Introduction:

Charter School: Gateway College and Career Academy (GCCA)

Contact (Name, Title, Email, Phone Number): Miguel Contreras Jr., Project Director, Miguel.Contreras@rcc.edu, 951-222-8089

LCAP Year: 2014-2015

Section 1: Stakeholder Engagement

About Gateway College and Career Academy

GCCA is a charter school authorized by the Riverside County Office of Education. We opened our doors in August 2013 and have served approximately 155 students during our first year in operation. GCCA is an early college high school located on the campus of Riverside City College. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate, in an experience that refocuses them on their education and begins to lay a path to college success. Our belief is that ANY student who has the motivation and support they need is capable of experiencing college success. College and career readiness is central to our school mission. Our students attend school on a community college campus and begin taking college level courses while still completing their diplomas, graduating with a clear plan for success. Our staff and faculty support the challenges our students take on by offering a high level of holistic support and innovative and engaging instruction. We recognize that not all students and their families can thrive in the traditional high school setting and make the transition to college. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive school environment.

WHAT is the Local Control and Accountability Plan (LCAP)?

The LCAP is part of the new school funding law recently enacted in California, the Local Control Funding Formula (LCFF). The plan is to be used to provide details regarding the school's actions and expenditures to support student outcomes and overall performance.

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

WHO was involved in developing the Gateway LCAP?

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

WHEN was the LCAP developed?

The planning for our student support and achievement strategies can be traced back to the spring and summer of 2013, when a group of educators wrote the charter petition for Gateway College and Career Academy. The petition went on to be approved by the Riverside County Office of Education in July of that year. That charter was the starting point for this plan. The LCAP development process has been an ongoing effort since the beginning of the 2013-2014 school year, with its major components being developed from January to June of 2014. As the plan was developed several areas of importance emerged and goals to achieve our overall mission were set. As a first year school we found that we did not yet have all of the needed data to measure our progress and growth, in those instances we planned to develop data gathering and analysis tools and methods to establish our baseline metrics. In fact, improving our information gathering and analysis became one of our identified school goals. During the spring of 2014 school stakeholders were provided opportunities to learn more about the LCFF and asked to give input on what they thought should be the school's areas of focus. Drafts of initial plans and goals were discussed in open meetings as the final plan was being completed. On June 26th, 2014 the Gateway College and Career Academy Board of Directors voted to approve the adoption of

this plan.	
WHY was the LCAP developed?	
The LCAP represents a new level of planning and collaboration to reach the goals set out by this charter school. It must address the needs of all our students, as well as specifically name actions for English Learners, children from low-income households, and foster youth. GCCA is responsible for ensuring that our students are college and career ready, can read, write, and solve problems in a variety of ways, be technologically savvy, analyze, apply, communicate, collaborate, and compete at highly rigorous levels. The LCAP lays out the	
pathway to accomplish this. We must now move forward and implement what we have laid out.	
HOW was the LCAP developed?	
The Gateway LCAP was developed through a series of steps, events, meetings, and actions	
with our stakeholders. The following steps were taken throughout the development	
process:	
Involvement Process:	Impact on LCAP:
February-July 2013 The GCCA founding group crafted the petition to Riverside County Office of Education for a County-wide Benefit Charter.	Informed the central outcomes our plan needed to be based on: significant dual credit will be earned, sustainable partnerships will be developed and maintained, students will be provided holistic support, innovative teaching and learning will take place, intentional collaboration among all staff will be fostered, acquisition of academic skills aligned with state standards, and college and career readiness.
August-December 2013 GCCA staff received training on understanding the LCFF and how to develop the LCAP from sources including the California Charter Schools Association, Ed Tec, Charter Schools Development Center, West Ed, and Young, Minney and Corr.	Taking part in as many training and informational opportunities as we could allowed for a better understanding of the impact LCFF would have on our school. Additionally, the trainings allowed school staff to begin crafting a work plan for completing the LCAP.

February-March 2014 The GCCA leadership team: Director, Dean of Students and Dean of Instruction designed the Community Survey and informational materials to orient our stakeholders to the changes brought on by LCFF.	The GCCA Community Survey was designed to gather stakeholder input on the perceived importance of each of the eight state priorities.
April 1-18, 2014 The GCCA Community Survey is posted and notifications in the form of emails, letters, newsletter articles and social media posts are sent to our key stakeholders: parents, students, school staff and faculty, board members, and community partners. The notifications sent included information explaining the implementation of LCFF statewide and the potential impact it could have on the way schools could operate.	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.
April 10, 2014 GCCA hosted a stakeholder meeting on our campus.	Another opportunity to inform, educate, and gather feedback from critical stakeholders. The stakeholder meeting allowed people who could not, or preferred not to respond to the online Community Survey. Stakeholders were given the opportunity to access computers so they could participate in the survey and to ask any questions they had about the LCFF and LCAP. Although we had a small turn out for the meeting, we were able to spend a significant amount of time with parents who attended.
April-May 2014 The GCCA leadership team analyzed the Community Survey results to identify the areas of importance our stakeholders identified.	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.
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	This was the basis for the rest of GCCA's LCAP. Our charter was the guiding source of information as the leadership team considered what we should focus our efforts on. The stakeholder feedback we received affirmed the idea that we should look to support the mission, vision, and central elements of the school's charter.

