

# Local Control Accountability Plan and Annual Update (LCAP) Template

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### THE STORY

Gateway College and Career Academy (GCCA), an early college high school that serves approximately 170 students, is located on the campus of Riverside City College (RCC) and was authorized by the Riverside County Office of Education in 2013. The primary focus and design of GCCA is to engage struggling high school students who are not on track to graduate by refocusing them on their education, preparing them for college and career as a pathway to post-secondary success. Our students attend school on a community college campus and begin taking college level courses while still completing their high school diplomas. Our staff and faculty support students by providing innovative and engaging instruction and holistic support. GCCA is proud to be an alternative for students and families who need a challenging and highly supportive school environment.

### LCAP HIGHLIGHTS

- ❖ Improved support services (transportation, nutrition)
- ❖ Increased technology services (1:1 Chromebook ratio)
- ❖ Increased parent services (education, training, and feedback workshops)
- ❖ Improved counseling support (staffing)

## REVIEW OF PERFORMANCE

### GREATEST PROGRESS

A report limited to the state indicators does not effectively capture our mission to engage struggling high school students who are not on track to graduate by refocusing them on their education, and preparing them for college and career as a pathway to post-secondary success. Therefore GCCA has added additional metrics to those specified for state and local indicators which are designed to measure progress toward achieving our charter mission. While these reflect academic progress and school climate, they use different metrics to measure success:

**High school course success-** Given the past history of the students GCCA serves, performing well in high school courses is a big step on the pathway to success for GCCA students. On average GCCA students enter the school with a grade point average of 1.5, indicating that many were not being successful in their classes. The percentage of students earning a grade of 'C' or better in their high school level courses rose by 7% in 2016-17. We will continue to improve the quality and engagement level of our instructional practices and expand our efforts to identify and support struggling students as early as possible.

**3 year completion rate-** GCCA students arrive at our school from many districts throughout Riverside County because they were not on track to graduate or had stopped attending school. On average, new GCCA students are 17.2 years old and have completed 90 high school credits by the time they enroll with us. An important metric to GCCA is to measure the length of time it takes for a student, once enrolled in GCCA, to obtain the necessary credits to complete high school, because the cohort graduation metric does not adequately capture the achievement of our students, nor the success, of our efforts. The three year completion rate has been steadily rising over the past three years, rising another 3% this year.

**College course success-** As dual enrollment program, it is important to GCCA that students not only earn a high school diploma but also begin to experience success in a college setting. This is an especially important goal given that GCCA students have generally not had success in traditional high schools. During the 2016-17 school year GCCA saw an increase of 2% in the number of students who receive grades of 'C' or better in their college classes. This is a positive and promising outcome that our counseling and teaching staff should be proud of. Our focus on becoming better aligned with the college academically as well as with student support services will lead to continued improvement in this area.

**College credit completed-** Our students are graduating with an average of 15.1 earned college units. As stated above, establishing successful college course completion habits is a key outcome GCCA strives to achieve. This accomplishment will be improved upon as we implement our academic and

student support alignment efforts with RCC.

**Student Leadership opportunities-** The GCCA Student Advisory Council, established in the spring of 2016, was successfully sustained and expanded during the 2016-17 school year. The council held bi-weekly meetings all year, planned and delivered student activities and events, and gave two reports to the GCCA Board of Directors. Highlights for the council include, the first ever GCCA Grad Night, Welcome Week (fall and spring), Student Awards Assemblies (fall and spring), and Spirit Week (fall and spring). The council also recruited applicants to fill seats vacated by graduating students, ensuring the continued effectiveness of the body. The Student Council will continue to be supported by a counselor, the outreach specialist, and the director to ensure its continued development and contributions to the school.

