LEA: Gateway College and Career Academy (GCCA)

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LCAP Year: 2015-16

Local Control and Accountability Plan

and

Annual Update

For

Gateway College and Career Academy

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
About Gateway College and Career Academy GCCA is a charter school authorized by the Riverside County Office of Education. We opened our doors in August 2013 and have served approximately 450 students during our first two years in operation. GCCA is an early college high school located on the campus of Riverside City College. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate, in an experience that refocuses them on their education and begins to lay a path to post-secondary success. Our belief is that ANY student who has the motivation and support they need is capable of experiencing college success. College and career readiness is central to our school mission. Our students attend school on a community college campus and begin taking college level courses while still completing their diplomas, graduating with a clear plan for success. Our staff and faculty support the challenges our students take on by offering a high level of holistic support and innovative and engaging instruction. We recognize that not all students and their families can thrive in the traditional high school setting and make the transition to college. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive school environment. **WHAT is the Local Control and Accountability Plan (LCAP)?** The LCAP is part of the new school funding law recently enacted in California, the Local Control Funding Formula (LCFF). The plan is to	

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

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

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

starting point for this plan. The LCAP development process has been an ongoing effort since the beginning of the 2013-2014 school year, with its major components being developed from January to June of 2014 and major efforts to update the plan to better align to our charter and the new state LCAP template from January to June of 2015. As the plan was developed, several areas of importance emerged and goals to achieve our overall mission were set. As a new school, we found that we did not yet have all of the needed data to measure our progress and growth. In those instances we planned to develop data gathering and analysis tools and methods to establish our baseline metrics. In fact, improving our information gathering and analysis became one of our identified school goals. During the spring of 2015 school stakeholders were provided opportunities to learn more about the LCFF and asked to give input on what they thought should be the school's areas of focus. Drafts of initial plans and goals were discussed in open meetings as the final plan was being completed.

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

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

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

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

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

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

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

<u>May 2015</u> End of year staff in-service day and administrator effectiveness survey.	All classified and academic staff participated in an end-of-year reflection and brainstorming exercise, providing input on five key areas of school operations: administrative effectiveness, academic performance and student habits, operations and human resources, special support programs, and school culture. The staff's input was analyzed and incorporated into the goals and actions/services of this plan.
<u>May 2015</u> LCAP progress was a discussion item in the monthly Board meeting. Members were updated on the rewritten goals and actions and the new template being required by the State Board of Education.	The LCAP was a discussion item during the May Board of Directors meeting to give any interested parties the opportunity to comment or simply be updated on the progress of the plan. In the meeting, Board members were updated on the status of the LCAP and given the opportunity to further contribute to its direction.
<u>June 2015</u> GCCA Board of Directors meeting provided a second public hearing to discuss the status of the school's LCAP. Upon final discussion and comments the Board voted to approve the 2015-16 LCAP and Annual Update.	Ahead of the June Board meeting a draft LCAP was sent to the staff and Board members for comments and edits. Upon gathering further comments and feedback the Board voted to adopt the new LCAP and Annual Update.

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

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

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

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	See attached chart on page 67 for following annual anticipated performance metrics related to goal. • CAASPP test performance when available • API growth targets when available • UC A-G and college course completion rate- 65.5% • English language proficiency rates measured by CELDT and/or ELPAC when available • EL reclassification rate- 23% • CAHSEE passage rate- 79% • High school graduation rate- when available

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$382,021.94 0310000000 1110100011 00

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

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

under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes, and other classes such as social studies.	School wide	__ALL -- OR: X_Low Income pupils_X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,797.90 0310000000 1110100021 00
Provide school psychologist to support and meet the academic, social, and emotional needs of students.		_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no cost
Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____Special Education____	$20,000 0610065000 5770119058 00

Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.		_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Special Education_____	$10,000 0610065000 5770119058 00
Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student information system costs $8,795 0310000000 1100100053 00
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above
Professional development to improve instruction will include: • Classroom Management for the Common Core Classroom • Data Driven Instruction • Common Core State Standards for English		XALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,000 0310000000 1110100052 00 $2,150

