learning Continuity Plan: $335,992

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

This chart compares what Gateway College and Career Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Gateway College and Career Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Gateway College and Career Academy 's Learning Continuity Plan budgeted $302,127.82 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $335,992.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu 951-222-8089

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA and Math Academic Progress Indicator: N/A currently not enough test takers.	N/A Dashboard Suspended

ELL Progress metric: N/A: ELPAC transition	[2019 Dashboard-English Learner Progress Indicator: 80% of ELs are making progress toward English Language Proficiency, 2020 Summative ELPAC Testing Suspended]
DASS Graduation Rate Indicator: Yellow- 70 percent	N/A Dashboard Suspended- Internal Data 74%
College/Career Indicator: Yellow- 40 percent	N/A Dashboard Suspended- Internal Data 11.2 Average College Units Earned by class of 2020

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Through the following staff, provide standards-based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. Augment curriculum with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration: · 1 FTE Executive Director · 1 FTE Site Director · 4.0 FTE Teachers · 2.0 FTE Counselors · .6 FTE Instructional Support Coordinator ● 1.4 FTE Academic Support Assistants	$743,692.50	$739,400.50
Provide academic support and interventions through: · 3.0 FTE Counselors	$284,982.82	$285,139.00

· .4 FTE Instructional Support Coordinator ● 1.4 FTE Academic Support Assistants		
Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy: · Foundation program · Transition program · Bridge program · Intensive Support program ● Summer school program	Referenced in Goal 1, Action 1: Teachers, Counselors, Instructional Support) $7,045 (Apex) $20,000 (Summer School)	$28,290.00

Provide academic supports for all students:

· GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning; assist students with interpreting and completing classroom assignments/homework and provide additional instructional support to ensure student success in courses and mastery of subject matter.

· Supplemental support is provided both during and after class for ELA, ELD, Math, Social Studies and Science.

· Students have access to a variety of 1:1 or small group tutoring times throughout the day.

· Instructional assistants develop supplemental materials to enhance the school curriculum offered to students and facilitate study groups.

· Bilingual instructional assistants are available for Spanish-speaking students.

· Dual enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department.

● GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services.

● Counselors monitor academic progress of homeless and foster youth.

● Varieties of support are available through the DRC's High-Tech Center, including scan and read technology and audio recording devices.

Referenced in Goal 1 Actions 1 and 2 (teachers, counselors, and Instructional support)

• The Instructional Support Coordinator connects SPED and 504 Plan students with the Disability Resource Center (DRC) for academic accommodations and support services for their college courses, including access to adaptive technology to assist students in achieving maximum independence while pursuing their educational goals. • Conduct all SPED related identification and IEP and 504 plan development as described in charter. Contract with a third-party provider to supplement internal staffing to address all SPED needs.	$11,381	$4,414.75
Maintain SIS to analyze data and tailor student interventions. Improve institutional effectiveness processes. Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps.	$6,462 $10,000 (Data Analyst)	$6,431.00
Conduct professional development to improve instruction: • Effective Classroom Management • Data Driven Instruction	$15,000 $25,000	$16,718.41

• English Language Development Instructional Strategies • Addressing the needs of Foster Youth, EL, and Low-Income students • Positive Behavior Interventions and Supports (PBIS) Tier 1 and 2 • Culturally responsive curriculum • Professional learning communities • SPED Instructional strategies • Alternative education best practices • Academic support strategies and paraprofessional training		
Evaluate need and purchase texts, materials and field trips aligned to the standards and that are culturally responsive to student's needs.	$58,021 $2,500 $525 $37,500	$44,257.74
Provide 1:1 ratio of Chromebooks for all students.	Referenced in Goal 1 Actions 8 (aligned materials)	
Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated.	Referenced in Goal 1 Action 2 (counselors)	
Maintain PowerSchool parent portal and ability to translate website to all available languages through web program technology.	Referenced in Goal 1 Action 6 (SIS) $1500	$113.56
Maintain and further develop ELL support program: • Conduct annual notification to parents. • Identify EL students upon enrollment.	Referenced in Goal 1, Action 1, Action 2 (Instructional Support)	

- Offer a range of program options to support English Language Acquisition - Provide supplemental instructional supports to students in English Learner Mainstream Programs - Implement Integrated ELD approaches, SIOP/SDAIE lesson plan elements and scaffolded support strategies to instructional staff for ELA, Math, Social Studies courses - Collaborate with instructors to develop content based Designated ELD activities and supports that are connected to units of study for ELA, Math, Social Studies courses - Conduct reclassification procedures using ELPAC criteria. Monitor student progress during and after reclassification		
Conduct bi-weekly team meetings of include counselor(s), teacher, and instructional support coordinator to develop action plans for struggling students in need of additional interventions, accommodations, and support. Monitor and adjust as needed.	Referenced in Goal 1 Action 1 and 2 (Instructional Staff)	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds were largely implemented as planned. Funds totaling $10,000 for contracted services from a data analyst were re-allocated to operating costs due to securing no-cost services from RCC Institutional Effectiveness staff and the National Charter

Schools Institute and RCOE. Funds budgeted for instructional materials were not fully spent due to the shift to virtual instruction. Many dual enrollment courses utilized no cost digital materials, reducing the need to purchase textbooks. These funds were kept in reserve and will be utilized for their intended purpose in the next academic year. Funds budgeted for professional development and training were underspent because of the pandemic on conferences and workshops. Many training professional development opportunities were cancelled, and training for delivering virtual services were largely offered free of charge.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As with every other school, the COVID pandemic had a massive effect on the 2019-20 school year. Though GCCA successfully transitioned to virtual learning in March, some of the planned actions and services in our LCAP had to be adjusted due to the sudden disruption. Overall, GCCA was successful in continuing to deliver all planned actions and services in its 2019-2020 LCAP. We continued to deliver live instruction, academic support, targeted support for English Learners, foster, and homeless youth, delivered counseling and mental health services, communicated with students and parents/guardians, provided special education services, and multiple points of entry in a virtual school model.

As the education program was transitioned to an online format, teachers worked with instructional coaches and attended training to learn engagement and instructional strategies for distance learning. GCCA was successful in implementing the Canvas Learning Management System (LMS), which supports online, hybrid or in-person instruction. Canvas allowed our instructors to create custom classrooms with students finding course materials, grades, and communication tools all in one place. Additionally, Canvas provides equitable access to all, along with personalized learning opportunities. RCC and other colleges also use Canvas to support student engagement and maximize learning. GCCA students learned the LMS that they will most likely encounter in future classes. Our teachers continued to create skills assessments to identify learning gaps and coordinated with our Instructional Support Coordinator to deliver supplemental instruction and tutoring services for all students. The school expanded access to our credit recovery program and dual enrollment to better meet individual student needs and offered a summer school program to all students. We expanded offerings in two ways: (1) all students can choose to complete courses through the online APEX credit recovery program and (2) new students can transfer English and math credit that is equivalent to Gateway's Foundation English and/or Foundation Math and then enroll in other high school and/or college courses. GCCA built upon its commitment to provide 1:1 access to chrome books by also providing internet hot spots, headphones with microphones and mouses to ensure all students have equitable access to instruction. As we concluded the school year, Gateway followed suit with other school districts, and reduced the graduation requirements to align with the state minimum of 130 on a case-by-case basis (determined by Site Director). This adjustment was made in hopes of preventing members of the graduating class of 2020 from having their anticipated graduation date delayed due to course disruptions, including the shift of in-person classes to online formats.

Goal 2

GCCA students will be prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
DASS Graduation rate: Yellow, 70 percent	N/A Dashboard Suspended- Internal Data 74%
College Units Earned: 16	11.2
College Readiness Indicator: Yellow, 40 percent	N/A Dashboard Suspended
Student Survey (Youth Truth, 5-point scale) Career readiness: 3.88	Career and College Readiness Key Rating: 3.94 (average rating on 1-5 scale)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Conduct Introduction to College and College Success Strategies classes during which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, take effective notes, study for tests, and juggle school, work, and family life.	Referenced in Goal 1 Action 1 (Counselors)	$144,010.00
Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC.	Referenced in Goal 1 Action 1 and 2 (Counselors/ Teachers/ Executive Director) Referenced in Goal 1 Action 8 (aligned materials)	
Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate degree, or transfer requirements.	Referenced in Goal 1 Action 1 (1 FTE Counselor)	$73,255.00

Provide career exploration courses and work readiness skills development activities.
 	
● Career Exploration and Life Planning course
   ○ Industry and job market research
   ○ Educational and technical training programs research
   ○ Skills, interest, and personality inventories with Eureka platform
   ○ Interview techniques
   ○ Resume and cover letter
● Conduct college and career exploration tours
● Career Center services (RCC)
● CTE Job Placement Coordinator (RCC)
● Student employment and internships (RCC)
● Formalize partnership with EDD or RCC School of Business to access work readiness and work experience resources.
	Referenced in Goal 1 Action 1 and 2 (Counselors)	$335,558.60

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds were implemented as planned. Funds budgeted for instructional materials were not fully spent due to the shift to virtual instruction. Many dual enrollment courses utilized no cost digital materials, reducing the need to purchase textbooks. These funds were kept in reserve and will be utilized for their intended purpose in the next academic year. Funds budgeted for professional development and training were underspent because of the pandemic on conferences and workshops. Many training professional development opportunities were cancelled, and training for delivering virtual services were largely offered free of charge.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GCCA was successful in maintaining its focus on college and career readiness during the 2019-2020 school year. Though the pandemic made some of the planned actions and services more difficult or impossible to provide, there was still a high degree of support provided to students. Given the suspension of the California School Dashboard for data collected during the 2019-2020 school

year, we were not able to directly measure our success in improving our graduation rate and college and career indicator, but an analysis of the GCCA data collected for the academic year revealed exciting increases in student achievement. According to the internal data, our graduation rate rose by 16% to 74%. Additionally, the class of 2020 earned an average of 11.2 college credits while enrolled at the school, showing the continuing strength of the GCCA dual enrollment program. Though the college credits earned were not as high as we had hoped, we are encouraged by the relatively high number of transferable college units being earned by our students. All the dual-enrollment college courses offered by our partner college during the pandemic were primarily offered online with little instructor interaction, which proved to be a major challenge in keeping students engaged in and earning the higher average of college courses we anticipated. We found a significant number of students quickly withdrew from those college courses. The 2019-20 Youth Truth Student Survey revealed that GCCA students continue to have a strong impression of how well they are being prepared for college.

College and career readiness activities continued with the delivery of our Guidance courses, including Career Exploration and Life Planning. Through the Career Exploration Course (GUI 47) Students complete an individual career portfolio that includes a resume, cover letter, job application and a career interview. Additionally, educational plans have been updated to emphasize student's connection to the RCC Guided Pathways, allowing for stronger alignment of high school and college course work.

Seniors were invited to attend presentations from various RCC programs including EOPS, Promise Program, Honors Program, TRIO, and financial aid. These presentations help seniors prepare for their transition to Riverside City College after Gateway. Parents were also invited to attend these meetings. Our Grad counselor also conducted one on one meetings with students and parents to complete the RCC application, sign up for RCC programs and complete the FAFSA. However, the online transition proved to be challenging when completing the FAFSA due to screen sharing of sensitive financial information.

In Fall 2021, we plan to launch a job readiness taskforce to help build pathways for career and job opportunities for our students including formalizing partnerships with CTE at RCC.

Challenges in achieving college and career preparation goals included stalled efforts in developing formal career pathway programs with Riverside City College and the loss of opportunities for CTE and worksite field trips due to the pandemic.