May 2014

The GCCA leadership team developed nine key schools goals to address our identified needs.

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

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.

May 2014

The GCCA Board of Directors held a public hearing to discuss the progress of the 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.

June 2014

The GCCA Board of Directors held a second public hearing to discuss and solicit additional input for the LCAP.

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.

June 26th 2014

GCCA Board of Directors votes to approve LCAP

Section 2: Goals and Progress Indicators

	Goals					fferent/improved		Related State and Local Priorities (Identify specific
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) State Priorities:
Need: To provide every	-Provide basic	All	All	N/A	Maintain rate	Maintain rate	Maintain rate	
classroom with a teacher	services to all				of	of	of	Basics services
who is fully credentialed	students				teachers	teachers	teachers	_
and appropriately assigned					appropriately	appropriately	appropriately	Charter: Recruit,
B. G. A. W. C.					assigned to	assigned to	assigned to	hire, train, and
Metric: Percent of teachers who are					classrooms at 100%	classrooms at 100%	classrooms at 100%	retain high quality staff
fully credentialed and					100%	100%	100%	Staff
appropriately assigned								
Need : To provide students	-Provide basic	All	All	N/A	Rate of	Raise rate of	Maintain rate	State Priorities:
access to standards aligned	services to all	7	,	11,71	students with	students with	of	Basics services,
instructional material	students				access	access	students with	Implementation of
					to standards	to standards	access	Common Core
Metric:	-Integrate				aligned	aligned	to standards	State Standard
Percent of student with	technology in				curriculum will	curriculum to	aligned	
access to common core	classrooms to				be no less	100%	curriculum at	Charter: Recruit,
state standard materials.	improve student				than 75%		100%	hire, train and
	learning							retain high quality staff. 21 st century
	-Allocate services							learners.
	to EL, foster and							
	low-income							
	students							

		Goals				fferent/improved on identified m		Related State and Local Priorities (Identify specific
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	-Improve							
	instructional							
	practice							
Need: To provide students	-Provide basic	All	All	N/A	3 classrooms	4 classrooms	5 classrooms	State Priorities:
with	services to all				with 30	with 30	with 30	Basics services,
instructional technology to successfully implement the	students				desktops, laptops or	desktops, laptops or	desktops, laptops or	Implementation of Common Core
common core standards	-Integrate				tablets each.	tablets	tablets	State Standard
common core standards	technology in				tablets each.	tablets	tablets	State Standard
Metric:	classrooms to							
Number of classrooms with	improve student							Charter: 21 st
laptops, desktops or tablets	learning							century learners.
	-Improve							
	instructional							
	practice through							
	professional							
	development and							
	professional							
	learning							
	communities							

		Goals		_		fferent/improved		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need:	-Improve	All	All	N/A	100% of staff	100% of staff	100% of staff	State Priorities:
To provide professional	instructional				to complete	to complete	to complete	Basics services,
development and	practice through				survey	survey	survey	Implementation of
professional learning	professional							Common Core
communities for staff based	development and				100% of staff	100% of staff	100% of staff	State Standard
on need with an emphasis	professional				will create a	will	will	
on common core state	learning				professional	create/updat	create/updat	Charter: Recruit,
standards for all students	communities				growth plan	e a	e a	hire, train and
						professional	professional	retain high quality
Metric:	-Provide basic				Meet with	growth plan	growth plan	staff.
Percentage of staff to fill	services to all				staff twice a			
out professional	students				year for a	Meet with	Meet with	
development and learning					progress	staff twice a	staff twice a	
community survey each	-Improve data				review of	year for a	year for a	
semester	collection,				professional	progress	progress	
	management and				growth plan	review of	review of	
Create and monitor	reporting					professional	professional	
professional growth	Lataranta				Identify a	growth plan	growth plan	
planning process	-Integrate				minimum of			
Duranida acasas to Consus sus	technology in				1or more	I do no kife . no	I danskift . a	
Provide access to Common	classrooms to				Common Core	Identify a	Identify a	
Core State Standard	improve student				State Standard	minimum of 1	minimum of	
professional development	learning				professional	or more	1 or more	
					development	Common	Common	
					opportunity	Core State	Core State	

	Goals			-		fferent/improved on identified m		Related State and Local Priorities (Identify specific
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
					per subject area each year	Standard professional development opportunity per subject area each year	Standard professional development opportunity per subject area each year	
Need: To improve and maintain the quality and function of all school facilities	-Provide basic services to all students -Improve student	All	All	N/A	Complete weekly walkthrough of classrooms and report	Complete weekly walkthrough of classrooms and report	Complete weekly walkthrough of classrooms and report	State Priorities: Basics services, School Climate