Language Arts • Common Core State Standards for Mathematics • Social Sciences (Common Core State Standards/ELA) • Content Specific Knowledge Workshops • English Language Development Instructional Strategies • Career Technical Education • Health Education Content Standards • Next Generation Science Standards • Visual and Performing Arts • Addressing the needs of Foster Youth, EL, and Low Income students • Professional learning communities • SPED Instructional strategies • Alternative education best practices			0610065000 5770119052 00
Use/Purchase CCSS aligned materials English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,005.00 0310000000 1110100043 00 $5,046.00 0610063000 1110100043 00 $6,315.00 0610065000 5770119043 00

			$18,998.00 0310011000 1110100042 00 $2,360.00 0310014000 1110100041 00
Planned technology additions to support implementation of the state standards and standardized assessment include: 40 more computers for student use on one additional mobile computer lab		_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 0310000000 1110100043 00
Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: • Welcome week (Fall and Spring semesters) • UC Riverside campus tour • End of term awards • Museum Night • Fox Theater Broadway Series • Young Men's Conference • County Youth Summit	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 0310000000 1110100049 00

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

Provide Parent portal orientation in Spanish.		__ALL --- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,334.38 0310000000 1110100011 00 $6,250.00 0310000000 1110210013 00 $20,728.13 0310014000 1110100011 10
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements

Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies when needed to promote rapid English language development, including the program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements and mainstream program
Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix, CAHSEE passage, and teacher recommendation. Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements, mainstream program, and ELD instruction

teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified. English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as necessary. To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than			

Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.		

LCAP Year 2: 2016-17		

Expected Annual Measurable Outcomes:	See attached chart on page 68 for following annual anticipated performance metrics related to goal. • CAASPP test performance when available • API growth targets when available • UC A-G and college course completion rate- 67.5% • English language proficiency rates measured by CELDT and/or ELPAC when available • EL reclassification rate- 25% • CAHSEE passage rate- 81% • High school graduation rate- when available

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$394,882.60 0310000000 1110100011 00

personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.

Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other

performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	School wide	__ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$22,350.75 0310000000 1110100021 00
Provide school psychologist to support to meet the academic, social, and emotional needs of students.		_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no Cost
Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Special Education___	$25,000 0610065000 5770119058 00
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.		__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____Special Education___	$10,000 0610065000 5770119058 00

Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student information system costs $8,795 0310000000 1100100053 00
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above
Professional development to improve instruction will include: Classroom Management for the Common Core Classroom Data Driven Instruction Common Core State Standards for English Language Arts Common Core State Standards for Mathematics Social Sciences (Common Core State Standards/ELA) Content Specific Knowledge Workshops English Language Development Instructional	XALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$21,0000310 0000001110 10005200 $2,150 0610065000 5770119052 00

Strategies Career Technical Education Health Education Content Standards Next Generation Science Standards Visual and Performing Arts Addressing the needs of Foster Youth, EL, and Low Income students Professional learning communities SPED Instructional strategies Alternative education best practices			
Use/Purchase CCSS aligned materials. English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,005.00 0310000000 1110100043 00 $5,046.00 0610063000 1110100043 00 $6,315.00 0610065000 5770119043 00 $18,998.00 0310011000 1110100042 00 $2,360.00 0310014000 1110100041

			00
Planned technology additions to support implementation of the state standards and standardized assessment include: 40 more computers for student use on one additional mobile computer lab		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000 0310000000 1110100043 00
Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: Welcome week (Fall and Spring semesters) UC Riverside campus tour End of term awards Museum Night Fox Theater Broadway Series Young Men's Conference County Youth Summit Book share program Nixon Presidential Library field trip Spring BBQ RCC Career Fair RCC Resource Day	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 0310000000 1110100049 00

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

Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,334.38 031000000011101000110 00 $6,250.00 031000000011102100130 00 $20,728.13 031001400011101000110 10
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements, and mainstream

program components and strategies described in the charter petition. Implement English Language Development Standards through thoughtful, rigorous, well-designed instruction.			program
Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix, CAHSEE passage, and teacher recommendation. Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students' progress toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, CST for 10th and 11th graders, and CAHSEE results for all students who have not yet passed) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified.		__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements, mainstream program, and ELD instruction

English Learners will continue to receive ELD instruction until such time as they reach a CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as necessary. To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's			

academic performance, including grades.			

LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	See attached chart <u>on page 69</u> for following annual anticipated performance metrics related to goal. • CAASPP test performance <u>when available</u> • API growth targets <u>when available</u> • UC A-G and college course completion rate- 69.5% • English language proficiency rates measured by CELDT and/or ELPAC <u>when available</u> • EL reclassification rate- 27% • CAHSEE passage rate- 83% • High school graduation rate- <u>Baseline rate will be established</u>		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at-risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning. Instructors develop personal connections with students and foster an	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$406,729 0310000000 1110100011 00

environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups). Instructors teach students how to understand new concepts by adding to, modifying, or reorganizing existing knowledge and concepts. They help students solve new problems by drawing on previous experiences and they make the learning process explicit so that students are able to recognize the connections between new learning and existing concepts and skills. Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them.

Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work and time management. In order to empower students to take responsibility for their own learning, instructors help students discover and understand their learning style, the conditions under which they best learn, and their role in the learning process. Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement.

Instructors design projects and other performance tasks that provide evidence that the

student is capable of achieving the intended outcome(s). By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students.			
Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	School wide	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,021.27 0310000000 1110100021 00
Provide school psychologist to support to meet the academic, social, and emotional needs of students.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services provided by RCC at no cost
Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.		__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Education_____	$25,000 0610065000 5770119058 00
Contract with Total Education Solutions ("TES") to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.		_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education_____	$10,000 0610065000 5770119058 00

Teachers and administration use data to determine individual learning needs and to make modifications to instruction. Data-based decision-making guides the improvement of student and program outcomes. Instructors regularly and collaboratively reflect on direct evidence of learning (individual student performance on projects, tests, and other performance tasks) and indirect evidence of learning (student reflections and feedback). The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student information system costs $8,795 0310000000 1100100053 00
Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above
Professional development to improve instruction will include: Classroom Management for the Common Core Classroom Data Driven Instruction Common Core State Standards for English Language Arts Common Core State Standards for Mathematics Social Sciences (Common Core State Standards/ELA) Content Specific Knowledge Workshops English Language Development Instructional	XALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,1000 0310000000 1110100052 00 $2,150 0610065000 5770119052 00

Strategies Career Technical Education Health Education Content Standards Next Generation Science Standards Visual and Performing Arts Addressing the needs of Foster Youth, EL, and Low Income students Professional learning communities SPED Instructional strategies Alternative education best practices			
Use/Purchase CCSS aligned materials. English Language Arts texts Career Exploration course texts and Roadtrip Nation website subscriptions Social Studies text books Cyber High courses ALEKS math software subscriptions	School Wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$28,744.04 0310000000 1110100043 00 $2,600 0610063000 1110100043 00 $1,000 0610065000 5770119043 00 $10,000 0310011000 1110100043 00 $3,705.27 0310014000

			1110100041 00
Use RCC security (campus police) and janitorial services for both campuses.	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Provided by RCC at no cost
The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community: Welcome week (Fall and Spring semesters) UC Riverside campus tour End of term awards Museum Night Fox Theater Broadway Series Young Men's Conference County Youth Summit Book share program Nixon Presidential Library field trip Spring BBQ RCC Career Fair RCC Resource Day	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 0310000000 1110100049 00
Track attendance/absence data and interventions including the use of weekly attendance reports, home calls using integrated school information system software, timely staff calls home, and counseling interventions for chronically absent students, including home visits when necessary.		X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those specified above for student information

			system.
Provide the following parent activities: • School Reach notifications • Parent Portal access • Progress reports • Commitment to Success agreements • Parent teacher meetings	School wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.
Provide interpreters for all parent activities.		__ALL -- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities.
Provide Parent portal orientation in Spanish.		__ALL -- OR: __Low Income pupils X English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for teaching activities and student information systems.

Meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, and EL core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.		__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,334.38 0310000000 1110100011 00 $6,250.00 0310000000 1110210013 00 $20,728.13 0310014000 1110100011 10
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements
Provide ELD instruction for English Learners (EL) to advance skill levels in listening, speaking, reading and writing English that is designed to augment and refine oral language and literacy development. Provide "Specially Designed Academic Instruction in English" (SDAIE) strategies in Language Arts, Math, Science, and Social Studies, when needed to promote rapid English language development, including the		__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those listed above for meeting EL legal requirements

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

CELDT level 5 or Reclassified English Proficient (R-FEP.) If it is determined that the student has not made sufficient progress, specific interventions with clear goals (as determined by staff, student, and parents) continue to be used. All student files are reviewed in the next scheduled review session, or earlier, as necessary. To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.		