Goal 3

GCCA students will be engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Annual Measurable Outcomes

Expected	Actual
School Dashboard State Indicator: Suspension Rate: Blue	N/A Dashboard Suspended- Internal Data 0% Suspension Rate
Expulsion rate: 0%	0%
Student Survey (Youth Truth, 5-point scale) Student Engagement: 4.0	Engagement key rating: 3.99 (average rating on 1-5 scale)
Student Survey (Youth Truth, 5-point scale) Academic Rigor: 4.2	Academic Rigor key rating: 4.16 (average rating on 1-5 scale)
Student Survey (Youth Truth, 5-point scale) School Culture: 4.0	School Culture key rating: 3.95 (average rating on 1-5 scale)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Strategies to improve attendance: ● Improve teacher planning and involvement in promoting regular daily attendance. ● Incentivize good attendance habits. ● Communicate with families effectively through home notifications using integrated school information system software. ● Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18)	Referenced in Goal 1 Action 1 and 2 (Counselors/ Site Director) Referenced in Goal 1 Action 6 (SIS) $795 (School Messenger)	$431,890.68 $6,431.00 $795.00

- Track attendance/absence data and interventions including the use of weekly attendance reports. - Make appropriate referrals for support where indicated by attendance data.		
Strategies to support students' social and emotional needs to enhance full academic engagement: · Personal counseling - Wrap around services including needed academic support, mental health services, health care, housing, peer support networks. - Women Wonder Writers project to empower youth to be educated, promote cultural arts, resilience, and restorative justice to break the cycle of victimization and trauma. - RCC Seeking Success Program - RCC Wellness Workshops - Homeless and Foster Youth support and resources	Referenced in Goal 1 Actions 1 and 2 (counselors and Instructional Support Coordinator) RCC – no costs $17,095 (Women Wonder Writers)	$419,572.64 $0 on WWW
School Culture Development in addition to programs identified above: - Assist students in developing a sense of purpose for continuing their education and pursuing college and career success. - Place new students with common math and English teachers and the same counselor to create small learning communities. - Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events). - Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships. - Conduct: · Welcome week (Fall and Spring semesters) · End of term awards · Young Men's Conference	Referenced in Goal 1 Actions 1 and 2. (all staffing) $3,300 Surveying $5,350 Activities/Food	$4,335.79

· County Youth Summit · End of Semester and Finish Strong activities ● RCC Resource Day		
Nutritional services: ● National School Lunch Program ● On-going snack program	$1,500- snacks $13,230 Daily Lunches $2,415- Lunch time Program	$50,853.06
Transportation: Develop plan and funding for transportation services to begin in 2020-21 for students who do not have access to efficient and safe public transportation to and from school.	Referenced in Goal 1 Action 1 (Executive Director)	$121,094
Provide welcoming, well-maintained, and safe facilities to conduct program and promote student engagement and motivation to come to school. ● Police/security ● Emergency planning ● Custodial services ● Facilities/grounds maintenance	$0- Provided by RCC	
Adoption and implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. 2019/2020: The team has developed a draft action plan for Tier 1 items 1.1 through 1.15. At the end of the 2019/2020 school year, we will use the Tiered Fidelity Inventory to assess where we are with Tier 1 implementation.	Referenced in Goal 1 Action 7 (Professional Development) $4,500 (PBIS Rewards/School Runner)	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The budgeted funds for actions/services for Goal #3 were largely spent as anticipated. The impact of the pandemic eliminated the possibility of holding student events aimed at fostering a positive campus culture. Though those actions were transitioned to virtual experiences, the funds necessary to hold those events were not expended for that purpose. Alternatively, those funds were directed toward a schoolwide expansion of 1:1 computers and internet access support, including training and equipment needed to properly implement our virtual school programs, and the maintenance of our nutrition program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

GCCA was successful in achieving the intended outcomes of Goal #3. Though keeping students engaged and "attending" classes created new challenges in a virtual setting, the school maintained strong levels of campus culture, engagement, and academic rigor, and had minimal behavioral disruptions. The school did not have to suspend or expel any students during the academic year. Following the shift to virtual learning, teachers participated in professional development around engagement strategies for virtual lesson design and learning. Teachers also worked with an instructional coach in designing and implementing engaging virtual classes. The staff continued to create engaging opportunities for our students around our PBIS Behavioral Expectations, BE H.E.R.E. (Healthy Engaged, Responsible, Effective Communicator) with attendance, engagement, and academic recognitions.

Team meetings were held every other week to track attendance/engagement, plan for interventions, and celebrate successes. Teachers recorded all lectures via zoom and included all school assignments and class information on Canvas, giving students the ability to work asynchronously if they happened to miss a class session. This flexibility allowed students to continue with positive attendance while balancing other responsibilities in their lives, especially those created by the pandemic.

Every week, students had the opportunity to participate in "Branding Yourself for Success" workshops to identify and overcome barriers to academic success. A Life Source representative also attended our Guidance courses to teach mini lessons on topics covered in class such as time management, motivation, goal setting.

Though GCCA was no different from other schools in struggling to keep students engaged during virtual learning, the school achieved good outcomes due to the staff's commitment to maintaining the core values of our school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description: Gateway's leadership team meets regularly to plan for instructional offerings. The master schedules for summer 2020 and fall 2020 were built based on orders established by the CA Department of Public Health, Riverside County Public Health, and the California Department of Education. Students and families can select to either take online synchronous classes, online asynchronous classes, online college courses, or a combination of these. Tutoring is available for all courses and an academic support person is embedded into each synchronous class. Students who have experienced significant learning loss are identified using standards-based assessment tools (IO Assessment/Illuminate Education and ALEKS) as well as standards aligned internally created assessments. All students, including English learners, special education students, foster youth, and low-income students will be progress monitored through twice-monthly meetings comprised of multi-disciplinary teams for attendance, grades, and social/emotional/mental health. Intervention plans are developed/implemented, supplemental supports and targeted instruction are provided depending on the student's unique needs to mitigate factors interfering with student learning and success. A variety of approaches continue to be implemented for students who have experienced learning loss: extended course offerings in the summer, increased outreach by counselors, teachers, academic support, and the community engagement coordinator, small group academic support and individual tutoring before and after courses which is extended into early evening hours, virtual			

study hall, updating grading policies, and updating education plans with students and parents.

The leadership team developed a continuum of instructional models for the upcoming terms (winter 2021 and spring 2021). These instructional offerings will also be built based on orders established by the CA Department of Public Health, Riverside County Public Health, and the California Department of Education. Input from stakeholder groups will also be solicited when developing upcoming instructional offerings. Whether online or in-person, students will continue to receive high-quality instructional and social emotional support.

When in-person instruction can resume, new health and safety measures will be put into place to ensure the safety of students and staff, consistent with public health guidance. These measures are being led by the Riverside Community College District (RCCD) Safe Return Taskforce, the RCC Vice President of Business Services, the Director of Facilities, and the Safety Coordinator. The Safe Return Taskforce developed a phased approach to reopening for all campuses and locations with the safety of our students, employees, and community as its top priority. Phases assume that the region has met the governor's requirements for each reopening stage/tier as outline in the Blueprint for a Safer Economy.

For the Fall and Winter terms (August 24, 2020- February 11, 2021) the RCC campus will be in phase B. Phase B includes:
- Instruction, Academic and Student Support Services, Student Activities: predominantly delivered online.
- All lectures are delivered online.
- Hybrid delivery (lab/activity/clinical) for courses/programs of study that prepare for employment in essential sectors of the economy as defined by the State of California and as identified in Chancellor Isaac's letter to County Board of Supervisors (7/2020).
- Student activities delivered virtually.
- Campuses are closed for indoor lectures and gatherings.
- Employees: Majority employees working off-site and remotely. However, employees in support roles for onsite instruction, district, and college custodial, grounds, maintenance; communications & IT, finance and business services are onsite.

	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
For the Spring Term (February 16 - June 11, 2021) the campus anticipated being in Phase C. Phase C included: ● Planning for the spring 2021 term will proceed with expectation that Riverside County will move from the Widespread Tier to Substantial Tier. ● Instruction, Academic and Student Support Services, Student Activities: Most instruction, student support services and student activities will continue to be delivered online. ● Hybrid delivery will continue for courses and programs of study that prepare for employment in essential sectors of the economy. ● Expansion of hybrid format to include other lab/activity and studio art courses at full capacity as it is feasible to do so. ● Employees: Additional employees will be transitioned on-site in support of instruction and support services as it is safe and feasible to do so. ● Campuses remain closed for events and gatherings. Phase D (Summer 2021 or Fall 2021). Phase D includes: ● Expansion of hybrid and on-campus courses. ● Additional employees will be transitioned on-site in support of instruction and support services as it is safe and feasible to do so. ● All individuals on campus will be expected to adhere to ongoing health and safety guidelines.			

	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessment and Intervention Tools This action includes assessment and intervention programs IO Assessment and ALEKS. These programs will help to progress monitor and assess students' proficiency levels in English Language Arts and math, ensuring that teachers will be able to identify and address learning gaps.	$3,253.75	$4,041.25	Y

Safety Protocols This action includes additional sanitation and safety procedures that have been added because of COVID 19 in accordance with state and county health mandates. It includes, but is not limited to, additional custodial staff to increase deep cleaning and disinfection, Plexiglas, and personal protective equipment for staff and students. These protocols are provided by our host campus, Riverside City College.	$ 0.00	$ 0.00 (provided by RCC)	N
Instructional/Learning Support This action includes connecting students with GCCA and RCC provided academic support for students who need to address gaps in learning with the help of supplemental instruction and tutoring.	$181,132	$177,601.42	Y
Teaching Faculty GCCA kept all teaching faculty at 1.0 FTE assignments throughout the spring and summer and has kept all positions in place for the 2020-2021 school year. As in-person instruction begins to be allowed, these positions will be shifted, as necessary.	$219,119	$195,474	Y
Counseling Faculty GCCA kept all counseling staff at 1.0 FTE assignments throughout the spring and summer and has kept all positions in place for the 2020-2021 school year. As in-person support services begin to be allowed, these positions will be shifted, as necessary.	$185,499	$234,888	Y
Development of multiple class schedule options with input from students, families, and staff to best support students within the guidelines of the CA Department of Public Health, Riverside County Public Health, and the California Department of Education.	$96,332	$96,332	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The planned actions and budgeted expenditures were largely expended as planned. The expenditure amount for instructors was lower than anticipated due to a mid-year staffing change, and counseling services expenditures were higher than anticipated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction was not possible for a majority of the 2020-2021 school year due to local COVID restrictions. As with most schools in the state, this prolonged and uncertain time in virtual only operations, created new challenges in keeping students engaged and making adequate academic progress, but the staff found creative solutions to meet student needs. GCCA successfully delivered a highly engaging virtual program that included live daily instruction via Zoom, synchronous and asynchronous participation options, extended learning opportunities (when needed), independent study credit recovery, college dual enrollment, supplemental instruction and tutoring, and integrated support for mental health and nutritional needs. With the passage of AB 86 in March 2021, GCCA staff moved to gather stakeholder input for a potential return to in-person instruction. The GCCA team developed a COVID Safety Plan in collaboration with RCCD and RCC personnel and received approval from the college to resume limited in-person instruction and support services beginning on April 23, 2021. Utilizing the stakeholder input, the leadership team developed a hybrid class schedule that allowed any student interested in receiving in-person instruction and support the opportunity to do so at least one day per week for spring term 2021. In person instruction and support opportunities will be expanded to two days per week during summer term 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description: **Continuity of Instruction:** In alignment with guidance from the Governor's office, CDC, CDE, Riverside Public Health and the RCCD Safe Return Task Force, all GCCA students received instruction through a distance learning model as we began the school year on August 24, 2020. All students were provided with a Chromebook, earbuds with microphones, free or low-cost internet resources and, when needed, an internet connection hotspot. With a 100% Distance Learning Model, students worked with their teachers online. Teachers provided daily live instruction, interaction, and engagement with students through virtual lectures on Zoom, small group instruction, and office hours.			

GCCA utilized the Canvas Learning Management System where recorded class lectures were posted, assignments with due dates were listed, missing assignments were flagged, and grades were noted. Students participated in classes either synchronously, or asynchronously, depending on their schedules and were expected to complete all their assignments for grading. The school schedule was designed with supplemental support hours embedded from the first day of the term, so students could easily obtain additional academic or counseling support.

For academic assistance, students had the option of scheduling 1:1 tutoring appointments with academic support staff, or they could attend a virtual study hall at designated times.

Bilingual staff was strategically utilized to support synchronous instruction and to provide additional support before or after class to small groups or through 1:1 tutoring.

The fall 2020 class schedule was structured to allow GCCA to easily transition students who were at the highest risk of pupil learning loss from 100% distance learning to a hybrid model with in-person instruction in small groups or 1:1 tutoring two days a week with appropriate safety protocols in place. As the situation with COVID-19 changed and the potential for schools to be allowed to reopen remained a possibility, GCCA's school schedule was designed to allow all students to return to in-person classes without disruption to their daily class schedules and support activities.

A distribution schedule for technology resources, instructional materials, books, and digital tools was created and communicated to ensure all students could safely access necessary resources.

Students continued to have access to a broad course of study to complete their high school diploma requirements and continue to leave GCCA ready for college and careers by accessing core academic, Visual/Performing Arts, Career Technical Education, and Honors program courses offered by GCCA and RCC. Staff monitored students in the graduating class of 2021 to ensure that their path to graduation was not disrupted by the shift to distance education.