		Goals			What will be di	.	d for students?	Related State and	
		- 34.0				What will be different/improved for students? (based on identified metric)			
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	
Metric: Weekly walkthrough of classrooms	engagement outcomes for all students				needed repairs to RCC Facilities Department	needed repairs to RCC Facilities Department	needed repairs to RCC Facilities Department		
Need: To increase number of parents or guardians who attend informational meeting and complete Community Survey which gathers input on our LCAP plan Metric: Percent of parents	-Increase parent engagement, involvement and satisfaction	All	All	N/A	10% or greater participation rate	15% or greater participation rate	20% or greater participation rate	State Priorities: Parent Involvement, School Climate	
or guardians who complete Community Survey -4									
In 2013-14 there was a 2% participation rate									
Need: To increase parental or guardian access to communication resources and tools	-Increase parent engagement, involvement and satisfaction	All	All	N/A	Parents or guardians will be contacted as needed but	Parents or guardians will be contacted as needed	Parents or guardians will be contacted as needed	State Priorities: Parent Involvement, School Climate,	

				What will be di	fferent/improve	d for students?	Related State and	
					(based		Local Priorities	
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
					no less than	but no less	but no less	
Metric:					2times per	than 2times	than 2times	Engagement
Number of times parents or					semester	per semester	per semester	
guardians will be contacted								
					Provide	Provide	Provide	
Number of Powerschool					training and	training and	training and	
portal trainings					documentatio	documentati	documentati	
					n on	on on	on on	
Percentage of parents or					Powerschool	Powerschool	Powerschool	
guardians who log-in to					portal 2 times	portal 2 times	portal 2 times	
Powerschool portal activity					per year	per year	per year	
					Create	Increase	Increase	
					baseline of the	parent or	parent or	
					percentage of	guardian	guardian	
					parents	login to	login to	
					logging into	Powershool	Powershool	
					Powerschool	portal by 5%	portal by 5%	
					portal	from the	from 2015-16	
						2014-15		
						baseline		
Need: To monitor student	-Improve student	All	All	N/A	Establish a	5% increase	5% increase	State Priorities:
performance on	achievement for all				baseline	on	on	Student
standardized tests	students				during 2014-	CAASPP as	CAASPP as	Achievement
					2015 of	compared to	compared to	

		Goals			What will be di	fferent/improve	d for students?	Related State and
					(based on identified metric)			Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Metric: CAASPP results API Scores	-Accelerate student learning increases and engagement for EL, foster and low-income				Student performance as measured by the CAASPP and API	the 2014- 2015 baseline	2015-2016 baseline	
Number of staff test prep workshops	students -Improve data collection, management and reporting				3 staff test prep workshops	5 staff test prep workshops	5 staff test prep workshops	
Need: To increase the share of students who are college and career ready Metric Increase % of students who earn 6 college units after 2 terms	-Improve student achievement for all students -Accelerate student learning increases and engagement for EL, foster and low-income	All	All	N/A	Establish a baseline during 2014-2015 Provide intensive support interventions	5% increases over 2014-15 baseline. Provide intensive support interventions and	5% increases over 2015-16 Provide intensive support interventions and	State Priorities: Student Achievement, Other student outcomes, Course access
Increase % of students who earn 15 college units by graduation	students -Improve data collection,				and individualized academic counseling for	individualized academic counseling for 60	individualized academic counseling for 75	

		Goals				fferent/improved d on identified m		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Improve college course	management and				45 students	students	students	,
passage rate	reporting							
Increase % of students who	-Integrate							
place at college level in math and English	technology in classrooms to improve student							
Increase % of students who persist through the Foundation semester	learning							
Increase % of cohort fall-fall persistence								
Increase % of cohort graduation rate								
Develop intensive support interventions								

	Goals					fferent/improved d on identified m		Related State and Local Priorities (Identify specific
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) State Priorities:
Need: To increase the share of English Learners that become English proficient Metric Increase percent proficient on annual CELDT	-Accelerate student learning increases and engagement for EL, foster and low-income students -Improve data collection, management and reporting -Allocate services to EL, foster and low-income students	EL students	All		Establish a baseline during 2014- 2015	5% increases over 2014-15 baseline.	5% increases over 2015-16	State Priorities: Student Achievement, Implementation of Common Core State Standards, Course Access, Student Achievement
Need: To increase English Learner reclassification Metric Increase percent of students reclassified	-Accelerate student learning increases and engagement for EL, foster and low-income students	EL students	All		Establish a baseline during 2014- 2015	5% increases over 2014-15 baseline.	5% increases over 2015-16	State Priorities: Implementation of Common Core State Standards, Course Access

		Goals			What will be di	fferent/improve	d for students?	Related State and
						d on identified m		Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	-Improve data collection, management and reporting -Allocate services to EL, foster and low-income students							
Need: To increase school attendance rates Metric Increase school attendance rates which is at 91% Track and decrease chronic absenteeism	-Improve student engagement outcomes -Allocate services to EL, foster and low-income students -Improve data collection, management and reporting	All	All	NA	Create a system to track chronic absenteeism and create baseline Increase attendance rates to 92%	Increase attendance rates to 94%	Increase attendance rates to 95%	State Priorities: Student Engagement, School Climate