In addition to these student performance based measures, GCCA implemented several activities to support post secondary success:

**College transition planning-** GCCA was able to offer more college transition resources than ever before during the 2016-17 school year. The GCCA counseling team was able to offer twice the number of informational workshops and events than the prior year. Resources provided included three university field trips, field trip to Vocademy, "We are CTE" RCC event, RCC Annual Transfer Fair, fall and spring RCC programs and support information sessions, fall and spring educational plan workshops with RCC Counseling Department, fall Career Technical Education programs workshop, EOPS application workshop, fall RCC Pathways Advisor Resume and Cover Letter Workshop, fall and spring FAFSA workshops, RCC Fall Scholarship workshop, spring RCC Career Technical Education open house event, spring RCC Job, Career, and Transfer Fair. The GCCA counselors will build on the success of this year's events by continuing to look for ways to collaborate with RCC and community programs and services.

**Campus Climate-** According to the bi-annual Youth Truth survey of GCCA students administered in Fall 2016 and Spring 2017, compared to students at other schools nationally, GCCA students have more positive perceptions of their school experience. GCCA students gave more favorable feedback regarding engagement with school, academic rigor, relationships with teachers and peers, school culture and college and career readiness. Students at GCCA agree more strongly that they are receiving a high-quality education compared to students at other participating schools. In sharing what they like most about their school, students most commonly cite the degree to which GCCA is getting them ready for college or a career and supportive teachers who care about and help them.

## **GREATEST NEEDS**

Again, it is important to evaluate GCCA as a school that addresses a unique population with extreme needs that must be addressed. While state priority outcomes and the School Dashboard measure academic performance and growth over time, they do not capture well the progress that students who enter our high school extremely far behind make to come to grade level. We have added multiple metrics to capture the real academic progress students make at GCCA as well as the personal growth progress that will be necessary to become functioning, contributing members of society.

Although we do not yet have School Dashboard metrics for the English Learner Progress Indicator, we know that the improved supports put in place during 2016-17 were a step in the right direction but still fell short of fully meeting the needs of our EL population, particularly for students just beginning to learn the English language. In the coming year an EL Support Coordinator will direct the work of teachers and instructional aides working to support student needs. We anticipate class success rates and student engagement to improve for EL students.

The School Dashboard: Graduation Rate Indicator places GCCA in the red category. New students arrive at GCCA severely behind in their progress toward graduation and are often very disengaged from their education, struggling to attend school regularly and complete assignments. These detrimental habits greatly affect their ability to complete the Foundation semester successfully (earning 'C' or better in all courses while attending regularly). Addressing these issues early is critical. We are continuing to design additional actions to address early student success. In 2017-18, GCCA will expand supplemental academic support time and staffing and reorganize counseling services to better meet student needs (no additional counseling staff).

The School Dashboard: Suspension Rate Indicator identifies GCCA as in the orange category indicating room for improvement. Actions and services designed to address student needs more fully to ameliorate behavioral issues at school are identified in the 2017 plan going forward. However, we do not believe that the School Dashboard effectively captures the local needs of our students and the progress they make towards increasing their academic progress. While we recognize that we can improve in all areas, we have created local metrics to provide a more accurate portrayal of our school.

Preventing students that are struggling in our school from dropping out is an area we will strengthen by connecting students to additional supports that align with their current needs.

## **PERFORMANCE GAPS**

Suspension rate is in the orange category for GCCA Hispanic students (61 percent of total student population), and in the blue category for whites (22 percent of total student population). The interventions and supports we offer to our students combined with the increased parent involvement activities we have added will help to reduce this gap in the coming years.

**INCREASED OR IMPROVED SERVICES**

Addressed above.

**BUDGET SUMMARY**

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$1,705,859

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$849,286.50

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Health and Welfare Benefits

Administration

Administrative Personnel (Director, Dean of Students, Administrator on Special Assignment)

Classified Administrative Support (Business Operations Manager, Administrative Assistant, Clerk)

Taxes

Insurance

Professional Services

Operations (Legal, Compliance, Consulting, Facilities and Maintenance)

Reserve Funds

\$856,590.50

\$1,705,859

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	GCCA students will demonstrate the acquisition of academic skills aligned with statewide standards.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- CAASPP test performance ELA: 43 percent will meet or exceed standard.
- CAASPP test performance Math: 3 percent will meet or exceed standard.
- College course success rate: 65 percent
- High School course success rate: 60 percent
- English language proficiency rates measured by CELDT: 38 percent
- Reclassification rate: 20 percent
- Gateway 3 year completion rate: 30.2 percent of students will graduate within three years of entering GCCA.