Access to Devices and Connectivity:

Prior to Covid-19 School closures, all students were provided a Chromebook that could be used at home or at school through the GCCA 1:1 digital device program.

When schools were mandated to stop in-person instruction in March 2020, the school was fortunate to already have distributed devices to all current students. The GCCA staff focused its efforts on assessing the internet connectivity needs of our students, as many of them typically connected to the internet while on campus. Through counselor and teacher surveys, it was found that most students had access to reliable internet connections. Students who did not have reliable internet service were connected to local resources from telecommunications companies offering free or discounted services.

Leading into the 2020-2021 school year, GCCA incorporated stakeholder input for improving and expanding technology resources. New laptops better equipped to meet the demands of distance learning, earbuds with microphones, and mobile hotspots were purchased to improve and increase access to reliable technology resources. Additionally, RCC expanded its Wi-Fi service to cover the large parking lots around the campus. Students who needed to access the internet away from home could do so from their vehicle throughout the day.

Pupil Participation and Progress:

Participation was measured by attendance to synchronous class or teacher verification of completion of assignments asynchronously. All students attended synchronous instruction. Students completing coursework via the APEX credit recovery system did so asynchronously but had live contact via virtual lab and tutoring appointments and groups. If a student were absent for any reason, they could recapture their attendance by asynchronously watching the class recording and submitting the missing work independently. Progress and performance in classes were monitored by teachers, counselors, and academic support personnel through our regular team meetings. School staff met to discuss student progress and worked collaboratively to address any challenges individual students may have been experiencing, including academic performance, attendance, and engagement. Students who were not progressing through course content or were not sufficiently engaged met with teachers, counselors, or administrators to develop an improvement plan consisting of necessary resources and support.

Distance Learning Professional Development:

Since the school's transition to a distance learning model and in preparation for the 2020-21 school year, GCCA staff members continued to take advantage of professional development opportunities to inform and guide their practices to ensure

they possess the skills necessary to support students in the Virtual/Remote learning model. Fortunately, many organizations, including our County Office of Education, the California Department of Education, various professional associations, and non-profit organizations provide a wide range of learning opportunities, usually free of charge. The week before the Fall term started the school held its usual pre-semester Kick-Off Week for staff. The focus during the week was on learning management and assessment tools (Canvas, IO Assessment, APEX) and building relationships, engagement, and support/accountability in an online environment. Other specific professional development actions included but were not limited to:

- Self-paced Canvas training for individuals and a specialized group training with a Canvas representative.
- Training with a representative from IO Assessment focused on conducting online academic assessments.
- Equitably serving English learners and Special Education Students through online learning platforms.
- Teaching Live Online Classes hosted by Outschool.
- Online Teaching with Zoom
- The Equity-Minded Teaching Practices Series hosted by the Center for Urban Education (USC)
- Integrated and Designated ELD through Distance Learning and EL Rise! Webinar series hosted by Californians Together Initial/Summative ELPAC virtual trainings.

Staff Roles and Responsibilities:

GCCA staff did not have their core roles and responsibilities significantly changed. All job descriptions remained unchanged. In May 2020, the GCCA Board of Directors approved a telework policy to help guide staff in their work delivering our distance education program.

Supports for Pupils with Unique Needs:

English Learner Supports

In addition to the distance learning supports provided to all students, which included access to Chromebooks for use at home or school, the counselors surveyed all students to determine internet accessibility and provided guidance on how and

where to get internet access. Hot spots were provided for students with connectivity issues. Additionally, students in need had access to earbuds with microphones to improve the distance learning experience.

Our Instructional Support Coordinator (ISC) continued to identify EL students upon enrollment, providing instructors/counselors with the student's ELPAC Performance Level, ELD Standards Proficiency Level, Level of Support Descriptors. The ISC arranges for supplemental instructional supports to students in English Learner Mainstream Programs and coordinates the schedules of academic support staff to ensure added support is available to ELs before, during and/or after class based on student needs.

English Learners had access to 1:1, or small group, tutoring sessions through Zoom. These sessions were facilitated by academic support team members, who reviewed and reinforced classroom content, assisted students with interpreting and completing classroom assignments/homework, and who ensured ELs experienced success in courses and master subject matter.

Bilingual instructional assistants were provided for Spanish-speaking students during synchronous class lectures. Instructional assistants and ELs had opportunities to work on assignments together in "breakout rooms" during virtual "live" classes.

For English Learners working on credit recovery, the APEX curriculum offers integrated scaffolded supports.

The technology-based resources in all online synchronous courses maximized student engagement, learning and collaboration.

Curriculum used for Foundation ELA, StudySync, includes integrated and designated ELD components and scaffolds. Student workbooks and materials, needed for the course, can be picked up from school during scheduled office hours which extend into early evening, or mailed as needed to ensure equal access to materials.

The ISC continued to work with instructors to develop scaffolded supports and Integrated ELD activities for EXRW, Math, and Social Studies courses as the need arose. Teams met twice per month to discuss student progress. Instructors were introduced to the GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 on 3/5/2020, which continues to be an excellent resource

for strategic scaffolding and support: https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies.

ELs received Designated ELD through RCC's ESL courses. The newly designed ESL courses focus on building communicative competence in listening, speaking, reading, and writing. Students could select from non-credit or credit course sequences. The non-credit pathways include certificates for Beginning American College English and Advanced American College English. For those students opting for the credit pathway, units earned in the two upper-level courses – ESL 49 and ESL 50 – can be applied toward an AA/AS Degree.

GCCA's EL Task Force meets monthly to identify and develop the next professional development activities for the staff.

- During Summer 2020: Instructors updated pacing guides and added ELD standards. Task Force members scheduled office hours throughout summer to provide guidance on adding ELD standards.
- August 2020: The CA EL Roadmap Teacher Toolkit Workbooks were ordered for each instructor.
- Upcoming PD fall 2020: EL Roadmap: Revisit Principle 1: "Assets Oriented and Needs Responsive" from the 2019-20 school year. Then, Introduce and Reflect on Principle 2: "Intellectual Quality of Instruction and Meaningful Access", which will be a focus area for 2020-21.
- Additionally, EL Task Force will investigate if there is a need for additional supplemental assessment options, such as T.E.L.L./Test of English Language Learning, to assess progress of English Learners in all four domains, beyond the school-wide assessments we are currently utilizing.

Supports for Pupils with Exceptional Needs

GCCA remained committed to providing instruction through a robust distance learning model for all students, which necessitated purposeful planning to ensure special education students and students with 504 Plans had the appropriate supports, accommodations, and modifications to meet their individualized needs in a virtual learning environment.

Each GCCA course was provided with one-to-two paraprofessionals to assist in the delivery of instruction during synchronous class times and to provide added support in breakout rooms. GCCA instructors understood that students may have had connectivity issues during virtual class times, so each lecture was recorded for

asynchronous viewing. This practice also allowed students to view content additional times if needed to improve learning outcomes. Virtual lab times, staffed by paraprofessionals, were added before and after classes (into the early evening) so students could receive support on assignments and revisit class content asynchronously. Additionally, all instructors and the support coordinator had office hours in which students could receive direct support.

The Instructional Support Coordinator/Resource Specialist visits virtual classrooms regularly and monitors the implementation of special education and related services, along with student progress and revises support accordingly with the IEP team.

Individual check-ins and communication with students and parents occured at regular intervals, via the Remind app, phone, email or Zoom, to ensure students had access to appropriate supports and accommodations to meet with success in a distance learning model.

Ongoing collaboration continued between the special education teacher, school counselors and general education teachers to discuss student progress and develop new strategies and accommodations when needed to ensure students were on-track to meet their individual goals and objectives in virtual learning environments.

Virtual IEP meetings were conducted via Zoom to discuss progress on goals and update supports, accommodations and services based on individual student learning needs in a distance learning environment. These meetings occurred over the phone depending on the parent's comfort-level with technology.

Mental health supports were provided for all students as needed. Students with educationally related mental health goals and services on their IEPs had access to regular counseling sessions through GCCA school counselors when appropriate or mental health services with school psychologists through Total Education Solutions (TES) in conformity with students' IEPs when more specialized counseling support was required.

For GCCA students with exceptional needs who were taking college courses, the ISC connected students/parents with the Disability Resource Center (DRC) at RCC to receive accommodations for college courses.

Foster Care

GCCA counselors continued to monitor the progress, provide resources and support to our foster youth. Counselors actively worked with student support teams that included social workers, parents, advocates, teachers to help support student's educational goals. Counselors utilized the Reduced Graduation Requirement for Eligible Students (RGE) Evaluation Form and the RGE agreement form to determine a student's AB216 status. This information helped counselors determine the best educational plan for students alongside their support team.

Counselors worked closely with RCC, Riverside County and community organizations to help support our engagement with various organizations to better support our foster youth. At RCC, students are referred to the Guardian Scholars Program, which helps support current and former foster youth at RCC and with the Connection Project. This program is a collaborative effort between RCC and Riverside County Office of Education - Foster Youth Services. It is intended to provide individualized educational and transitional support services to foster, and at-risk youth who attend RCOE's community schools, detention facilities and foster group homes throughout Riverside County. Counselors work closely with Riverside County's ILP program which provides Education, Employment, Permanency, Health & Safety, and provides current and former foster youth with resources that lead to self-sufficiency and independence. Counselors participate in RCOE's presentations and workshops about Foster Youth. Counselors work directly with RCOE's Foster Youth Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA's Foster Youth information to RCOE.

Counselors also promote local community events that help support our Foster Youth.

Homelessness

GCCA counselors continued to monitor the progress and provide resources and support to our homeless youth. Counselors actively worked with student support teams that included social workers, parents, advocates, teachers to help support student's educational goals. Counselors utilized the Reduced Graduation Requirement for Eligible Students (RGE) Evaluation Form and the RGE agreement form to determine a student's AB1806 status. This information helps counselors determine the best educational plan for students alongside their support team.

Counselors worked closely with Riverside County and community organizations to help support our homeless youth. Counselors referred students to Operation Safe

House's Transitional Living Program. The Main Street Transitional Living Program offers FREE housing to older homeless youth ages 18 to under 22 for up to 18 months. While in the program, youth receive continuing educational assistance, individualized therapy, financial education, employment assistance, and access to medical and dental healthcare. Once youth are employed a percentage of their earnings is automatically put into a savings account so that the youth is prepared and ready for independent living upon departure of the program. Counselors participated in RCOE's presentations and workshops on Homelessness. Counselors work directly with RCOE's Homeless Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA's homeless information to RCOE.

Counselors referred students to counseling services to help cope with trauma, depression, anxiety, and other symptoms they may be experiencing because of being homeless.

Services for all students that help support our Homeless and Foster Youth:

Counselors actively seek and promote local community services in the communities our students live in which include food banks, homeless shelters, and other free services to help support our students.

Job Resources: Counselors refer students to RCC's Career Closet which offers students with FREE clothing for interviews, jobs, and day use. They also work with RCC's Job Placement Coordinator, local Youth Opportunity Centers, Riverside County Workforce Development, Community Action Partnership, and other community programs to provide students with job opportunities. Counselors created a task force to actively work with RCC to help employ GCCA students on campus.

Food Services: This fall, GCCA is offering all students the opportunity to receive a free lunch bag which contains multiple days of food. Staff will deliver these items to students on as needed basis. GCCA also promotes RCC's food distribution efforts as well as local school district efforts.

Technology and Wi-Fi: Gateway provides every student with a Chromebook. This fall, GCCA offered to pay for the insurance coverage of these devices to every student that was able to get their Chromebook inspected. In addition, GCCA is currently providing internet connection hot spots to students so they can continue their educational goals at Gateway.