		Goals				fferent/improved		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need: To increase high	-Improve student	All	All	NA	Increase	Increase	Maintain	State Priorities:
school graduation rates	engagement				students who	students who	students who	Student
	outcomes				persist	persist	persist	Engagement,
Metric					through the	through the	through the	School Climate
Decrease dropout rates	-Improve data				Foundation	Foundation	Foundation	
	collection,				semester to	semester to	semester at	
Increase % of students who	management and				65%	70%	80%	
persist through the	reporting				e			
Foundation semester which					Establish	Increase fall-	Increase fall-	
was at 60%. Based on	-Allocate services				baseline fall-to	to fall	to fall	
research from our national network there is a	to EL, foster and low-income				fall	persistence	persistence	
					persistence	rate by 5%	rate by 5%	
correlation to students who persist through the	students				rate	Increase	Increase	
Foundation semester and	-Accelerate student				Establish	cohort	cohort	
graduation rate	learning increases				baseline	graduation	graduation	
gradation rate	and engagement				cohort	rate by 5%	rate by 5%	
Increase cohort fall to fall	for EL, foster and				graduation	1310 57 570		
persistence	low-income				rate	Provide	Provide	
F	students					intensive	intensive	
Increase cohort graduation					Provide	support	support	
rate					intensive	interventions	interventions	
					support	and	and	
Increase intensive support					interventions	individualized	individualized	
interventions for at-risk					and	academic	academic	

		Goals				fferent/improve		Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annu al Updat e: Analy sis of Progr ess	LCAP YEAR Year 1: 2014- 15	Year 2: 2015- 16	Year 3: 2016- 17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
students					individualized academic counseling for 45 students	counseling for 60 students	counseling for 75 students	
Need: To maintain a low student suspension rate Metric: Maintain student suspension rate at 2% or less Increase intensive support interventions for at-risk students	-Improve student engagement outcomes -Allocate services to EL foster and low-income students	All	All	NA	Maintain student suspension rate at 2% or less	Maintain student suspension rate at 2% or less	Maintain student suspension rate at 2% or less	State Priorities: Student Engagement, School Climate
Need: To maintain 0% expulsion rate Metric: Maintain student expulsion rate at 0% Increase intensive support	-Improve student engagement outcomes -Allocate services to EL foster and low-income students	All	All	NA	Maintain student expulsion rate at 0%	Maintain student expulsion rate at 0%	Maintain student expulsion rate at 0%	State Priorities: Student Engagement, School Climate

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

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

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

Section 3: Actions, Services, and Expenditures

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

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
identify all goals from Section 2)	identify all goals from Section 2) Actions and Services e if school-wide or LEA-		of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17			
Provide Basic	Basic Services	-Have a sufficient number of highly	School- wide	N/A	-Four 1.0 FTE teachers will be on staff	-Five 1.0 FTE Teachers	-Six 1.0 FTE Teachers (\$358,833 Source:		
Services to		qualified FTE teachers			(\$247,403 Teacher	(\$303,118 Source:	LCFF)		
all Students		on staff			salaries/benefits,	LCFF)			
					Source: LCFF, EPA		-Dean of Instruction		
		-Identify and hire a			funds)	-Dean of	stipend(\$10,000		
		Dean of Instruction			_	Instruction	Source: LCFF)		
		who will coordinate			-A Dean of Instruction	stipend(\$10,000	6.1 15: .		
		curriculum/instructiona			stipend will be assigned	Source: LCFF)	- School Director		
		I development and professional			to one teacher for curriculum/instructiona	- School Director	(\$113,000 Source: LCFF)		
		development			I development and	(\$109,000 Source:	-Teacher credential		
		acvelopilient			professional	LCFF)	reviews (No Cost)		
					development				
					coordinating (\$10,000	-Teacher	-Dean of Instruction		
		-Operate school under			Source: LCFF)	credential reviews	will continue to		
		compliant rules and				(No Cost)	research, purchase,		