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

GOAL #2:	Students will complete the GCCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.	Related State and/or Local Priorities: 1, 3, 4, 5, 6, 7
		Local: Specify _____
Identified Need:	GCCA students must be prepared to access post-secondary education opportunities and to establish meaningful careers.	
Goal Applies to:	Schools: GCCA	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	See attached chart for following annual anticipated performance metrics related to goal. • A-G and college course passage rates- 65.5% • Attendance rate- 89.6% • Chronic absenteeism rate- 23% • Suspension rate- 0% • Expulsion rate-0% • High school graduation rate <u>when available</u>

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

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experience a project–based career exploration and Leadership class to help them focus their academic and career goals and coursework.		
Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	__ALL --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,983.66 0310000000 1110100021 00
Dedicated counseling staff at 1.7 FTE for low income and EL students: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class	__ALL --- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$117,029.19 0310000000 1110311012 00

- Help students access needed counseling services, support networks, community health, or housing services - College admissions application support - Financial aid seminars and application support - Organize field trips and special campus events			
Counseling staff: - Advise students on program requirements - Develop student's academic goals - Evaluate student's academic history and education, including transcript evaluation - Introduce students to resources available throughout the college - Develop, facilitate, and deliver college success and career exploration classes - Meet with students and parents to ensure student success - Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class - Help students access needed counseling services, support networks, community health, or housing services - College admissions application support - Financial aid seminars and application support - Organize field trips and special campus events	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$296,015.01 0310000000 1110311012 00 $10,000 0610065000 5001210013 00

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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	See attached chart for following annual anticipated performance metrics related to goal. • A-G and college course passage rates- 67.5% • Attendance rate- 91.6% • Chronic absenteeism rate- 21% • Suspension rate- 0% • Expulsion rate- 0% • High school graduation rate <u>when available</u>

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

Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,983.66 0310000000 1110100021 00
Dedicated 1.7 FTE counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus	__ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,880.64 0310000000 1110311012 00

events			
Counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events	School wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,0815.76 0310000000 1110311012 00 $10,000 0610065000 5001210013 00

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

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LCAP Year 3: 2017-18
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Expected Annual Measurable Outcomes:	See attached chart for following annual anticipated performance metrics related to goal. • A-G and college course passage rates- 69.5% • Attendance rate- 93.6% • Chronic absenteeism rate- 19% • Suspension rate- 0% • Expulsion rate- 0% • High school graduation rate- Baseline rate will be established

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

Provide tutors, facilitate study groups, group and one-on-one tutoring, non-credit reading and writing classes that assess and target skills development with Directed Learning Activities. Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Academic coaching will be available during scheduled times during the day.		_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,983.66 0310000000 1110100021 00
Dedicated counseling 1.7 FTE for unduplicated count students: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support		__ALL --- OR: _X_Low Income pupils _X_English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,880.64 0310000000 1110311012 00

• Organize field trips and special campus events			
6 FTE Counseling staff: • Advise students on program requirements • Develop student's academic goals • Evaluate student's academic history and education, including transcript evaluation • Introduce students to resources available throughout the college • Develop, facilitate, and deliver college success and career exploration classes • Meet with students and parents to ensure student success • Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class • Help students access needed counseling services, support networks, community health, or housing services • College admissions application support • Financial aid seminars and application support • Organize field trips and special campus events	School wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$326,356.55 0310000000 1110311012 00 $10,000 0610065000 5001210013 00
Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.		__ALL --- OR: XLow Income pupils XEnglish Learners XFoster Youth XRedesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expenditures to those included related to staffing above.