Contributing

	Total Budgeted Funds	Estimated Actual Expenditures	
Online course creating and planning. The action includes staff efforts toward the planning and creation of our online courses. Teacher teams and administrators met throughout the spring and summer to develop online courses.	$322,886	$295,556.00	N
Instructor coaching This action describes additional support from an instructional coach in effective online instruction and assessment.	$89,048	$14,725.00	N
Technology Devices and Connectivity This action includes the purchase of computers, headphones, and internet hot spots to facilitate the delivery of the distance education program.	$27,378.41	$56,923.60	Y
Instructional Materials This action includes books, supplies, digital tools, and other necessary instructional materials to complete both GCCA and RCC courses.	$70,606	$23,305.14	Y
Learning management systems This action includes the adoption or expansion of learning management systems and auxiliary tools such as, APEX, ALEKS, Canvas, Zoom, and YouTube Premium.	$17,639	$17,509.73	N

Broad Course Access GCCA students continued to have access to a broad range of courses through our partnership with RCC. Aside from the core high school courses offered by GCCA, students were also able to access VPA, CTE, Honors, and lab science courses through our dual-enrollment program to ensure each student is being prepared for college and career.	$0		N/A
Professional Development Areas of focus include training on learning management systems (Canvas, IO assessment, APEX) and effective practices for building student relationships, engagement, and support/accountability in distance learning environments.	$2,900	$1,500	N
Virtual SPED, ELL, and counseling support This action includes the online services provided to these student groups to ensure their successful completion of their courses.	$366,631	$326,705.15	Y
Telework equipment. This action includes the purchase of equipment used to ensure a safe and productive remote working environment for staff and faculty.	$31,080	$26,105.04	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The planned actions and budgeted expenditures were largely expended as planned. Instructor coaching and professional development expenditures were lower than anticipated due to the large number of free resources provided by local and state educational entities. Technology resource spending was higher than anticipated due to the need to upgrade student devices in our 1:1 Chromebook program and the addition of internet connection hotspots. Costs for instructional materials were lower than anticipated due to a large portion being reallocated for electronic and technology resources.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes:

-The GCCA staff was successful in delivering engaging live synchronous instruction and support as part of its distance learning program. School schedules were intentionally designed to allow for easy transition between distance learning and in person opportunities depending on the state of the pandemic. Supplemental support hours were embedded into the school schedule from the first day of each term, so students could easily obtain additional academic or counseling support. Students were given the option of scheduling 1:1 tutoring appointments with academic support staff, or they could attend a virtual study hall at designated times without making an appointment. Bilingual staff was strategically utilized to support synchronous instruction and to provide additional support before or after class to small groups or through 1:1 tutoring. Utilizing the Canvas Learning Management system provided students and parents access to daily class recordings and assignments. Students who needed to work during the day to support their families, or care for younger siblings at home, during the pandemic, were able to access class lectures asynchronously and turn in work to continue to be successful in their classes. Students worked with counselors to ensure they had access to a broad course study to complete their high school diploma including GCCA courses, RCC courses and credit recovery courses through the APEX platform.

Access to Devices and Connectivity:

Successes:

-GCCA incorporated stakeholder input for improving and expanding technology resources. New laptops that were better equipped to meet the demands of distance learning, earbuds with microphones, mouses and internet hotspots were purchased and distributed in a timely manner to provide equal access to learning for all GCCA students.

Challenges:

-Some students did not have the ability to come to campus to pick up devices. To address these challenges, devices were mailed to students and or counselors delivered items to students. Despite the distribution of technology devices, some students (and instructors) encountered connectivity issues at times during the day. To regain/maintain connectivity, students would turn off their cameras, which often improved the connection to allow the student to continue working. Ongoing problem-solving efforts eliminated many of the barriers encountered with connectivity.

Pupil Participation and Progress:

Successes:

-Flexibility in how attendance was documented/collected during the pandemic allowed for improved attendance rates and course completion. Students had the opportunity to attend classes for "live" instruction during the day or watch the posted recordings on their own schedule. If classwork was completed and turned in on time, the student was marked present.

- Multi-disciplinary teams continued to meet twice a month to monitor student progress and develop action plans for those who experienced challenges and needed added support to make adequate progress in learning course content. Creative solutions were found for students who were struggling with attendance or engagement, including extending time allowed to complete courses. 1:1 and small group tutoring sessions were scheduled to assist students in reviewing course content and turning in assignments on time. For students unable to attend regularly scheduled classes or tutoring times, the Instructional Support Coordinator (ISC) created custom support schedules for students to work with paraprofessionals at times that worked best for that student.

-Counselors logged into virtual classes to monitor who was attending "live" sessions. If a student was not present, they were sent a Remind message with the Zoom link. This strategy was effective in assisting many students who may have been distracted and forgotten to log on. Support staff were able to assist students who logged in late with any missing content and assignments directly after class.

-Counselors continued daily and weekly outreach to students who were not participating in synchronous or asynchronous instruction.

Challenges:

-Some students struggled to engage in class work in their home environments due to space limitations and distractions. Additionally, some students struggled to make schoolwork a priority due to new job and/or home expectations that resulted from the pandemic.

Distance Learning and Professional Development:

Successes:

-During the pandemic, a wide range of grant-funded professional learning opportunities (often free of charge) were offered by our County Office of Education, the California Department of Education, and various professional organizations and non-profit groups. GCCA staff took advantage of these opportunities to guide and inform their practices and to ensure they possessed the skills necessary

to support students successfully in a virtual/remote learning setting. Professional development continued throughout the school year and included: Social Emotional, Online Learning Engagement & Tools, Suicide Prevention, College and Career to name a few.

Self-paced modules on our new Canvas Learning Management system

Teaching Live Online Classes (Outschool)

EL RISE! webinar series (Topics included: Supporting Families and Knitting Strong Home-School Partnerships in a Pandemic Era, Integrated and Designated ELD Institute for Secondary Teachers by Californians Together)

Equity by Design (five-part series with Katie Novak)

PBIS (Tier 1, Track B series with RCOE)

Using MTSS and SEL Data to Address Student Engagement and Design Your LCAP Plan (RCOE)

Supports for Pupils with Unique Needs:

-In addition to the distance learning supports provided to all students, English Learners, special education students and students with 504 Plans continued to receive targeted support to successfully complete their courses through a distance learning model.

English Learners

Successes:

-Bilingual instructional assistants were provided for Spanish-speaking students during synchronous class lectures. Instructional assistants and ELs had opportunities to work on assignments together in "breakout rooms" during virtual "live" classes.

-English Learners had access to 1:1, or small group, tutoring sessions through Zoom. Academic support team members facilitated tutoring sessions which were scheduled strategically before and after classes to ensure ELs mastered subject matter content and experienced success in their courses.

-English Learners working on credit recovery in the APEX curriculum were provided with integrated scaffolded supports.

-The Foundation ELA curriculum, StudySync, contains integrated and designated ELD components and scaffolds. During distance learning, the ELA instructor found many students, including native English-speaking students, benefitted from the strategic use of key scaffolds provided to ELs to build a better connection to and a deeper understanding of the content being taught in virtual classes. The ISC met with the Expository instructor on 3/18/2020 to review the 12th grade ERWC 3.0 curriculum that also includes integrated and designated ELD components in many of its modules for consideration in the upcoming 2021-22 school year: https://writing.csusuccess.org/

-The EL Task Force continued to meet monthly to develop and offer virtual professional development activities for the staff on the CA English Learner Roadmap Teacher Toolkit with an eye toward refining instructional practices for distance learning environments. Principle 1 "Assets Oriented and Needs Responsive" was revisited on 10/23/2020, Principle 2 "Intellectual Quality and Meaningful Access" was introduced and then reflected upon at training sessions on 11/6/2020 and 12/2/2020. Then, instructors took a deeper dive

into the GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 on 3/4/2021, which is an this excellent resource for strategic scaffolding and support on : https://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies

Challenges:

-ELPAC testing was suspended in spring 2020 due to the pandemic, so the ISC was not able to provide instructor/counselors with the student's current ELPAC Performance Levels for the 2020 - 21 school year. The team utilized teacher-made assessments, collected writing samples, etc. and the ISC worked directly with ELs to determine where additional classroom supports would be needed.

- ELs had the opportunity to receive Designated ELD through RCC's newly designed ESL courses, which allow them to earn college credit while building communicative competence in listening, speaking, reading, and writing. Unfortunately, RCC's transition to a distance learning version of the ESL courses did not incorporate daily instructor interaction to keep students engaged. As a result, many students dropped the courses.

Supports for Pupils with Exceptional Needs

Successes:

-As GCCA transitioned from in-person instruction to distance learning, we remained committed to providing a robust instructional model with equal access for all students, which necessitated ongoing problem-solving and planning to ensure special education students and students with 504 Plans had the appropriate supports, accommodations, and modifications to meet their individualized needs in a virtual learning environment. Multidisciplinary teams met bimonthly to monitor student progress and create action plans for students who were encountering barriers to the successful completion of their courses and to ensure students were on-track to meet their individual goals and objectives in a virtual learning environment.

-Each GCCA course was provided with one-to-two paraprofessionals to assist in the delivery of instruction during synchronous class times and to provide added support in breakout rooms. Each lecture was recorded for asynchronous viewing. Assignments were also posted in Canvas.

-Virtual lab times, staffed by paraprofessionals, were added before and after classes (into the early evening) so students could receive support on assignments and revisit class content.

-The Academic Support Team continued to be provided with professional development opportunities, including Universal Design Learning (UDL) for Paraeducators with Katie Novak and an upcoming training with Douglas Fisher and Nancy Frey, "How Tutoring Works - Six Steps to Grow Motivation and Accelerate Learning".

-The ISC worked directly with students in virtual "live" classes and observed regularly in the courses in which she was not providing direct instruction to monitor student progress and provide guidance to instructors and support team members on working with special populations through an online learning platform.

-The ISC/Resource Specialist monitored the implementation of special education and related services, along with student progress and revised support accordingly with the IEP team.

-Virtual IEP meetings were conducted via Zoom to discuss progress on goals and update supports, accommodations and services based on individual student learning needs in a distance learning environment. These meetings occurred over the phone depending on the parent's comfort-level with technology.

-Students with educationally related mental health goals and services on their IEPs had access to regular counseling sessions via Zoom with GCCA school counselors.

-For GCCA students with exceptional needs who were taking college courses, the ISC connected students/parents with the Disability Resource Center (DRC) at RCC to receive accommodations for college courses. Appointments were held virtually.

-GCCA counselors continue to monitor the progress, provide resources and support to our foster and homeless youth. Counselors actively work with student support teams that include social workers, parents, advocates, teachers to help support student's educational goals. Counselors utilize the Reduced Graduation Requirement for Eligible Students (RGE) Evaluation Form and the RGE agreement form to determine a student's AB216 status. This information helps counselors determine the best educational plan for students alongside their support team.

-Counselors work closely with RCC, Riverside County and community organizations to help support our engagement with various organizations to better support our foster youth. At RCC, students are referred to the Guardian Scholars Program, which helps support current and former foster youth at RCC and with the Connection Project. This program is a collaborative effort between RCC and Riverside County Office of Education - Foster Youth Services. It is intended to provide individualized educational and transitional support services to foster, and at-risk youth who attend RCOE's community schools, detention facilities and foster group homes throughout Riverside County. Counselors work closely with Riverside County's ILP program which provides Education, Employment, Permanency, Health & Safety, and provides current and former foster youth with resources that lead to self-sufficiency and independence. Counselors participate in RCOE's presentations and workshops about Foster Youth. Counselors work directly with RCOE's Foster Youth Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA's Foster Youth information to RCOE.

Counselors work closely with Riverside County and community organizations to help support our homeless youth. Counselors refer students to Operation Safe House's Transitional Living Program. The Main Street Transitional Living Program offers FREE housing to older homeless youth ages 18 to under 22 for up to 18 months. While in the program, youth receive continuing educational assistance, individualized therapy, financial education, employment assistance, and access to medical and dental healthcare. Once youth are employed a percentage of their earnings is automatically put into a savings account so that the youth is prepared and ready for independent living upon departure of the program. Counselors participate in RCOE's presentations and workshops on Homelessness. Counselors work directly with RCOE's Homeless Liaison to stay up to date with services, clarify eligibility statuses, and provide GCCA's homeless information to RCOE.

Counselors refer students to counseling services to help cope with trauma, depression, anxiety, and other symptoms they may be experiencing because of being homeless.

-For the entire school year, we were able to waive the student fees for our Foster, Homeless and ELL students to further support their opportunities for a FREE education at RCC. Technology devices were mailed or personally delivered to students who were not able to make it to campus. We continued to provide weekly lunches that were also delivered on occasion to our most needy students.

-Students did not receive F's on their GCCA transcripts, instead received an Excused Withdrawal (EW) or an I (incomplete) to align with promising practices during the pandemic. GCCA students who faltered initially were given extended times to complete courses.

-Students who struggled in their college courses were able to petition for an Excused Withdrawal (EW) from RCC which allowed them to withdraw from their course without affecting their academic transcript. This was a huge benefit for students that wanted to participate in rigorous college courses but later found all online coursework to be too difficult.

Challenges:

-The assessment team was unable to conduct initial evaluations for special education placement during the school closure. However, the team met with the parent(s) and student via Zoom to discuss concerns and determine support and/or accommodations that would allow for student success in virtual classes. If the student's disability/qualifying condition was documented by a physician's statement, such as ADHD, the student was provided with support and accommodations under Section 504 guidelines in the interim. The team conducted a "review of records" for triennials that needed to be completed during the school closure.