- CAASPP ELA: 16-17 scores NA
- CAASPP Math: 16-17 scores NA
- College course success rate: 66 percent
- High School course success rate: 65 percent
- English language proficiency rates measured by CELDT: 47 percent
- Reclassification rate: 0 percent
- Gateway 3 year completion rate: 32.6 percent
- School Dashboard – English Learner Progress Indicator:
- School Dashboard – Graduation Rate Indicator: Red (not applicable to mission of GCCA)
- College/Career Pathway participation: 100%

## ACTIONS / SERVICES

**PLANNED**

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

**ACTUAL**

- All teachers were highly qualified.
- 21 teacher meetings were held to review and modify instructional program.
- Teacher meetings with individual students were held as needed throughout the school year
- Lesson plans included collaborative learning activities, time management activities, and strategies to promote self-advocacy to ensure successful transitions to postsecondary education.
- All teacher evaluations were completed with primary metric related to student performance. Ratings were also based on demonstration of essential skills, including: Planning for Instruction, Instructional Delivery, Classroom Environment, Collegiality & Conduct / Professional Development, and Compliance.

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.

**BUDGETED**  
\$394,882.60

0310000000111010001100

**ESTIMATED ACTUAL**

\$322,234.87

621000000011101000

621001400011101000

New teacher hires required lower salary and benefits costs than anticipated. No change in FTE.

Expenditures

[ACTIONS / SERVICES](#)

Action **2**

Actions/Services	<p><b>PLANNED</b> Provide dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.</p>	<p><b>ACTUAL</b> Employed .5 FTE writing coach.</p>
Expenditures	<p><b>BUDGETED</b> \$22,350.75 0310000000111010002100</p>	<p><b>ESTIMATED ACTUAL</b> \$15,439.84 6210000000111010002100 Writing Coach worked on an hourly basis.</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide a dedicated coach for English learners who could be in the classroom with EL students.</p>	<p><b>ACTUAL</b> Employed .5 FTE ELL coach.</p>
Expenditures	<p><b>BUDGETED</b> No additional expenditures</p>	<p><b>ESTIMATED ACTUAL</b> Reported under Goal 1, Action 2</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Provide school psychologist to support to meet the academic, social, and emotional needs of students.</p>	<p><b>ACTUAL</b> 1.0 FTE school psychologist was provided by RCC.</p>
Expenditures	<p><b>BUDGETED</b> Service provided by RCC at no cost</p>	<p><b>ESTIMATED ACTUAL</b> Service provided by RCC at no cost.</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Provide a part-time educational specialist to meet the needs of students requiring specialized academic instruction.</p>	<p><b>ACTUAL</b> Employed .75 FTE special education teacher.</p>
Expenditures	<p><b>BUDGETED</b> \$25,000 0610065000577011905800</p>	<p><b>ESTIMATED ACTUAL</b> \$65,000 6210065000577011905800 Special Education needs required more service hours than anticipated due to increased SPED enrollment.</p>

Action **6**

Actions/Services	<p><b>PLANNED</b>          Contract with Total Education Solutions (“TES”) to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.</p>	<p><b>ACTUAL</b>          Contract was executed and services implemented.</p>
Expenditures	<p><b>BUDGETED</b>          \$10,000          0610065000577011905800</p>	<p><b>ESTIMATED ACTUAL</b>          \$2,001.56          Anticipated level of contracted services were not needed (many functions were fulfilled by special education teacher).</p>

Action **7**

Actions/Services	<p><b>PLANNED</b>          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.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Data was inputted into SIS (Power School).</li> <li>• Teachers met on 21 occasions to analyze student performance data collectively.</li> <li>• Unit plans were developed using Cycle of Inquiry framework.</li> </ul>
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Expenditures

**BUDGETED** (student information system)  
\$8,795  
0310000000110010005300

**ESTIMATED ACTUAL**  
\$5,815  
6210000000111010005300

Action

8

Actions/Services

**PLANNED**  
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. Provide flexibility within the foundation program for students who are ready to accelerate progress.