Annual Update

Original GOAL #1 from prior year LCAP:	Provide basic services to all students.			Related State and/or Local Priorities: 1 Local : Specify _____
Goal Applies to:	Schools:	GCCA		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Credentialed teachers: 100 percent Standards aligned courses: 75 percent Consistent facility maintenance		Actual Annual Measurable Outcomes:	Credentialed teachers: 100 percent Standards aligned courses: 75 percent Consistent facility maintenance

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Recruit, hire, supervise, and evaluate highly qualified teaching staff.		$236,642	Recruited, hired, supervised, and evaluated highly qualified teaching staff.		$211,659.72 03100000001 11010001100
Scope of service:	School wide		Scope of service:	School wide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Provide writing and math coaching to struggling students.	$34,351	Provided writing and math coaching to struggling students.	$34,957.52 03100000001 11010002100
Scope of service: School wide		Scope of service: School wide	
__ALL OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: X Low Income pupils X English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increase standards aligned materials.	$75,328.89	Purchased the following standards aligned materials: U.S. Government textbooks Economics textbooks American History textbooks Career Exploration software and workbooks English/Language Arts textbooks English/Language Arts ancillary texts Cyber High Course subscriptions ALEKS math software subscriptions	$71,965.71 Total spent $47,226.18 03100000001 11010004300 $24,739.53 03100110001 11010004300
Scope of service: School wide		Scope of service: School wide	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development through training and professional learning communities	$25,000	Professional development expenditures were allocated to:	$21,110.09

on: technology integration, and others aligned with faculty professional growth plans.		- CCSS instructional design - Technology integration - Individual goals per professional growth plans - Alternative educational design - English language learner support - Reading and writing course design	0310000000111010005200
Scope of service: School wide		**Scope of service:** School wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide facilities maintenance and security.	Services provided at no cost by RCC.	Provided facilities maintenance and security.	Services provided at no cost by RCC.
Scope of service: School wide		**Scope of service:** School wide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP goal has been restructured to measure achievement of the goal by student performance. Along with tracking data related to student performance, GCCA will implement instructional modifications where data indicates such action is needed.		

Original GOAL #2 from prior year LCAP:	Integrate technology in classrooms to improve student learning.		Related State and/or Local Priorities: 1, 2, 4, 8 Local : Specify _____
Goal Applies to:	Schools:	GCCA	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	No student outcomes were identified in original LCAP.	Actual Annual Measurable Outcomes:	See attached chart for the following performance metrics achieved in 2014-15 to date. • A-G and college course completion rates • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate

LCAP Year: 2014-15					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
GCCA will provide 3 classrooms with 30 desktops, laptops or tablets each.		$12,000	GCCA provided 1 classroom with 30 desktops and 2 classrooms with rolling computer lab carts containing 40 laptops each.		$19,799.13 03100000001 11010004300
Scope of service:	School wide		Scope of service:	School wide	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP goal has been restructured to measure achievement of the goal by student performance.		

Original GOAL #3 from prior year LCAP:	Improve data collection, management and reporting.	Related State and/or Local Priorities: 1, 3, 4, 5, 6, 7 Local : Specify _____

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

Expected Annual Measurable Outcomes:	No pupil outcomes designated in original LCAP.	Actual Annual Measurable Outcomes:	No pupil outcomes related to goal as stated. Monitoring impact is reflected in student performance and engagement metrics. See attached metrics matrix. • A-G and college course completion rates • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate • School attendance rate • Chronic absenteeism rate • High school graduation rate • Pupil suspension rate • Pupil expulsion rate

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Student achievement data will be monitored for growth. CELDT performance data will be carefully monitored for growth. Reclassified fluent English proficient rate will be monitored for growth. Supplemental instruction in English and math will be offered. Student accountability and support plans will be developed for all students. Positive attendance patterns will be supported. Chronically absent students will receive intensive support. Counselors will meet with students regularly to discuss progress and performance. Individual "Student Success Plans" will be utilized. Dropout prevention interventions will be established.	$294,513.12 03100000001 11031101200	Student achievement data indicated academic growth school wide and for all subgroups in all subjects. CELDT performance data was evaluated by faculty to determine modifications to classroom instruction and individualized supports. Supplemental instruction in English and math was offered. Student accountability and support plans were developed for all students. Students with positive attendance patterns received recognition. Chronic absence interventions were implemented. Counselors met with students regularly to discuss progress and performance. Individual "Student Success Plans" were utilized. Dropout prevention interventions were established and implemented.	$288,057.03 03100000001 11031101200
Scope of service:	School wide	Scope of service:	School wide
XALL		XALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP goal has been restructured to measure achievement of the goal by student performance.		