-As was the case throughout California during the pandemic, some students with disabilities struggled with the transition from in-person to virtual "live" classes, despite being provided with the needed technology to access the classes equitably. Teams found creative ways to maintain communication and deepen relationships with students to encourage them to re-engage in their academic classes. For example, one special education student was interested in a career in entomology and collected unusual pets, so the ISC and the student's counselor scheduled weekly "Tarantula Talks" over Zoom with the student, so he became accustomed to logging in at a scheduled time and turning on his camera to showcase one of his pets.

- Due to the pandemic, we lost students in the transition to remote learning. It was especially difficult to re-engage some of our special population students including foster and homeless. Counselors noticed phones were disconnected, remind messages were left unanswered, however our work permit requests increased as the need for students to work increased, students moved from their homes or were displaced from their homes and were living with other family members that we could not verify. We continue to outreach to these students in hopes they will re-engage with their education.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description:	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
GCCA continues to use its assessment practices to measure English language arts and math skills, such as IO Assessment, ALEKS, and standards-based common essay rubrics. In spring, school was closed for 5 days while we made the transition to distance learning. Most students resumed classes online the following week, attended regularly and were successful in their spring courses (as assessed by teacher created assessments and course success rates). For students who incurred learning loss from disengagement in the spring, meetings were held to identify how to support each of these students. Summer course offerings were increased to give opportunities for these students to complete their courses. Gateway continues to use standards-based assessment tools (IO Assessment, ALEKS, and common essay rubrics) and teacher created assessments to measure learning status. These assessments allow teachers, counselors, academic support staff, and administrators to ensure that students are making progress toward standards mastery and to determine if additional supports are needed. Team meetings are held bi-weekly for staff to monitor student progress and identify and/or modify interventions. A variety of approaches are being implemented for students who continue to experience learning loss: small group and individual tutoring, increased outreach by counselors, teachers, academic support, and the community engagement coordinator, grading policies that allow more flexibility for students to demonstrate learning, and updating education plans with students and parents. **Pupil Learning Loss Strategies:** English Learners, low-income students, foster youth, students experiencing homelessness, and pupils with exceptional needs certainly are at the greatest risk of learning loss due to the unique educational circumstances surrounding the COVID-19 pandemic. GCCA continues to deliver high-quality distance learning opportunities with a full range of support services for students with unique needs. For a comprehensive list of			

supports offered to special populations to mitigate learning loss and accelerate learning, please see the LCP section titled, "Supports for Pupils with Unique Needs".

Pupil Learning Loss Strategies include, but are limited to:

Ongoing professional development provided to staff to provide a system of guidance and support for working with students effectively and equitably through distance learning platforms.

Each GCCA course has been provided with one-to-two paraprofessionals to assist in the delivery of instruction during synchronous class times and to provide added support in breakout rooms.

GCCA instructors understand that students may have connectivity issues during virtual class times, so each lecture is recorded for asynchronous viewing. This practice also allows students to view content additional times if needed to improve learning outcomes.

Designated staff closely monitor the progress of individual students. Multidisciplinary teams meet twice monthly to review student attendance, grades, and social/emotional health. Personalized intervention plans are developed/implemented, supplemental supports and targeted instruction are provided depending on the student's unique needs to mitigate factors interfering with student learning and success. Designated staff include Counselors, Instructional Support Coordinator, Academic Support Personnel, Community Engagement Coordinator, Homeless/Foster Youth Liaison.

The Instructional Support Coordinator visits and observes in virtual classrooms regularly to provide either direct support to students or guidance to instructors when working with special populations through an online learning platform.

Counselors do an attendance check in classrooms and contact students when they are not present in class. Counselors resend Zoom links so students can join their classes if they are not present at the start of instruction. This quick and on the spot, communication helps counselors address any miscommunication or connectivity issues that may have prevented a student from coming to class.

All instructors and the support coordinator have office hours in which students can receive direct support.

Virtual lab times, staffed by paraprofessionals, have been added before and after classes (into the early evening) so students can receive support on assignments and revisit class content asynchronously, GCCA students also have the options of scheduling 1:1 tutoring appointments with academic support staff or instructors.

Bilingual staff has been strategically utilized to support synchronous instruction and to provide additional support before or after class to small groups or through 1:1 tutoring.

GCCA addresses learning loss during the initial enrollment process and during the development of education plans for graduation and post-graduation college and career goals. GCCA continues to monitor for learning loss through ongoing formative assessments, such as common essay rubric grading, ALEKS, and unit exams. Counselors also regularly check in on student engagement with instructors via interdisciplinary team meetings every two weeks and frequent check-ins on students who need differentiated re-engagement.

GCCA accelerates the learning progress for all pupils via the master schedule of year-long courses that are covered in each semester, as well as offering APEX online learning courses as needed. All instructors have adopted equitable course policies, such as flexible assignment due dates, posted recordings of all class sessions, hold harmless grading, and increased availability for asynchronous learning and synchronous lab hours for additional tutoring and studying.

All classes are taught with the assistance of academic support staff to cooperatively support students with special needs. All students are assigned Chromebooks and as needed, Wi-Fi internet access hotspots. When necessary, students are assigned additional lab hours for 1-on-1 support, which is built in to the GCCA master schedule.

Effectiveness of Pupil Learning Loss Strategies:
  GCCA will continue to refer to its Alternative School Dashboard metrics and internally developed key performance indicators to assess how effective our learning loss services and supports have been. The school will continue its regular

progress monitoring practices and make necessary adjustments based on student performance and engagement.

During all recurring meetings, including instructor meetings, counselor meetings, team meetings, and leadership meetings, data review and reflection are a regular part of staff practice. The professional culture of GCCA is to build consensus and frequently review best practices. Accordingly, GCCA staff constantly check in on students' grades, curriculum development, formative assessment data, culture, and climate (Youth Truth) survey results, attendance data, and assignment completion.

Each semester, teachers use data to determine school-wide areas of focus. Last school year, GCCA teachers determined that writing skills could be collectively improved through the creation and implementation of a common essay rubric to be used across all classroom essays. Through this rubric, teachers committed to trading essays at the end of the semester to calibrate and normalize grading of papers across all classrooms as an exercise of standardized rigor and collective instructional self-efficacy. The same process will help collect, record, and chart essay writing achievement for all students.

Diagnostic Assessment and Intervention Tools This action includes assessment and intervention programs IO Assessment and ALEKS. These programs will help to progress monitor and assess students' proficiency levels in English Language Arts and math, ensuring that teachers will be able to identify and address learning gaps.	$3,253.75 Duplicate	$5,900.00	Y
Instructional/Learning Support This action includes connecting students with GCCA and RCC provided academic support services for students who need to address gaps in learning with the help of supplemental instruction and tutoring. This includes monitoring progress and providing support for special populations of students (SPED, ELL, Foster Youth, Homeless Youth).	$181,132 Duplicate	$170,953.46	Y

Online Student Engagement This action includes focused efforts by the GCCA counseling staff to stay connected with students and families while they are participating in the distance learning program. It includes regular communications via phone, email, and the Remind messaging application. Further, the counseling staff hosted "Kicking it with a Counselor" open forums for students to discuss the issues they were facing due to school closures, distance education, and family issues during the spring and summer terms.	$185,499 Duplicate	$234,621.15	Y
Summer school GCCA required all students to participate in our summer term, keeping them engaged and continuing to develop their academic skills. Students were able to take high school courses, college courses, and credit recovery courses online and had access to our full academic support and counseling teams to keep them on-track to graduation.	$52,042	$45,993.75	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The budgeted expenditures were spent as intended. Expenditures for online student engagement were higher than anticipated due to the increased need for these actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

-All instructors received training in best practices to engage students in distance learning environments and had the opportunity to work 1:1 with coaches throughout the school year to improve instructional techniques in their specific content area.

-All instructors adopted equitable course policies, such as flexible assignment due dates, posted recordings of all class sessions, hold harmless grading, and increased availability for asynchronous learning and synchronous lab hours for additional tutoring and studying.

-The Instructional Support Coordinator (ISC) worked directly with students identified as needing the specialized support in their virtual "live" classes throughout the year and observed regularly in the courses in which she was not providing direct support to monitor student progress and provide guidance to instructors and support team members on working with special populations through the online learning platform.

-The addition of one to two support assistants in each course lowered the teacher to student ratio and allowed for individualized attention and support.

-Bilingual paraprofessionals were assigned to classes with English Learners and offered tutoring hours.

-Students did not receive F's on their GCCA transcripts, instead received an Excused Withdrawal (EW) or an I (incomplete) to align with promising practices during the pandemic. GCCA students who faltered initially were given extended times to complete courses.

-Students who struggled in their college courses were able to petition for an Excused Withdrawal (EW) from RCC which allowed them to withdraw from their course without affecting their academic transcript. This was a huge benefit for students that wanted to participate in rigorous college courses but later found all online coursework to be too difficult.

Challenges:

-Outreach has been difficult for some special populations. Though counselors, teachers and staff tried their best to reconnect, we did lose some students during this time. Identifying and connecting with Homeless students was especially difficult. Due to job loss and income issues, students and families were forced to move, students moved in with other family members, or moved out of state. This information was not always made available to counselors to help connect students with services.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

-Every week, students had the opportunity to participate in "Branding Yourself for Success" workshops to identify and overcome barriers to academic success. A Life Source representative also attended our Guidance courses to teach mini lessons on topics covered in class such as time management, motivation, goal setting. Students were also referred to therapists at Life Source and were

only charged $10 per session. For students with no insurance this affordable price made it possible for them to see a therapist for the first time. Even students with insurance, often requested a meeting with a therapist as they were having issues scheduling a session with their therapist. In Fall 2021, Life Source will be providing therapy sessions to students once a week on campus. Life Source will also be conducting a social emotional PD for all our staff during welcome week.

-One of our PBIS school-wide behavioral expectations is to be healthy. Mental health and social and emotional well-being are explicitly taught in classrooms and recognized campus wide. Teachers also assess student's emotional well-being in their classrooms and provide this information to counselors.

-All students continued to have access to RCC's resources including access to Care Solace, an online mental health provider, through RCC's Student Health and Psychological Services.

-GCCA's Weekly Newsletter provides students, stakeholders, and parents with mental health resources.

-Individual student support: Students are monitored by GCCA Suicide and Prevention Task Force team. Counselors monitor the weekly progress and emotional well-being of students through check-ins, phone calls, and team meetings with their parents and advocates. Counselors refer students to community organizations.

Professional Development: One of the benefits of online learning was the access this year to many professional development opportunities that were free. This allowed for more staff members to participate in social emotional learning at no cost.

Students with educationally related mental health goals and services on their IEPs had access to regular counseling sessions through GCCA school counselors when appropriate or mental health services with school psychologists through Total Education Solutions (TES) in conformity with students' IEPs when more specialized counseling support was required.

Challenges:

-Although services and opportunities for counseling supports were offered, we found that it was difficult for students to talk about their mental health issues through a virtual environment. Even when phone calls were made to students, the interaction was not the same. In-person, counselors relied on body language, tone of voice or physical appearance to determine if a student appeared sad, depressed, anxious, mad, etc. Online, students rarely showed themselves on camera, some only communicated through chat which made it difficult to determine if students needed help. Staff tried their best to assess needs through other measures such as attendance, work completion, class assignments and through counselor check-ins.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Counselors continued to reach out to students through various communication methods, including the Remind app, e-mail, phone, zoom meetings and letters.

Announcements were posted on canvas which included student resources, mental health information, student and staff recognitions and important deadlines.

Proximity messaging - Counselors did daily attendance checks in zoom classrooms and contacted students when they were not present in class. This quick and on-the-spot communication helped counselors address any miscommunication or connectivity issues that may have prevented a student from coming to class.

Counselors and teachers continued to meet bi-weekly to discuss student attendance and engagement and create a plan for students who had not engaged, including next steps to establish communication with students.

Counselors and teachers helped troubleshoot internet and connection problems to ensure students attended and engaged in class.

Administrator meetings or Support meetings were conducted after multiple attempts to connect with a student had been unsuccessful.

GCCA has bilingual staff to help support our Spanish speaking students and families. Forms have been translated for students and parents as needed.

Home visits have been conducted to re-engage students who have not been present to class.

Covid safety plan information was disseminated to parent and student emails and posted on our website for easy access.