**ACTUAL**

- Provided professional development opportunities to cultivate instructional strategies, including RCOE workshops and regional conferences.
- Conducted 6 field trips to aid in meeting the learning objectives of social studies, expository reading and writing, and guidance courses.
- Developed and maintained partnerships with outside organizations (Fox Theater, RCC Academic and Career Technical Education Departments, Vocademy, Riverside County Office of Education)
- Through collaboration with College Success Strategies instructors, we embedded time management training into student assignments.
- Appropriate educational plans were developed for students in need of an accelerated college option.

Expenditures

**BUDGETED**  
No additional expenditures to those listed above

**ESTIMATED ACTUAL**  
Reported in Goal 1, Action 1

<p><b>PLANNED</b>                  Professional development to improve instruction will include:</p> <ul style="list-style-type: none"> <li>• Classroom Management for the Common Core Classroom</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for English Language Arts</li> <li>• Common Core State Standards for Mathematics</li> <li>• Social Sciences (Common Core State Standards/ELA)</li> <li>• Content Specific Knowledge Workshops</li> <li>• English Language Development Instructional Strategies</li> <li>• Career Technical Education</li> <li>• Health Education Content Standards</li> <li>• Next Generation Science Standards</li> <li>• Visual and Performing Arts</li> <li>• Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>• Professional learning communities</li> <li>• SPED Instructional strategies</li> <li>• Alternative education best practices</li> <li>• GCCA software and processes</li> </ul>	<p><b>ACTUAL</b>                  Professional development to improve instruction included:</p> <ul style="list-style-type: none"> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for English Language Arts</li> <li>• Common Core State Standards for Mathematics</li> <li>• Content Specific Knowledge Workshops</li> <li>• English Language Development Instructional Strategies</li> <li>• Career Technical Education</li> <li>• Next Generation Science Standards</li> <li>• Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>• Professional learning communities</li> <li>• SPED Instructional strategies</li> <li>• Alternative education best practices</li> <li>• Trauma Informed Schools</li> <li>• PBIS Implementation</li> <li>• Technology use in the classroom</li> </ul>
<p><b>BUDGETED</b>                  \$21,000                  0310000000111010005200</p>	<p><b>ESTIMATED ACTUAL</b>                  \$6,141.31                  6210000000111010005200</p>

\$2,150  
0610065000577011905200

\$415  
6210062640111010005200  
Professional development activities were largely local and low cost/free (many provided by RCOE). Travel and lodging costs were not as high as anticipated.

Action **10**

Actions/Services

**PLANNED**  
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

**ACTUAL**  
Used/purchased 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

Expenditures

**BUDGETED**  
\$18,005.00  
0310000000111010004300  
  
\$5,046.00  
0610063000111010004300  
  
\$6,315.00  
0610065000577011904300  
  
\$18,998.00  
0310011000111010004200  
  
\$2,360.00  
0310014000111010004100

**ESTIMATED ACTUAL**  
\$16,520.09  
6210011000111010004200  
  
\$131.60  
6210014000111010004100  
  
\$2,629.54  
6210063000111010004300  
  
\$10,289.76  
6210000000111010004300

Action **11**

Actions/Services	<p><b>PLANNED</b>          Planned technology additions to support implementation of the state standards and standardized assessment include:          Add classroom computers on one additional mobile computer lab and laptop computers for student use at school and at home.</p>	<p><b>ACTUAL</b>          None. Additional computer purchases were eliminated in preparation for the 1:1 Chromebook program to be implemented in 2017-18.</p>
Expenditures	<p>\$12,000          0310000000111010004300</p>	<p><b>ESTIMATED ACTUAL</b>          \$0          Additional computer purchases were eliminated in preparation for the 1:1 Chromebook program to be implemented in 2017-18.</p>