Original GOAL #4 from prior year LCAP:	Improve student engagement outcomes for all students.		Related State and/or Local Priorities: 5, 6 Local : Specify _____
Goal Applies to:	Schools:	GCCA	
	Applicable Pupil Subgroups:	ALL	

Expected Annual Measurable Outcomes:	No specific student outcomes were identified in the original LCAP.	Actual Annual Measurable Outcomes:	See attached chart for following the following performance metrics related to student engagement in 2014-15: • School attendance rate • Chronic absenteeism rate • High school graduation rate • Pupil suspension rate • Pupil expulsion rate

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
No specific actions or services were identified in the original LCAP.	$77,646	To ensure full attendance, absent students were contacted immediately via counselor phone calls or the SchoolReach system to determine whether the absence was excused. If not, incentives and supports were implemented to encourage attendance. Extracurricular activities throughout	$77,646 03100000001 11031101200

		the year were designed to promote a sense of community. These included: Welcome week activities, a UC Riverside campus tour, End of term awards recognition, Museum Night, Fox Theater Broadway Series, Young Men's Conference, County Youth Summit, Book share program, Spring BBQ, RCC Career Fair, RCC Resource Day. The GCCA education program as a whole is designed to meet the individual learning goals of high risk students in an environment that respects the individual circumstances of students including parenting, work, family obligations, and past academic failure.	
Scope of service:	School wide	Scope of service:	School wide
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP goal has been restructured to measure achievement of the goal by student metrics. Changes to the program are not indicated at this time.		

Original GOAL #5 from prior year LCAP:	Increase parent engagement, involvement and satisfaction.		Related State and/or Local Priorities: 3 Local : Specify _____
Goal Applies to:	Schools: GCCA		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	No pupil outcomes designated in original LCAP. Parent participation rate of 10 percent was anticipated.	Actual Annual Measurable Outcomes:	8% percent parent participation rate.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Power school training for parents.		Power school training for parents was held on an ongoing basis by appointment throughout the school year.	No additional expenditures.
Scope of service:	School wide	Scope of service:	School wide
X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	LCAP goals have been revised to include parent involvement and participation as an action/service to increase student achievement and engagement, and school climate. As a high school, parents are encouraged in a variety of ways to support student achievement, but most efforts are focused on students developing internal capacity and responsibility for their

	learning.

Original GOAL #6 and #7 from prior year LCAP:	(Two original LCAP goals are combined here because student metrics are related) Improve student achievement for all students and Accelerate student learning and engagement for EL, foster and low-income students.	Related State and/or Local Priorities: 1, 2, 3, 4, 5, 6, 7, 8 Local : Specify _____

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

Expected Annual Measurable Outcomes:	See attached chart for following annual anticipated performance metrics related to goal. • CAASPP test performance when available • API growth targets if available • A-G and college course completion rate • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate	Actual Annual Measurable Outcomes:	See attached chart for following actual 2014-15 performance metrics to date related to this goal. • A-G and college course completion rate • English language proficiency rates measured by CELDT and/or ELPAC • EL reclassification rate

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See all activities listed above under Goals 1 – 4.	N/A	See all activities listed above under Goals 1 – 4.	N/A

Scope of service:	School wide		Scope of service:	School wide	Expenditures captured in instructional and counseling expenditures above.
XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals are now more focused on measuring success of specific actions and services to improve student achievement.				

Measurable Pupil Outcomes Matrix									
2014-15 **Actual** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian/Pacific Islander	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Math	CAASPP scores from last year were not reported. 2014-15 test results will be provided when available.								
A-G and College Course passage rate									
School wide Overall- 63.5%		65.3%	N/A	72.2%	51.9%	64.7%	54.2%	56.9%	50%
EL proficiency rates									
		92%	100%	86%	100%	100%	100%	37%	100%
EL reclassification rates									
		18.5%	N/A	0%	N/A	N/A	N/A	N/A	N/A
Attendance rates									
School wide Overall- 87.6%		87%	100%	92.5%	87%	90%	87%	86%	91%
Chronic absenteeism rates									
School wide Overall- 25.1%		37.8%	0%	23.8%	38.2%	29.3%	37.5%	34.4%	0%
Suspension rate									
School wide	1.7%								
Expulsion rate									
School wide	0%								
CAHSEE									
School wide Overall-77%		89%	100%	93%	79%	88%	100%	76%	100%
Graduation rates* not applicable until 2016-17									