Challenges:

Outreach to students was difficult this year due to changes in the student's household (moved, disconnected phones, internet issues, work obligations, home responsibilities, etc.).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

-GCCA was able to continue offering weekly lunches to all students. A Google form was sent out weekly for students to request lunches/ To date, there have been 100 requests for lunches.

- Staff kept additional lunches on hand for students who forgot to fill out Google form to ensure everyone had access to nutritional meals.

- Students dietary requests were accommodated.

- Students had the option of receiving a week's worth of meals and snacks to take home to their families. Whenever possible, we offered and provided additional meals and snacks, so that siblings could have food too.

-When students were unable to pick-up lunches or weekly meal supplies from school, staff volunteered to deliver items to students. Staff also delivered personal goods to students. Prior to winter break, staff members raised their own funds to purchase grocery gift cards, so our students could continue to have access to nutritional meals during our holiday closure.

-Upon returning to in-person instruction in April, all students in attendance were provided a lunch free of charge, in addition to the lunch bags students were able to take home.

Challenges:

- Due to transportation, communication, and scheduling challenges, a lower number of students than anticipated opted to participate in the lunch program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing in-person and distance learning programs over the past year will have a significant impact on the development of actions and services in our 2021-24 LCAP. The major area impacted by the lessons of 2020-21 is access to various attendance/engagement options to better meet the needs of our students. Though some of these needs were being met prior to the pandemic, the past year allowed GCCA to fully commit to identifying and developing emerging best practices for distance learning, engagement, and support services. Beginning in 2021-22, GCCA will be offering high-quality, rigorous distance learning options to meet the needs of students who have work, family, and health related responsibilities. Alongside continued distance learning options, the school will offer full in-person schedules, hybrid schedules, robust dual enrollment, and credit recovery to meet the various needs of students. Moving out of the pandemic does not seem to be a "return to normal." We expect some of the challenges our students have faced to continue and anticipate that new challenges will emerge. GCCA will work to support students in completing their high school diplomas and preparing for post-secondary education while taking these challenges into account.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

GCCA continues to use various assessment tools to measure English language arts and math skills, such as IO Assessment, ALEKS, and standards-based common essay rubrics. These assessments allow teachers, counselors, academic support staff, and administrators to ensure that students are making progress toward standards mastery and to determine if additional supports are needed. Multi-disciplinary teams meet bi-monthly to monitor student progress and identify and/or modify interventions. This fall we will be introducing a new alternative metric called MAP to help us improve our ELA and Math Student Growth.

A variety of approaches are being utilized for students who continue to experience learning loss: small group and individual tutoring, increased outreach by counselors, teachers, academic support, and the community engagement coordinator, grading policies that allow more flexibility for students to demonstrate learning, and updating education plans with students and parents.

Courses offered during spring term 2021 were extended by three weeks into summer term - providing students with an opportunity to revisit content with instructors and support staff and turn in missing assignments to bring their grade up to passing. Support assistants continue to be assigned to each course - lowering the teacher to student ratio and allowing for individualized attention and support.

Virtual and in-person lab times, staffed by paraprofessionals, have been added before and after classes (into the early evening) so students can receive support on assignments and revisit class content.

Bilingual staff continues to be strategically utilized to support virtual and in-person instruction and to provide additional support before or after class to small groups or through 1:1 tutoring.

Tutoring and support has been expanded during summer term 2021 to assist students taking college courses.

All instructors continue to receive training to inform and guide their practices. During spring/summer term 2021, instructors have been participating in a book study with a coach on "Simultaneous, Hybrid & Blended Learning" to allow for flexibility in working with students who are attending their courses in-person (Roomies) or online (Zoomies) during the 2021-22 school year. On 6/24/2021, instructors and support staff will also receive training on Promethean Boards (interactive white boards/displays) that have been purchased for each classroom.

The Academic Support Team continues to be provided with professional development opportunities, including a workshop on 6/18/2021 with Douglas Fisher and Nancy Frey, "How Tutoring Works - Six Steps to Grow Motivation and Accelerate Learning". They will take a deeper dive into this content and the strategies outlined in this one-day training during the 2021-22 school year by participating in a book study with the ISC and a coach.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of actions or services and the actions or services implemented to meet increased or improved services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In reflecting on the student outcomes over the 2019-20 and 2020-2021 school years, GCCA is encouraged by the results of actions and services that have been created to meet its three major goals. Though progress on performance metrics has been difficult to measure over the past year-and-a half, we have seen good performance in the areas of graduation rate, college and career readiness, student engagement, and campus climate. The school's commitment to increasing and improving instruction, academic support, and social emotional support have contributed to the encouraging results we have seen so far. GCCA will remain committed to accelerating progress in those areas. Moving forward in 2021-22, the work the staff has done to identify better metrics for measuring success in an alternative school setting in partnership with the RCOE Charter Schools Unit and the National Charter Schools Institute, have resulted in a set of performance metrics that will improve our ability to measure the most impactful areas of student success. Of particular importance for future LCAP planning, will be the implementation of appropriate academic growth, academic achievement, and EL

progress measures developed through this process. Additionally, the lessons learned from fifteen months of virtual and hybrid learning will impact ways the school thinks about improving access, engagement, and achievement in the years to come. There will be a focus on professional development to improve virtual and hybrid learning, and resources will be allocated to ensuring these models can be implemented as successfully as possible.

Local Control and Accountability Plan

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

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Gateway College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu, 951-222-8089

Plan Summary [2021-22 LCAP Year]

General Information

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

Gateway College and Career Academy (GCCA), an early college high school that serves approximately 115 students, is located on the campus of Riverside City College (RCC). GCCA was authorized by the Riverside County Office of Education (RCOE) in 2013 and was renewed in 2018. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate by refocusing them on their education and preparing them for college and a career as a pathway to post-secondary success. GCCA students arrive at our school from many districts throughout Riverside County. Most are not on track to graduate or they may have stopped attending school. On average, new GCCA students are 17.2 years old and have completed 90 high school credits at the time they enroll with GCCA.

Students attend a blend of high school and college level courses at RCC while completing their high school diplomas. Our staff and faculty support students by providing innovative and engaging instruction and holistic support. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive alternative school environment.

In 2018, the school received Dashboard Alternative School Status (DASS) under California Department of Education criteria and GCCA's charter was renewed through June 30, 2023.

Reflections: Successes

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

In reflecting on the student outcomes over the 2019-20 and 2020-2021 school years, GCCA is encouraged by the results of actions and services that have been created to meet its three major goals. Though progress on performance metrics, particularly on the Dashboard, has been difficult to measure over the past year-and-a half, we have seen good performance in the areas of graduation rate, college and career readiness, student engagement, and campus climate based on internal school data. The school's commitment to increasing and improving instruction, academic support, and social emotional support have contributed to the encouraging results we have seen so far. GCCA remains committed to accelerating progress in these areas. An analysis of the GCCA data collected for the academic year revealed exciting

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increases in student achievement. According to the internal data, our graduation rate rose by 16% to 74%. Additionally, the class of 2020 earned an average of 11.2 college credits while enrolled at the school, showing the continuing strength of the GCCA dual enrollment program. Though the total college credits earned were not as high as we had hoped, we are still encouraged by the relatively high number of transferable college units being earned by our students. Keeping students engaged and "attending" classes created new challenges in a virtual setting; however, the school maintained strong levels of campus culture, engagement, and academic rigor, and had minimal behavioral disruptions. The school did not have to suspend or expel any students during the academic year. Following the shift to virtual learning, teachers participated in professional development around engagement strategies for virtual lesson design and learning. Teachers also worked with an instructional coach in designing and implementing engaging virtual classes.

Moving forward in 2021-22, the work the staff has done to identify better metrics for measuring success in an alternative school setting in partnership with the RCOE Charter Schools Unit and the National Charter Schools Institute, has resulted in a set of performance metrics that will improve our ability to measure the most impactful areas of student success. Of particular importance for future LCAP planning will be the implementation of appropriate academic growth, academic achievement, and EL progress measures developed through this process.

Reflections: Identified Need

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

As mentioned previously, the need for appropriate achievement metrics has been a challenge GCCA staff has worked to address. As an alternative school serving the needs of a unique student population, the School Dashboard metrics have been inadequate for use in our cycle of inquiry and continuous improvement. The development and release of the Dashboard Alternative School Status (DASS) metrics was a positive development, yet we still felt the need for more nuanced metrics to help us track progress and communicate the full story of what is happening at GCCA. In partnership with the RCOE Charter Schools Unit and the National Charter Schools Institute, we have developed and adopted a set of performance metrics that will improve our ability to measure the most impactful areas of student success. Of particular importance for future LCAP planning will be an implementation of appropriate academic growth, academic achievement, and EL progress measures developed through this process.

As an alternative high school, getting students to graduation day in an efficient, yet enriching, manner is of utmost importance. Though our initial DASS graduation rates were artificially low due to data reporting issues, important areas of need for the school continue to be increasing the number of students who graduate and who are prepared for college and careers. Additionally, successful transition to post-secondary education is an area in which we will continue to focus resources. The goal for GCCA is not only to have our students graduate, but to ensure they are successful in earning college credentials. We are supporting these goals by improving instruction, academic support, student engagement, access to varied and flexible program options, providing holistic support services and continuing to create partnerships at Riverside City College to ensure our students are transitioning to post-education successfully.

LCAP Highlights

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

- Expansion of school access options to include seat-based, virtual, independent study, hybrid simultaneous instruction, credit recovery, and dual enrollment.
- Maintain a year round dual enrollment program, including a summer school program with dual enrollment access.
- Continue a process for assessing and implementing effective instructional practices through teacher training and coaching.
- Maintain strong college and career readiness activities through Guidance courses, college/CTE site visits, and initial work on career academy pathways.
- Continue implementation of Positive Behavior Interventions and Supports (PBIS).
- Increase/improve instructional support
- Increase/improve EL support services
- Continue attendance/engagement interventions by implementing school wide "PBIS framework."
- Maintain early academic interventions by closely monitoring student performance and providing timely support with closer collaboration between teachers, counselors and academic support teams.
- Improve mental health support services in partnership with RCC Student Health/Psychological Services and community based partners.
- Maintain transportation support by providing bus passes.
- Maintain nutritional support by offering school lunch bags and lunches for students that come for in-person support.
- Continue to provide students with the devices and supplies they need to be successful (chromebooks, hot spot, ear buds)
- Continue to provide seniors with support in their transition from high school to college.

Comprehensive Support and Improvement

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

Schools Identified

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

Single school LEA: Gateway College and Career Academy

Support for Identified Schools

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

GCCA will continue to support the development of CSI plans by integrating the process with the existing cycle of inquiry and continuous improvement utilized for the LCAP. This process ensures that strategies and resources are in alignment. The planning process will be coordinated by the school's leadership team and will be supported by faculty and staff. The leadership team will meet weekly to evaluate the implementation of strategies, actions, and services, and will monitor progress with available formative data.

Monitoring and Evaluating Effectiveness

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

GCCA will monitor its CSI plan in conjunction with the implementation of its LCAP by doing the following:

-Conducting stakeholder meetings to review LCAP/CSI Plan progress

-Making LCAP/CSI Plan progress a recurring agenda item for the weekly leadership team meeting

-Reviewing LCAP/CSI Plan goals and actions/services at the fall all-staff meeting

-Collecting and analyzing performance data at the end of each academic term (fall, winter, spring)

-Providing professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP/CSI Plan

-Supervise and evaluate implementation as part of teacher/counselor/aide/coordinator evaluations.

-Disaggregate and analyze formal and informal assessment data to identify areas needing improvement systemically, as well as for individual students and staff.

-Engaging staff during cohort meetings (teachers and counselors) in discussions about current student support and school improvement methods and ways we can improve.

Stakeholder Engagement

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

Ongoing

The leadership team conducted eight in-depth review sessions focused on 2021-22 LCAP actions and services to review progress toward our stated goals and to make recommendations for new actions and services based on their observations and experiences during the school year. In May, a school wide input session was held to include all teachers, counselors, academic support, and administrative support staff. Parents/guardians are regularly contacted by our counseling team to update them on their student's progress and receive feedback on the effectiveness of the interventions being conducted.

Winter 2021

The Executive Director provided a report to the Riverside County Office of Education that included a brief description of the progress made to date on the 2020-21 Learning Continuity and Attendance Plan (LCP), which was developed in alignment with the school's existing LCAP.

Spring 2021

GCCA administered the 2020-21 Youth Truth Survey to the entire student body, parents/guardians, and staff to capture data that will be used to guide improvements related to student engagement and campus climate for the 2021-22 school year.