Action **12**

Actions/Services	<p><b>PLANNED</b>          Use RCC security (campus police) and janitorial services.</p>	<p><b>ACTUAL</b>          RCC provided security (campus police) and janitorial services.</p>
Expenditures	<p><b>BUDGETED</b>          Provided by RCC at no cost</p>	<p><b>ESTIMATED ACTUAL</b>          Provided by RCC at no cost</p>

**PLANNED**

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

**ACTUAL**

The following extracurricular and support activities were provided to increase student academic interest and to promote a strong school community:

- Welcome week (Fall and Spring semesters)
- University campus tours
  - UC Riverside
  - Cal Baptist
  - University of Redlands
  - CSU San Bernardino
- End of term awards (Fall and Spring semesters)
- Fox Theater Broadway Series
- Young Men's Conference
- Book share program
- USS Iowa field trips
- Spring BBQ and Awards
- End of Semester Finish Strong activities
- RCC Career Fair
- Vocademy field trip (Fall)
- "We are CTE" RCC event (Spring)
- RCC Annual Transfer Fair (Fall)
- Fall and spring RCC programs and support information sessions
- RCC Counseling Department educational plan workshops
- Career Technical Education programs workshop
- EOPS application workshop
- RCC Pathways Advisor Resume and Cover Letter Workshop
- FAFSA workshops

	<ul style="list-style-type: none"> <li>• RCC Fall Scholarship workshop</li> <li>• RCC Job, Career, and Transfer Fair (Spring)</li> </ul>
<b>BUDGETED</b> \$3,000 0310000000111010004900	<b>ESTIMATED ACTUAL</b> \$2,182.98 6210000000111010004700 \$3,737.99 6210000000111010004300

Expenditures

Action **14**

<b>PLANNED</b> 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.	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Tracked attendance/absence data and interventions including the use of weekly attendance reports.</li> <li>• Called the parents of absent students based on integrated school information system software</li> <li>• Implemented counseling interventions for chronically absent students, including home visits when necessary.</li> </ul>
<b>BUDGETED</b> No additional expenditures to those specified above for student information system.	<b>ESTIMATED ACTUAL</b> Reported under Goal 1, Action 7 Reported under Goal 2, Action 3

Actions/Services

Expenditures

Action **15**

Actions/Services

**PLANNED**  
 Provide the following parent activities:

- School Reach notifications
- Parent Portal access
- Progress reports
- Commitment to Success agreements
- Parent-teacher meetings

**ACTUAL**  
 Provided the following parent activities:

- School Reach notifications
  - Sent for every student absence and tardy on a daily basis
- Parent Portal access
- 4 Progress reports
- Commitment to Success agreements
- Parent-teacher meetings
- Administrator meetings

Expenditures

**BUDGETED**  
 No additional expenditures to those listed above for teaching activities and student information systems.

**ESTIMATED ACTUAL**  
 Reported under Goal 1, Action 7  
 Reported under Goal 1, Action 1

Action **16**

Actions/Services

**PLANNED**  
 Provide interpreters for all parent activities.

**ACTUAL**  
 Provided interpreters for all parent activities.

Expenditures

**BUDGETED**  
 No additional expenditures to those listed above for teaching activities.

**ESTIMATED ACTUAL**  
 Reported under Goal 1, Action 1

Action **17**

Actions/Services	<p><b>PLANNED</b> Provide Parent portal orientation in Spanish.</p>	<p><b>ACTUAL</b> Provided Parent portal orientation in Spanish.</p> <ul style="list-style-type: none"> <li>• Orientations were provided on a case by case basis</li> </ul>
Expenditures	<p><b>BUDGETED</b> No additional expenditures to those listed above for teaching activities and student information systems.</p>	<p><b>ESTIMATED ACTUAL</b> Reported under Goal 1, Action 1</p>