Measurable Pupil Outcomes Matrix									
2015-16 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Math	To be submitted upon receipt of 2014-15 results								
A-G and College Course passage rate									
School wide Overall- 65.5%		67.3%	N/A	74.2%	53.9%	66.7%	56.2%	58.9%	52%
EL proficiency rates									
EL reclassification rates									
		23%	N/A	5%	N/A	N/A	N/A	N/A	N/A
Attendance rates									
School wide Overall- 89.6%		89%	100%	94.5%	89%	92%	89%	86%	93%
Chronic absenteeism rates									
School wide Overall- 23%		34.8%	0%	20.8%	35.2%	26.3%	34.5%	31.4%	0%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
CAHSEE									
School wide Overall- 79%		91%	100%	93%	81%	90%	100%	78%	100%
Graduation rates* not applicable until 2017-18									
School wide		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2016-17 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA Math	To be submitted upon receipt of 2014-15 results								
A-G and College Course passage rate									
School wide Overall- 67.5%		69.3%	N/A	76.2%	55.9%	68.7%	58.2%	60.9%	54%
EL proficiency rates									
School wide									
EL reclassification rates									
School wide	25%								
Attendance rates									
School wide Overall- 91.6%		91%	100%	96.5%	91%	94%	91%	90%	95%
Chronic absenteeism rates									
School wide Overall- 21%		31.8%	0%	17.8%	32.2%	23.3%	31.5%	28.4%	0%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
CAHSEE									
School wide Overall-81%		93%	100%	99%	83%	92%	100%	80%	100%
Graduation rate not applicable until 2017-18									
School wide		N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A

Measurable Pupil Outcomes Matrix									
2017-18 **Anticipated** Performance Metrics (percentages)									
Metric	Grade	Latino	American Indian	Asian, Pacific Islander, Filipino	African American	White	SPED	EL	Foster
CAASPP Proficiency and Above rates									
ELA	To be submitted upon receipt of 2014-15 results								
Math									
A-G and College Course passage rate									
School wide-69.5%		71.3%	N/A	78.2%	57.9%	70.7%	60.2%	62.9%	56%
EL proficiency rates									
School wide									
EL reclassification rates									
School wide	27%								
Attendance rates									
School wide Overall- 93.6%		93%	100%	96.5%	93%	96%	93%	92%	96.5%
Chronic absenteeism rates									
School wide Overall- 19%		28.8%	0%	14.8%	29.2%	20.3%	28.5%	25.4%	0%
Suspension rate									
School wide	0%								
Expulsion rate									
School wide	0%								
CAHSEE									
School wide Overall-83%		95%	100%	100%	85%	94%	100%	82%	100%
Graduation rate									
School wide	Baseline TBD								

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

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

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

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

Total amount of Supplemental and Concentration grant funds	$225,998

Funds will be used in 2015-16 to provide the following supplemental programs and services to our unduplicated students:

- one FTE EL teacher will be provided to deliver English Language Development classes ($55,187.25)
- one .75 FTE English/Writing coach will be dedicated to unduplicated count students ($21,797.90)
- one .75 FTE Math coach will be dedicated to unduplicated count students ($31,983.66)
- one FTE Counselor will provide intensive academic support and engagement services ($68,840.70)
- one .7 FTE Counselor will provide additional intensive support and engagement services ($48,188.49)

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

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

9.74 | %

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

GCCA's projected 2015-2016 LCFF Supplemental/Concentration grant is $225,998 (supplemental funds total $167,200 and concentration funds total $58,798. Combined this represents an increase of $40,188 from the 2014-2015 funding level.

100% of GCCA students have enrolled at GCCA because they have either fallen behind on their progress for a diploma or they have already stopped attending high school. Approximately 64 percent of GCCA students qualify for free and reduced price meals and are living at or below the poverty level. Nine percent are designated as English Language Learners and less than five percent are identified as being homeless or residing in a foster home. School-wide actions and services will not only serve the needs of our unduplicated students, but are designed to serve the high needs of our at-risk student population. Our 2015-2016 services for unduplicated students will increase by 34 percent as calculated by a 51 percent increase in counseling support and an 85 percent increase in supplemental instruction provided by academic coaches.