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are performance projected to be projected to be projected expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		regulations			- School Director will be	-Dean of	and implement the
					on staff to ensure	Instruction will	use of more standards
		-Preform yearly			compliant school	continue to	aligned instructional
		teacher credential			operations (\$105,000	research,	materials (No Cost)
		reviews to ensure			Source: LCFF)	purchase, and	
		appropriate class			Tanahan aradantial	implement the	-Access to technology in classrooms will be
		assignments			-Teacher credential	use of more	
		lab descriptions will			reviews will be	standards aligned instructional	increased with the purchase of an
		-Job descriptions will clearly state credential			conducted upon hire and once per year	materials (No	additional mobile
		requirements			thereafter to ensure	Cost)	laptop/tablet cart
		requirements			appropriate class	Cost)	(\$12,000 Source: LCFF)
		-Dean of Instruction			assignments (No Cost)	-Access to	(\$12,000 3001ce. LCI1)
		will research, purchase,			assignments (No cost)	technology in	-Monthly facilities
		and implement the use			-Dean of Instruction	classrooms will be	walk-through by
		of more standards			will research, purchase,	increased with the	school administrators
		aligned instructional			and implement the use	purchase of an	will continue (No Cost)
		materials			of more standards	additional mobile	,
					aligned instructional	laptop/tablet cart	-Needed repairs and
		-Purchase laptop/tablet			materials (No Cost)	(\$12,000 Source:	improvements will be
		cart				LCFF)	reported to RCC
					-Access to technology		Facilities Department
		-Monthly facilities			in classrooms will be	-Monthly facilities	(No Cost)
		walk-throughs will be			increased with the	walk-through by	
		conducted by school			purchase of a mobile	school	
		administrators			laptop/tablet cart	administrators	
					(\$12,000 Source: LCFF)	will continue (No	
		-Needed repairs and				Cost)	
		improvements will be			-Monthly facilities		

			100001110		nty Flan and Anniau Opaate					
Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	are projected to be p	provided in years 2 and 3)? What are the es for each action (including funding source)?				
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17			
		reported to RCC Facilities Department			walk-throughs will be conducted by school administrators (No Cost) -Needed repairs and improvements will be reported to RCC Facilities Department (No Cost)	-Needed repairs and improvements will be reported to RCC Facilities Department (No Cost)				
Integrate Technology in Classrooms to Improve Student Learning	Basic Services, Implementatio n of Common Core Standards	-Teachers will be provided with professional learning opportunities centered on technology integration -Teachers will integrate the use of educational technology as they develop their unit plans and assessments	School- wide	N/A	-Professional learning opportunities centered on technology integration (\$10,000 Source: LCFF) -Teachers will integrate the use of educational technology as they develop their unit plans and assessments (\$5,000 Source: LCFF)	-Professional learning opportunities centered on technology integration (\$5,000 Source: LCFF) -Teachers will continue to integrate the use of educational technology as they develop their unit plans and assessments (No incremental cost)	-Professional learning opportunities centered on technology integration (\$5,000 Source: LCFF) -Teachers will continue to integrate the use of educational technology as they develop their unit plans and assessments (No incremental cost)			