A public hearing to review 2021-22 LCAP development was held during the May 2021 board meeting, allowing any additional members of the public who did not comment previously to provide testimony for the development of the LCAP update.

June 2021

At the June GCCA Board of Directors meeting, Directors took action to approve the submission of the 2021-22 LCAP and Annual Update.

A summary of the feedback provided by specific stakeholder groups.

Input from GCCA stakeholders remained consistent with previous years. Surveys, information sessions and input sessions indicate continued approval of and satisfaction with the following services and actions provided by GCCA:

- Access to community college courses

- Access to varied and flexible program access options

- Guidance courses in the areas of Introduction to College, College Success Strategies, and Career Exploration and Life Planning

- Intervention programs

- Effective classroom instruction that promotes college rigor within a supportive learning environment

- Effective summer school program

- Attendance motivation and engagement

- Access to technology resources

- Safe school climate/environment
- Resources for advanced students
- Effective student leadership opportunities
- PBIS Tier 1 strategies
- Home to school communication
- Mental Health Support for students

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

-Increased access by expanding program participation options and flexible scheduling. Given the age range and personal circumstances of GCCA students, the school recognizes the need to offer a variety of program options and schedules that allow students to balance their multiple responsibilities while also engaging in school activities. This need was accentuated during the pandemic when many students were required to join the workforce to provide additional income and contribute to family responsibilities, such as caring for younger siblings. GCCA will diversify program options to include in-person daily classes and support, hybrid classes, classes designed for in-person and virtual students simultaneously, independent study, and credit recovery.

-GCCA incorporated stakeholder input for improving and expanding technology resources. New laptops better equipped to meet the demands of distance learning, earbuds with microphones, mouses and internet hotspots will continue to be purchased and distributed to provide equal access to learning for all GCCA students.

- GCCA students expressed and demonstrated the need for increased mental health services. The school will continue to provide services through its existing partnership with RCC Student Health and Psychological Services, but will also expand services through a new partnership with local mental health service provider Life Source.

Goals and Actions

Goal 1

Goal #	Description
Goal 1	GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.

An explanation of why the LEA has developed this goal.

GCCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in order to obtain their high school diplomas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Academic Progress Indicator: ELA/Math	N/A: Not enough test takers				TBD
Alternative Metric: ELPAC Participation	2019 Dashboard- 45%				95%
Alternative Metric: ELPAC Growth	2019 Dashboard- English Learner Progress Indicator (ELPI): 80% of ELs are making progress toward English Language Proficiency				90%

Alternative Metric: MAP Assessment ELA Student Growth Percentile	N/A: Assessment being adopted in 2021-22				40th Percentile
Alternative Metric: MAP Assessment Math Student Growth Percentile	N/A: Assessment being adopted in 2021-22				40th Percentile

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Based Programs and Services.	Provide standards based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. Augment curriculum with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration: ● 1 FTE Executive Director ● 1 FTE Principal ● 2.5 FTE Teachers ● 2.0 FTE Counselors ● .6 FTE Instructional Support Coordinator	$555,653	N

		● 1.25 FTE Academic Support Assistants		
Action 2	Academic Supports and Interventions	Provide academic support and interventions through: ● 1.0 FTE Counselor ● .4 FTE Instructional Support Coordinator ● 1.35 FTE Academic Support Assistants ● .5 FTE Teacher	$204,072	Y
Action 3	Access and Individualized Pathways	Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy: ● College and Career guidance courses ● Dual-enrollment program ● Summer school program ● Course extensions ● Credit recovery ● Independent Study ● In-person/virtual simultaneous courses	$36,000-Summer school program $4,500 Apex	N
Action 4	Broad Access to Academic Support	Provide academic supports for all students: ● GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning, assist students with interpreting and completing classroom assignments/homework, provide additional instructional materials and support to ensure student success in courses and mastery of subject matter, monitor and report on student achievement in tutoring groups. ● Supplemental support is scheduled before, during, and after class for ELA, Math, Social Studies and Science courses. Additionally, afternoon homework labs are built into the master schedule and facilitated by several academic support assistants, so students can drop by without an appointment when support is needed. ● Bilingual instructional assistants are available to support Spanish-speaking students before, during and after all high school courses (to preview, interpret and review content). Bilingual instructional assistants are also available to support Spanish-speaking	Referenced Goal 1 Action 1/2	Y and N

- students with content being delivered in college courses taken to complete high school diploma requirements.
- Dual-enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department.
- GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services.
- The Instructional Support Coordinator (ISC) connects SPED and 504 Plan students with the Disability Resource Center (DRC) for academic accommodations and support services for their college courses, including access to adaptive technology to assist students in achieving maximum independence while pursuing their educational goals. Supports available through the DRC include priority registration for college courses, 1:1 or small group tutoring, Smart Pens for audio recording lectures, along with Dragon Naturally Speaking talk-to-text software. Kurzweil 3000 and Read and Write Gold provide a comprehensive suite of supports for struggling students in reading, writing, study skills, and test taking.
- Counselors monitor academic progress of homeless and foster youth.

Action 5	Specialized Services	Conduct all SPED related identification and IEP and 504 plan development as described in charter. Contract with a third party provider to supplement internal staffing to address all SPED needs.	Referenced Goal 1 action 1 $5,000	N
Action 6	Student Data Collection and Analysis	Utilize a Student Information System to analyze data and tailor student interventions. Improve institutional effectiveness processes. Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps.	$6,500	N
Action 7	Teacher Training	Conduct professional development to improve instruction: • Effective Classroom Management	$20,000 Consultants	N

		● Data Driven Instruction ● Culturally Responsive Curriculum ● Effective Strategies for Teaching English Language Learners ● ELD Standards/Lesson Design for Integrated ELD (SIOP Model) ● CA English Learner Roadmap/Teacher Toolkit ● SPED Instructional Strategies ● Academic Support Strategies and Paraprofessional Training ● Positive Behavior Interventions and Supports (PBIS) Tier 1 and 2 ● Addressing the needs of Foster Youth, EL, and Low Income students ● Alternative Education Best Practices ● Professional Learning Communities ● Monthly Teacher Meetings (Mini-PD opportunities) ● Accelerated Learning Strategies	$10,000 PD	
Action 8	Instructional Materials	Evaluate need and purchase texts, materials aligned to the standards and that are culturally responsive to student's needs.	$31,101	N
Action 9	Student Laptops and Internet Access	Provide a 1:1 ratio of Chromebooks for all students.	$1000	N
Action 10	Parent/Guardian Engagement	Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated.	Reference Goal 1 Action 1	N
Action 11	Parent/Guardian Access	Maintain school information system parent portal and ability to translate website to all available languages through web program technology.	$250	Y

| Action 12 | English Language Learner Support | Maintain and further develop EL support program:
● Conduct annual notification to parents
● Identify EL students upon enrollment
● Offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition.
● Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants.
● Provide designated ELD through the newly-designed ESL courses at RCC, which are offered at five ELP levels, and focus on building communicative competence in listening, speaking, reading and writing. Students earn college credit for ESL courses.
● Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap, research-based integrated ELD approaches for content area classes, and scaffolded support strategies.
● Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.
● Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, Social Studies courses.
● Coordinate ELPAC administration annually.
● Conduct reclassification procedures in alignment with current reclassification guidelines.
● Monitor student progress during and after reclassification. | Reference Goal 1 Action 2 | Y |
| Action 13 | Multi-disciplinary teams | Conduct bi-weekly team meetings which include counselor(s), teacher, and instructional support coordinator to develop action plans for struggling students in need of additional interventions, accommodations and supports. Monitor and adjust as needed. | Goal 1 Action 1/2 | |

Goal Analysis [2021-22]

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

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

There were no substantive differences between planned and actual implementation of the actions for Goal #1 other than making necessary modifications for delivery in distance and hybrid learning environments.

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

Budgeted funds were largely implemented as planned. Funds totalling $10,000 for contracted services from a data analyst were re-allocated to operating costs due to securing no-cost services from RCC Institutional Effectiveness staff, the National Charter Schools Institute, and RCOE. Funds budgeted for instructional materials were not fully spent due to the shift to virtual instruction. Many dual enrollment courses utilized no cost digital materials, reducing the need to purchase textbooks. These funds were kept in reserve and will be utilized for their intended purpose in the next academic year. Funds budgeted for professional development and training were underspent due to the effect of the pandemic on conferences and workshops. Many training professional development opportunities were cancelled, and training for delivering virtual services were largely offered free of charge.

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

The most impactful actions towards reaching Goal 1 include:

Action 2, Action 4, and Action 13: Academic Supports and Interventions, Broad Access to Academic Support, and Multi-disciplinary teams.

Through the focused monitoring and support provided by these actions, GCCA students avoided getting too far behind in their courses. Regular interdisciplinary meetings and communication allowed staff to intervene early to address student needs. This included in-class supplemental instruction, small group and one-on-one tutoring, counselor interventions to address barriers to success, and access to RCC support services. These strategies were especially impactful to ensure seniors stayed on track to graduation, and EL, foster, and low-income students received targeted support. These actions allowed for a significant improvement in the school's graduation rate.

Action 3: Access and Individualized Pathways.

GCCA's initial expansion of program options and individualized schedules allowed students to better engage with school and stay on track to graduation. Students were offered in-person classes, synchronous and asynchronous participation options, independent study, and credit recovery. These expanded options allowed for better participation and success in classes.

Action 9: Student Laptops and Internet Access.

Accentuated by the shift to virtual instruction and support in 2019 and 2020-21, this action will continue to be critical in ensuring that every GCCA student has adequate access to all school services. The need for technology resources better suited for delivering on-line services continues to be an important action for keeping students engaged and progressing toward graduation.

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

Some of the metrics being used to monitor progress have been updated to reflect the work GCCA did with RCOE and The National Charter Schools Institute to develop and implement appropriate alternative school metrics.

In Action 7, the addition of training in Accelerated Learning Strategies was added.

In Action 3, the implementation of in-person/virtual simultaneous learning courses was added.

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

Goal 2

Goal #	Description
Goal 2	GCCA students will be prepared for college and career.

An explanation of why the LEA has developed this goal.

Many GCCA students are not accustomed to academic success and may be from families without college backgrounds/experience; therefore, numerous students have not considered college as an option after high school. GCCA provides entry points to students to see college as obtainable and relevant.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Indicator: 1 Year Graduation Rate	Red				Green
Dashboard Indicator: College and Career Readiness Indicator	Red				Green
Alternative Metric: Dual Enrollment Credits Earned	11.2				12
Alternative Metric: Positive Transition Rate	N/A: Metric being adopted in 2021-22				90%
Alternative Metric: Course Success Rate	N/A: Metric being adopted in 2021-22				75%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	College and Career Preparedness	Conduct "Introduction to College" and "College Success Strategies" courses in which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, gain skills in taking effective notes, study skills for tests, and explore strategies to balance school, work, and family life.	Reference Goal 1 Action 1 Counselors	[Y/N]
Action 2	Dual Enrollment Program	Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC.	Reference Goal 1 Action 1 Principal	[Y/N]
Action 3	College and Career Transitions	Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements.	[Reference Goal 1 Action 1 Counselor	[Y/N]
Action 4	Career Exploration	Provide career exploration courses and work readiness skills development activities: ● "Career Exploration and Life Planning" course ● Industry and job market research ● Educational and technical training programs research ● Skills, interest, and personality inventories with Eureka platform ● Interview techniques ● Resume and cover letter ● Conduct college and career exploration tours ● Career Center services (RCC) ● CTE Job Placement Coordinator (RCC)	$5000 Field Trips Reference Goal Action 1 Counselor	

		• Student employment and internships (RCC) • Formalize partnership with EDD or RCC CTE programs to access work readiness and work experience resources.		

Goal Analysis [2021-22]

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

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

There were no substantive differences between planned and actual implementation of the actions for Goal #2 other than making necessary modifications for delivery in distance and hybrid learning environments. Career exploration activities were limited due to the lack of access to physical sites.

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

Budgeted funds were implemented as planned. Funds budgeted for instructional materials were not fully spent due to the shift to virtual instruction. Many dual enrollment courses utilized no cost digital materials, reducing the need to purchase textbooks.

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

The four actions under Goal 2 work in conjunction to engage, motivate, prepare, and transition students for post-secondary goals. The required Guidance courses give students an early opportunity to practice successful student skills and to think about the college/career choices in which they are interested. Through the process of creating thoughtful and informed college and career plans, students become more motivated to achieve them. The dual enrollment program further prepares and motivates students by allowing them the opportunity to begin their college and career plans early. Students have access to the broad range of courses offered by RCC and can earn significant credit toward their college goals. Earning dual credit for all college courses taken accelerates progress toward attainment of both the high school diploma and post-secondary degree/credential. Creating partnerships with CTE programs at RCC continues to be a top priority. During the next school year we hope to create a job readiness task force to continue this work and help create opportunities for employment for GCCA students. The actions in Goal 2 are effective in preparing and motivating students to succeed in high school and plan for success in the future.