Action **18**

Actions/Services	<p><b>PLANNED</b> Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and Integrated EL 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.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Provided annual notification to parents regarding EL testing, English proficiency progress, and reclassification.</li> <li>• Conducted Home Language Survey.</li> <li>• Conducted CELDT testing (October 2016).</li> <li>• Provided Integrated EL instruction.</li> <li>• Implemented SDAIE instructional strategies.</li> <li>• Ensured teachers of EL are CLAD or BCLAD certified.</li> </ul>
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Expenditures

<b>BUDGETED</b>
\$25,334.38
0310000000111010001100
\$6,250.00
0310000000111021001300
\$20,728.13
0310014000111010001110

<b>ESTIMATED ACTUAL</b>
\$15,439.84
6210000000111010001100
\$22,388.37
6210014000111010001100

Action **19**

Actions/Services

<b>PLANNED</b>
Provide the English Learner Mainstream Program option for students in grades 9-12 who are learning English as a second language.

<b>ACTUAL</b>
Provided the English Learner Mainstream Program option for 18 students learning English as a second language.

Expenditures

<b>BUDGETED</b>
No additional expenditures to those listed above for meeting EL legal requirements

<b>ESTIMATED ACTUAL</b>
Reported under Goal 1, Action 18

Action **20**

Actions/Services

**PLANNED**

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.

**ACTUAL**

Provided ELD instruction for English Learners (EL)

- Provided “Specially Designed Academic Instruction in English” (SDAIE) strategies in Language Arts, Math, Science, and Social Studies,
- Implemented English Language Development Standards through thoughtful, rigorous, well-designed instruction.

Expenditures

**BUDGETED**

No additional expenditures to those listed above for meeting EL legal requirements, and mainstream program

**ESTIMATED ACTUAL**

Reported under Goal 1, Action 1

Action

# 21

Actions/Services

**PLANNED**

Conduct reclassification procedures using CELDT and the following criteria: Parental consultation; comparison of the pupil’s performance in basic skills against an empirically established range; the Student Oral Language Observation Matrix, and teacher recommendation.

Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including teachers, Dean, and Director, meet to review students’ progress

**ACTUAL**

See above activities for Actions/Services 18, 19, 20.

Provided:

- Individual student advisement and counseling
- Access to tutoring support in class
- Conducted benchmark, strategic or intensive interventions
- Provided daily school sponsored academic help
- Provided supplemental instructional materials to support success in core curriculum, and/or Study skills support (exit from the Instructional Programs for English Learners)

toward English language acquisition. Current test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, and CAASPP) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified.

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

To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills

support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts; Accuplacer Results (Placing at RCC ENG 50); and teacher recommendation after reviewing student's academic performance, including grades.



Expenditures

**BUDGETED**

No additional expenditures to those listed above for meeting EL legal requirements, mainstream program, and ELD instruction

**ESTIMATED ACTUAL**

- Reported under Goal 1, Action 1
- Reported under Goal 1, Action 2
- Reported under Goal 1, Action 18
- Reported under Goal 2, Action 3

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

GCCA completed all major planned actions and services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**High school course success-** Increased the percentage of students earning a grade of ‘C’ or better in their high school level courses by 7%

**College course success-** Increase the percentage of students who received a grade of ‘C’ or better in their college classes by 2%

**College credit completed-** Graduating seniors completed an average of 15.1 college credits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For each action/service where budgeted expenditures were significantly different from anticipated actual expenditures as of the date of this report, an explanation is provided within the reported information for that action/service. See explanations under reported estimated actuals expenditures for each action.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Additional or expanded actions in 2017-18 include:

- Collaborating with RCC to assess alignment of GCCA courses to entry level college courses and in future years redesigning courses as indicated, Action 10
- Achieving 1:1 ratio of Chromebooks to all second term students through graduation. Action 11
- Expanding parent involvement by hosting communications forums. Action 15
- Expanding parent involvement by hosing community forums. Action 18
- Developing career pathways articulated to RCC programs. Action 22

## 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.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

See Anticipated Metrics Chart (attached)

- College course success rate: 65 percent
- Attendance rate: 88.27 percent
- Suspension rate: 0 percent
- Expulsion rate: 0 percent
- Gateway 3 year completion rate: 30.2 percent

#### ACTUAL

See Actual Metrics Chart (attached)

- College course success rate: 66 percent
- Attendance rate: 88.3 percent
- School Dashboard: Suspension rate: Orange
- Expulsion rate: 0 percent
- Gateway 3 year completion rate: 32.6 percent
- School Dashboard: Graduation Rate: Red (not reflective of school mission to serve high risk/drop out students)

Action

# 1

Actions/Services

**PLANNED**

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.