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are performare projected to be projected to be projected expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Allocate services to EL, Foster, and Low- income students	Basic services, Implementatio n of Common Core Standards	-CELDT performance data will be carefully monitored for growth -Reclassified fluent English proficient rate will be monitored for growth -English language development instruction will be offered -Supplemental instruction in English and math will be offered -Reclassification procedure will be initiated	School-wide	N/A	-1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Data analyst/registrar will set a baseline percentage of EL students who score 'proficient' or better on annual CELDT will be established to monitor growth (No Cost) -Data analyst/registrar and Testing Coordinator will set a baseline percentage of EL students who are reclassified fluent English proficient will be established to monitor growth (No Cost) -English Language Development class will be delivered beginning in fall 2014 (\$(\$81,668)	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source: LCFF) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are reclassified fluent English proficient (No Cost)	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source: LCFF) -Data analyst/registrar will monitor and report the percentage of EL students who score 'proficient' or better on annual CELDT (No Cost) -Data analyst/registrar and Testing Coordinator will monitor and report percentage of EL students who are reclassified fluent English proficient (No Cost) -English Language Development class will continue to be delivered (\$(\$81,668 Source: LCFF)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Source: LCFF, EPA funds) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) -Implement defined reclassification procedure from GCCA charter (No Cost)	-English Language Development class will continue to be delivered (\$(\$81,668 Source: LCFF) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) - Reclassification procedure from GCCA charter is being utilized (No	- Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds) - A .5 FTE Math Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds) -Reclassification procedure from GCCA charter is being utilized (No Cost)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Cost)	
Improve instructional practice through professional developmen t and professional learning communities	Basic services, Implementatio n of Common Core Standards	-Staff training needs will be identified -Teachers will participate in annual professional learning activities -Staff professional growth will be monitored	School- wide	N/A	-Dean of Instruction will develop and implement a survey to determine staff training needs (No Cost) -Teachers will participate in a minimum of one professional learning opportunity per year (\$20,000 Source: LCFF) -All staff members will create a professional growth plan that will be reviewed once per academic year (\$1,120 Source: LCFF)	-Staff training needs survey will be administered during pre-fall activities (No Cost) -Teachers will participate in a minimum of one professional learning opportunity (\$20,000 Source: LCFF) -Professional growth plans will be reviewed and updated (No incremental cost)	-Staff training needs survey will be administered during pre-fall activities (No Cost) -Teachers will participate in a minimum of one professional learning opportunity (\$20,000 Source: LCFF) -Professional growth plans will be reviewed and updated (No incremental cost)
Improve	Basic Services,	-Extensive counseling	School-	N/A	-Five 1.0 FTE	-Six 1.0 FTE	- Six 1.0 FTE
student engagement outcomes for all students	School Climate	and wrap-around support services will be provided to all students -Operate school under	wide		Counselors will be on staff (\$336,882 Counselor salaries/benefits Source: LCFF, EPA	Counselors will be on staff (\$392,597 Counselor salaries/benefits Source: LCFF,	Counselors will be on staff (\$392,597 Source: LCFF, special education funds)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are performare projected to be projected to be projected to be projected expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		compliant rules and			funds, special	special education	-School Director
		regulations			education funds)	funds)	(\$113,000 Source:
		-Student accountability			- School Director will be	- School Director	LCFF)
		and support plans will			on staff to ensure	(\$109,000 Source:	
		be developed for all			compliant school	LCFF)	-Dean of Students
		students			operations (\$105,000		stipend (\$10,000
					Source: LCFF)	-Dean of Students	Source: LCFF)
		-Positive attendance				stipend (\$10,000	
		patterns will be			-A Dean of Students	Source: LCFF)	-Individual student
		supported			stipend will be assigned		attendance patterns
					to one Counselor to	-Individual	will be tracked
		-Chronically absent			coordinate student	student	through daily
		students will receive			accountability and	attendance	monitoring of PowerSchool
		intensive support			support plans (\$10,000	patterns will be	
		-Counselors will meet			Source: LCFF)	tracked through daily monitoring	attendance reports (\$5,550 annual
					-Individual student	of PowerSchool	software license
		with students regularly to discuss progress and			attendance patterns	attendance	Source: LCFF)
		performance			will be tracked through	reports (\$5,550	Jource, LCFF)
		periorinance			daily monitoring of	for annual	-Continued monitoring
		-Individual "Student			PowerSchool	software license	of chronically absent
		Success Plans" will be			attendance reports by	Source: LCFF)	students (No Cost)
		utilized			Counselors (\$5,550 for	Jource. Lett j	stadents (NO Cost)
		dunzed			PowerSchool software	-Continued	-Continued regular
		-Dropout prevention			annual license Source:	monitoring of	Student/Counselor
		interventions will be			LCFF)	chronically absent	meetings (No Cost)
		established				students (\$2,500	-Continued use of
					-An additional school	Source: LCFF)	"Student Success
		-Students will have			attendance tracking	-Continued	Plans" (No Cost)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		access to college courses			tool will be implemented to identify and support chronically absent students (\$2,500 Source: LCFF) -All students will meet with their Counselor regularly to discuss strategies to improve academic performance, attendance patterns, behavior issues, and outside barriers to school success (No Cost) -Students and Counselors will develop "Student Success Plan" agreements detailing specific plans for needed improvements (No Cost) -Weekly enrollment reports will be generated to support	regular Student/Counselo r meetings (No Cost) -Continued use of "Student Success Plans" (No Cost) -Weekly enrollment reports will be generated to support drop-out prevention strategies (No Cost) -Continued use of Student Accountability Plan (No Cost) -One-on-one meetings with counselors to review their needed course of study and	-Continued use of Student Accountability Plan (No Cost) -One-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost) -Continued enrollment in college courses (No Cost)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	orovided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	goals from Section 2) Actions and Services sc (from Section 2)	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					drop-out prevention strategies (No Cost) -Counselors and administrators will utilize the GCCA Student Accountability Plan to address behavior issues as an alternative to suspensions/expulsions (No Cost) -Students will have regular one-on-one meetings with counselors to review their needed course of study and progress, including AB 167 waiver eligibility for foster youth (No Cost) -Students will be given access to college credit bearing courses during their Foundation semester and be supported to take	progress, including AB 167 waiver eligibility for foster youth (No Cost) -Continued enrollment in college courses (No Cost)	

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					additional college courses when appropriate every semester (No Cost)		
Increase parent engagement , involvement and satisfaction	Parent Involvement, School Climate	-Improve GCCA Community Survey -Parents will be given increased access to student information system -Communication with parents will be increased	School-wide	N/A	-Work with a consulting firm to redevelop GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (\$2,000 Source: LCFF) -Survey questions will be made more accessible and opportunities to learn about school operations will be expanded (No Cost) -The PowerSchool "parent portal" feature	-Utilize GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (No incremental cost) -Survey questions will continue to be evaluated for accessibility (No Cost) -The PowerSchool "parent portal" feature will be monitored for growing use (No	-Continued use of GCCA Community Survey to measure campus safety, campus climate, student support services, and to encourage more meaningful participation from parents (No incremental cost) -Survey questions will continue to be evaluated for accessibility (No Cost) -The PowerSchool "parent portal" feature will be monitored for growing use (No Cost)

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)				
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
					will be implemented and monitored (No Cost) -Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)	-Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)	-Parents will be contacted by Counselors for a student update no less than two times per semester (No Cost)		
Improve student achievement for all students	Pupil Achievement	-All students will participate in state testing programs -State test data will be collected and monitored for growth -Test preparation opportunities will be expanded	School- wide	N/A	-A Test Coordinator stipend will be assigned to one staff member (\$2,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Student performance on the CAASPP and school API will be monitored closely. Performance baselines	-Test Coordinator stipend (\$3,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Student performance on the CAASPP and school API will be	-Test Coordinator stipend (\$3,500 Source: LCFF) -1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Student performance on the CAASPP and school API will be monitored closely for additional 5%		