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

Some of the metrics being used to monitor progress have been updated to reflect the work GCCA did with RCOE and The National Charter Schools Institute to develop and implement appropriate alternative school metrics.

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

Goal 3

Goal #	Description
Goal 3	GCCA students will be engaged at school.

An explanation of why the LEA has developed this goal.

A major component of helping students get back on track with their education is fostering and engaging school experience. Before students can achieve academically they must feel safe, healthy, motivated, and respected. Through devoting significant resources toward engagement, we expect to see high levels of student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Indicator: Suspension Rate	0%				0%
Alternative Metric: Attendance Rate	86%				90%
Alternative Metric: Adjusted Dropout Rate	N/A: Metric being adopted in 2021-22				TBD
Alternative Metric: Youth Truth Survey Engagement	78% Positive Response				85% Positive Response
Alternative Metric: Youth Truth Survey Academic Rigor	79% Positive Response				85% Positive Response
Alternative Metric: Youth Truth Survey	78% Positive Response				85% Positive Response

	School Culture				

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Daily Attendance/Engagement	Strategies to improve attendance/engagement: ● Improve teacher planning and involvement in promoting regular daily attendance ● Incentivize good attendance habits ● Communicate with families effectively through home notifications using integrated school information system software ● Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) ● Track attendance/absence data and interventions including the use of weekly attendance reports. ● Make appropriate referrals for support where indicated by attendance data.	$2500 PBIS incentives Reference Goal 1 Action 6 $43,974 1 FTE Registrar	N
Action 2	Social and Emotional Support	Strategies to support students' social and emotional needs to enhance full academic engagement: ● Personal counseling sessions through Life Source. Students will be able to see a therapist as needed on campus. ● Wrap around services including needed academic support, mental health services, health care, housing, peer support networks ● Provide programming to empower youth to be educated, promote cultural arts, resilience, and restorative justice to break the cycle of victimization and trauma ● RCC Seeking Success Program ● RCC Wellness Workshops ● Homeless and Foster Youth support and resources ● Additional PD opportunities to continue engaging in ways to improve in this area.	$5,000 Reference Goal 1 Action 2/7	N
Action 3	Campus Culture	School Culture Development in addition to programs identified above: ● Assist students in developing a sense of purpose for continuing their education and pursuing college and career success	Reference Goal 1 Action 1 $9,900	[Y/N]

		- Place new students in cohorts with the same math and English teacher, along with the same counselor to create small learning communities. - Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events). - Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships. Conduct: - Welcome week (Fall and Spring semesters) - End of term awards - Young Men's Conference - End of Semester and "Finish Strong" activities - RCC Resource Day - Student Council Events - RCC Club Rush Week - CTE RCC Senior Day - Gateway Graduation and activities (Grad Dinner) - Tours of various RCC programs including academic engagement centers - Connecting students with CTE employment coordinator - ASRCC events (Finals Week)		
Action 4	Nutritional Support	Nutritional services: - School Lunch Program - Snack program	$10,705	
Action 5	Facilities maintenance and safety	Provide welcoming, well-maintained, and safe facilities to conduct programs and promote student engagement and motivation to come to school: - Police/security - Emergency planning - Custodial services - Facilities/grounds maintenance	Provided by RCC	

Action 6	Positive Behavioral Interventions and Supports	Adoption and implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. 2020/2021: The team has completed the Tiered Fidelity Inventory to assess where we are with Tier 1 implementation.The team is moving through adopting a school-wide acknowledgement system and incorporating behavior matrix in the classrooms. Tier 1 will continue to be a priority for this coming school year, as well as starting to integrate Tier 2 supports.	Reference Goal 1 Action 1 Goal 1 Action 7 Goal 3 Action 1	

Goal Analysis [2021-22]

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

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

There were no substantive differences between planned and actual implementation of the actions for Goal #3 other than making necessary modifications for delivery in distance and hybrid learning environments. Student activities and celebrations were modified for a virtual environment.

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

There were no material differences between budgeted and estimated actual expenditures.

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

The actions for attaining Goal 3 have been very effective. GCCA has an attendance rate that is significantly higher than the national average for alternative high schools and has received very positive feedback on its annual student survey. In the areas of engagement, academic rigor, and school culture, GCCA students responded positively at a higher rate than most California high school students. Active monitoring and intervention by counselors makes it clear that GCCA expects students to be actively engaged at school, and holds students accountable while offering support. A continued focus on fostering positive relationships and scheduling regular events to celebrate success has allowed GCCA to make great progress toward Goal 3.

Some of the metrics being used to monitor progress have been updated to reflect the work GCCA did with RCOE and The National Charter Schools Institute to develop and implement appropriate alternative school metrics.

Action 2 was edited to include a new partnership for mental health support with Life Source. Since the pandemic, we have seen an increase in students' needing additional support in this area. Having an on-site therapist will allow students to receive the support they need on an ongoing basis and as needed. Social and emotional support is a top priority for our students. A previous action relating to transportation support was removed.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.35%	$190,082

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

Required Descriptions

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

1. Increased nutrition support program- Snacks and School Lunch Program-$10,705

This action considered the needs of unduplicated students through the use of our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was a necessary action for achieving the student outcomes of the school. Providing free or low cost food to students can increase students' ability to focus on their studies and create a more engaging campus climate. Unduplicated students are especially vulnerable to food insecurity, making this action especially important to supporting their achievement.

2 0.5 FTE teacher will be provided to provide English Learner support- $ 46,972

While a broad range of academic support is available to all students at GCCA, English Learners require targeted support in order to acquire English Language Proficiency, while also mastering the content and skills taught in subject area classes aligned with the Common Core State Standards. The following actions and services reflect GCCA's ongoing effort to increase and improve, both qualitatively and quantitatively, the services provided for these unduplicated pupils:

- Identify EL upon enrollment and offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition

-Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants

-Provide designated ELD through the newly-designed ESL courses at RCC, which are offered at five ELP levels, focus on building communicative competence in listening, speaking, reading and writing, and allow students to earn college credit.

-Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap/Teacher Toolkit, research-based integrated ELD approaches for content area classes, scaffolded support strategies, lesson design for integrated ELD (SIOP Model).

-Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.

-Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, Social Studies courses.

-Coordinate ELPAC administration annually, Conduct reclassification procedures in alignment with current reclassification guidelines, Monitor student progress during and after reclassification.

3. 1.0 FTE Counselors for intensive academic support and engagement services- $65,307

This action considered the needs of unduplicated students through the use of our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. This action is effective in meeting students' needs because it provides a dedicated counselor who is focused on ensuring these students are staying on track to graduation. The counselor monitors frequently and intervenes as early as possible.

4. Dual enrollment program student services fees- $4000

This action considered the needs of unduplicated students through the use of our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Fees charged by RCC for access to important student services will be paid by GCCA to ensure there is no barrier to access for foster, homeless, EL, and low-income students. The GCCA dual enrollment program is an effective action for engaging students, accelerating learning, and expediting progress toward graduation via dual credit.

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

Services for foster youth, English learners, and low-income students are being increased or improved by at least 18.35% by offering the following actions/services:

- .4 FTE Instructional Support Coordinator- $39,347
- 1.35 FTE Instructional Assistants- $52,446
- Increased instructional materials and technology for ELD support- $ 4,000

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 705,985	$ 28,089	$ 53,879	$ 163,302	951,255	$ 839,699	$ 110,556

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards Based Programs and Services	All	$ 433,189	$ 22,042	$ 48,771	$ 51,651	$ 555,653
1	2	Academic Supports and Interventions	Unduplicated	$ 204,072	$ -	$ -		$ 204,072
1	3	Access and Individual Pathways	All				$ 41,500	$ 41,500
1	4	Broad Access to Academic Support	All					$ -
1	5	Specialized Services	Sped			$ 5,000		$ 5,000
1	6	Student Data Collection and Analysis	All	$ 6,500				$ 6,500
1	7	Teacher Training	All				$ 30,000	$ 30,000
1	8	Instructional Material	All	$ 4,000	$ 5,047	$ 108	$ 21,946	$ 31,101
1	9	Student Laptops and Internet Access	All		$ 1,000			$ 1,000
1	10	Parent/Guardian Engagement	All					$ -
1	11	Parent/Guardian Access	All	$ 250				$ 250
1	12	English Language Learner Support	Unduplicated					$ -
1	13	Multi-Disciplinary Teams	All					$ -
2	1	College and Career Preparedness	All					$ -
2	2	Dual Enrollment Program	All					$ -
2	3	College and Career Transitions	All					$ -
2	4	Career Exploration	All	$ 5,000				$ 5,000
3	1	Daily Attendance/Engagement	All	$ 43,974			$ 2,500	$ 46,474
3	2	Social and Emotional Support	All				$ 5,000	$ 5,000
3	3	Campus Culture	All	$ 9,000				$ 9,000
3	4	Nutritional Support	All				$ 10,705	$ 10,705
3	5	Facilities	All					$ -
3	6	Positive Behavioral Interventions and Suppo	All					$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 204,322	$ 215,027
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 204,322	$ 215,027

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Standards Based Programs and Services	Schoolwide		All	$ 433,189	$ 555,653
1	3	Access and Individual Pathways	Schoolwide		All		$ 41,500
1	4	Broad Access to Academic Support	Schoolwide	English Learners, Low income, Foster Youth	All		$ -
1	5	Specialized Services	Limited		All		$ 5,000
1	6	Student Data Collection and Analysis	Schoolwide		All	$ 6,500	$ 6,500
1	7	Teacher Training	Schoolwide		All		$ 30,000
1	8	Instructional Material	Schoolwide		All	$ 4,000	$ 31,101
1	9	Student Laptops and Internet Access	Schoolwide		All		$ 1,000
1	10	Parent/Guardian Engagement	Schoolwide		All		$ -
1	11	Parent/Guardian Access	Schoolwide	English Learners	All	$ 250	$ 250
1	12	English Language Learner Support	Schoolwide	English Learners	All		$ -
1	13	Multi-Disciplinary Teams	Schoolwide		All		$ -
2	1	College and Career Preparedness	Schoolwide		All		$ -
2	2	Dual Enrollment Program	Schoolwide		All		$ -
2	3	College and Career Transitions	Schoolwide		All		$ -
2	4	Career Exploration	Limited		All	$ 5,000	$ 5,000
3	1	Daily Attendance/Engagement	Schoolwide		All	$ 43,974	$ 46,474
3	2	Social and Emotional Support	Schoolwide		All		$ 5,000
3	3	Campus Culture	Schoolwide		All	$ 9,000	$ 9,000
3	4	Nutritional Support	Schoolwide	Low Income	All		$ 10,705
3	5	Facilities	Schoolwide		All		$ -
3	6	Positive Behavioral Interventions and Support	Schoolwide		All		$ -

Annual Update Table Year 1

	Planned Expenditure Total	Estimated Actual Total
Totals:		
Totals:	$ 951,255	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Standards Based Programs and Services	No	$ 555,653	
1	2	Academic Supports and Interventions	Yes	$ 204,072	
1	3	Access and Individual Pathways	No	$ 41,500	
1	4	Broad Access to Academic Support	Yes	$ -	
1	5	Specialized Services	No	$ 5,000	
1	6	Student Data Collection and Analysis	No	$ 6,500	
1	7	Teacher Training	No	$ 30,000	
1	8	Instructional Material	No	$ 31,101	
1	9	Student Laptops and Internet Access	No	$ 1,000	
1	10	Parent/Guardian Engagement	No	$ -	
1	11	Parent/Guardian Access	Yes	$ 250	
1	12	English Language Learner Support	Yes	$ -	
1	13	Multi-Disciplinary Teams	No	$ -	
2	1	College and Career Preparedness	No	$ -	
2	2	Dual Enrollment Program	No	$ -	
2	3	College and Career Transitions	No	$ -	
2	4	Career Exploration	No	$ 5,000	
3	1	Daily Attendance/Engagement	No	$ 46,474	
3	2	Social and Emotional Support	No	$ 5,000	
3	3	Campus Culture	No	$ 9,000	
3	4	Nutritional Support	Yes	$ 10,705	
3	5	Facilities	No	$ -	
3	6	Positive Behavioral Interventions and Supports	No	$ -	
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