Goal	Goal (Include and identify all goals from Section 2) Related State and Local Priorities (from Section 2) Actions and Services		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from		e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					will be established during 14-15 and will be followed by 5% increase targets in subsequent years (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)	monitored closely for 5% performance increases (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)	performance increases (No Cost) -A minimum of 5 staff led test preparation workshops will be delivered outside of regular instructional time throughout the year (\$1,000 Source: LCFF)
Accelerate student learning increases and engagement for EL, foster and low-income students	Pupil Achievement	-Student achievement data will be monitored for growth -Extensive counseling and wrap-around support services will be provided to all students -Have a sufficient number of highly qualified FTE teachers on staff	School- wide	N/A	-1.0 FTE Registrar/Data Analyst position (\$65,620 Source LCFF) -Five 1.0 FTE Counselors will be on staff (\$385,198 Counselor salaries/benefits Source: LCFF, EPA funds, special education funds) -Four 1.0 FTE teachers	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Six 1.0 FTE Counselors will be on staff (\$454,243 Source: LCFF, special education funds)	-1.0 FTE Registrar/Data Analyst position (\$67,620 Source LCFF) -Six 1.0 FTE Counselors will be on staff (\$454,243 Source: LCFF, special education funds) -Five 1.0 FTE Teachers (\$303,118 Source:

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be p anticipated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					will be on staff	-Five 1.0 FTE	LCFF)
		-Supplemental			(\$304,365 Teacher	Teachers	
		instruction in English			salaries/benefits,	(\$303,118 Source:	- Two .5 FTE
		and math will be			Source: LCFF, EPA	LCFF)	English/Language Arts
		offered			funds)		Instructional Coaches
		_			- A .5 FTE	- A .5 FTE	will be on staff
		-CELDT performance			English/Language Arts	English/Language	(\$29,168 Source: LCFF,
		data will be carefully			Instructional Coach will	Arts Instructional	state lottery funds)
		monitored for growth			be on staff (\$14,584	Coach will be on	
		- 1 16 161			Source: LCFF, state	staff (\$14,584	- A .5 FTE Math
		-Reclassified fluent			lottery funds)	Source: LCFF,	Instructional Coach
		English proficient rate				state lottery	will be on staff
		will be monitored for			- A .5 FTE Math	funds)	(\$14,584 Source: LCFF,
		growth			Instructional Coach will	A 5 575 AA .I	state lottery funds)
		Fundish lawaren			be on staff (\$14,584	- A .5 FTE Math	Data analyst/sasistssa
		-English language			Source: LCFF, state	Instructional	-Data analyst/registrar
		development instruction will be			lottery funds)	Coach will be on	will monitor and
		offered			Data analyst/registrar	staff (\$14,584 Source: LCFF,	report the percentage of EL students who
		onerea			-Data analyst/registrar will set a baseline	state lottery	score 'proficient' or
		-Supplemental			percentage of EL	funds)	better on annual
		instruction in English			students who score	iulius)	CELDT (No Cost)
		and math will be			'proficient' or better on	-Data	CLLDT (NO COST)
		offered			annual CELDT will be	analyst/registrar	-Data analyst/registrar
		Uncled			established to monitor	will monitor and	and Testing
		-Reclassification			growth (No Cost)	report the	Coordinator will
		procedure will be			6.04411 (140 0031)	percentage of EL	monitor and report
		initiated			-Data analyst/registrar	students who	percentage of EL
					and Testing	score 'proficient'	students who are

Goal (Include and	Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be participated expenditure	provided in years 2 ar	nd 3)? What are the
identify all goals from Section 2)	and Local Priorities (from Section 2)	Actions and Services	e if school- wide or LEA- wide)	hool- ide or LEA-	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		-Student accountability			Coordinator will set a	or better on	reclassified fluent
		and support plans will			baseline percentage of	annual CELDT (No	English proficient (No
		be developed for all			EL students who are	Cost)	Cost)
		students			reclassified fluent		
					English proficient will	-Data	-English Language
		-Positive attendance			be established to	analyst/registrar	Development class will
		patterns will be			monitor growth (No	and Testing	continue to be
		supported			Cost)	Coordinator will	delivered (\$(\$81,668
		Character III.			For all also to a second	monitor and	Source: LCFF)
		-Chronically absent			-English Language	report percentage	Daalaasifi aati aa
		students will receive			Development class will	of EL students who are	-Reclassification
		intensive support			be delivered beginning in fall 2014 (\$(\$81,668	reclassified fluent	procedure from GCCA charter is being
		-Counselors will meet			Source: LCFF, EPA	English proficient	utilized (No Cost)
		with students regularly			funds)	(No Cost)	utilizeu (No Cost)
		to discuss progress and			Tulius)	(NO COST)	-All students will meet
		performance			-Implement defined	-English Language	with their Counselor
		performance			reclassification	Development	regularly to discuss
		-Individual "Student			procedure from GCCA	class will continue	strategies to improve
		Success Plans" will be			charter (No Cost)	to be delivered	academic
		utilized				(\$81,668 Source:	performance,
					-All students will meet	LCFF)	attendance patterns,
		-Suspensions and			with their Counselor	,	behavior issues, and
		expulsions will be			regularly to discuss	-Reclassification	outside barriers to
		reduced			strategies to improve	procedure from	school success (No
					academic performance,	GCCA charter is	Cost)
		-Dropout prevention			attendance patterns,	being utilized (No	
		interventions will be			behavior issues, and	Cost)	- Continued use of
		established			outside barriers to		"Student Success

Goal (Include and	(Include and Related State		Level of Service (Indicat	Annual Update :	What actions are perfo are projected to be p anticipated expenditure	provided in years 2 ar	nd 3)? What are the
identify all and Local	Actions and Services	e if school- wide or LEA- wide)	Review of actions / services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					school success (No	-All students will	Plans" (No Cost)
					Cost)	meet with their	NA/a alsler a mad llea a mh
					-Students and	Counselor regularly to	-Weekly enrollment reports will be
					Counselors will develop	discuss strategies	generated to support
					-"Student Success Plan"	to improve	drop-out prevention
					agreements detailing	academic	strategies (No Cost)
					specific plans for	performance,	
					needed improvements	attendance	-Counselors and
					(No Cost)	patterns, behavior	administrators will
						issues, and	utilize the GCCA
					-Weekly enrollment	outside barriers to	Student Accountability
					reports will be generated to support	school success (No Cost)	Plan to address behavior issues as an
					drop-out prevention	(NO COST)	alternative to
					strategies (No Cost)	-Continued use of	suspensions/expulsion
					our ditagrees (i. to desti)	"Student Success	s (No Cost)
					-Counselors and	Plans" (No Cost)	, ,
					administrators will	,	-One-on-one meetings
					utilize the GCCA	-Weekly	with counselors to
					Student Accountability	enrollment	review their needed
					Plan to address	reports will be	course of study and
					behavior issues as an	generated to	progress, including AB
					alternative to	support drop-out	167 waiver eligibility
					suspensions/expulsions	prevention	for foster youth (No
					(No Cost)	strategies (No	Cost)
					-Students will have	Cost)	
					regular one-on-one	-Continued use of	

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicat e if school- wide or LEA- wide)	Annual Update : Review of actions / services	What actions are perfo are projected to be p anticipated expenditure LCAP YEAR Year 1: 2014-15	provided in years 2 ar	nd 3)? What are the
					-System and data of record will be established (No Cost) -Data of interest will be identified (No Cost) -Reporting processes and report formats will be established (No Cost)	-System and data of record will be established (No Cost) -Data of interest will be collected and analyzed (No Cost) -Regular reporting processes and formats will be in use (No Cost)	established (No Cost) -Data of interest will be collected and analyzed (No Cost)

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

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

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

Allocate services to EL, Foster, and Low- income students, Accelerate student learning increases and engagemen t for EL, foster and low- income students	Basic services, Pupil Achievement, Student Engagement	For redesignated fluent English proficient pupils: -English language development instruction will be offered -Supplemental instruction in English will be offered	School- wide	N/A	For redesignated fluent English proficient pupils: -English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) - A .5 FTE English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)	-English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) -English/Language Arts Instructional Coach will be on staff (\$14,584 Source: LCFF, state lottery funds)	-English Language Development class will be delivered beginning in fall 2014 (\$81,668 Source: LCFF, EPA funds) -Two .5 FTE English/Language Arts Instructional Coaches will be on staff (\$29,168 Source: LCFF, state lottery funds)
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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

GCCA's projected 2014-2015 LCFF Supplemental grant is \$185,810. This represents an increase of \$51,063 in comparison with the 2013-2014 funding level. GCCA serves a very diverse student population of approximately 155 students in tenth through twelfth grade and beyond. Approximately 43% of the students in the school qualify for free and reduced price meals and are living at or below the poverty level. 10% of students are designated as English Language Learners and less than 5% are identified as being homeless or residing in a foster home. Half of GCCA students served will be unduplicated students (50%) and the actions and services identified in the LCAP will best serve ALL students, including ALL subgroups, socioeconomically disadvantaged students, foster youth, students with disabilities, and English learners by providing increased/improved/targeted actions and services. More importantly for the purposes of our LCAP, is that 100% of our students are at-risk of dropping out of high school. All students have enrolled at GCCA because they have either fallen behind on their progress for a diploma or they have already stopped attending high school. School-wide actions and services will not only serve the needs of our unduplicated students, but are designed to serve the high needs of our at-risk student population. The LCFF expenditures are described and justified as school-wide as outlined in section 3A and 3B.

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

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

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

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