**ACTUAL**

Implemented foundation program for 164 students.

Expenditures

**BUDGETED**

\$3,700

031000000011101000

**ESTIMATED ACTUAL**

\$0

Because curriculum did not change, there were no expenditures for this action/service.

Additional costs reported under Goal 2, Action 3 Actions 1 and 3 are fundamentally a duplicate expression of activities.

**ACTIONS / SERVICES**

Action

**2**

Actions/Services

**PLANNED**  
 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.

**ACTUAL**

- Provided tutoring services for all students during daily advisory sessions.
- Provided .625 FTE Academic coaches in writing, math, social sciences and science to support student learning in Foundation and college courses. Provided support during scheduled classes and in advisory sessions.

Expenditures

**BUDGETED**  
 \$31,983.66  
 0310000000111010002100

**ESTIMATED ACTUAL**  
 \$36,634.94  
 6210000000111010002100

Action

**3**

Actions/Services

**PLANNED**  
 Dedicated 5.0 FTE counseling staff:

- Advise students on program requirements
- Develop student’s academic goals
- Evaluate student’s academic history and education, including transcript evaluation
- Introduce students to resources available throughout the college
- Develop, facilitate, and deliver college success and career exploration classes
- Meet with students and parents to ensure student success
- Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class

**ACTUAL**  
 5.0 FTE counseling staff provided the following:

- Advised students on program requirements
- Developed academic goals for each student
- Evaluated student’s academic history and education, including transcript evaluation
- Introduced students to resources available throughout the college by scheduling RCC workshops and attending RCC events (19 events)
- Developed, facilitated, and delivered 4 college success and career exploration classes
- Met with students and parents to ensure student success
- Worked collaboratively with school faculty and administration to develop strategies for keeping at-

- 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

- risk students in class
- Provided counseling services, support networks, community health, or housing services
- Provided 4 college admissions application support
- Conducted 4 financial aid seminars and application support
- Organize field trips and special campus events

**BUDGETED**  
 \$390,371.00  
 0310000000111031101200

**ESTIMATED ACTUAL**  
 \$342,961.38  
 6210000000111031101200  
 New personnel costs were not as high as anticipated.

Expenditures

Action

4

**PLANNED**  
 Increase student leadership opportunities and training.

**ACTUAL**  
 Provided the following student leadership opportunities/activities:

- Student Advisory Council bi-weekly meetings
- Two Student Advisory Council reports to the Board of Directors
- GCCA Grad Night
- Welcome Week (fall and spring)
- Student Awards Assemblies (fall and spring)
- Spirit Week (fall and spring).
- Recruited applicants to fill seats vacated by graduating students

Actions/Services

Expenditures

**BUDGETED**  
No additional expenditures

**ESTIMATED ACTUAL**  
Reported under Goal 2, Action 3

Action **5**

Actions/Services

**PLANNED**  
Parent training in financial aid, benefits of college, college and career pathways, college applications will be provided to support student goals.

**ACTUAL**  
Provided 2 financial aid workshops for parents and students and delivered 19 workshops and events dedicated to college transition planning and exploration.

Expenditures

**BUDGETED**  
No additional expenditures

**ESTIMATED ACTUAL**  
Reported under Goal 2, Action 3

## ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**High school course success-** Increased the percentage of students earning a grade of 'C' or better in their high school level courses by 7%

**College course success-** Increase the percentage of students who received a grade of 'C' or better in their college classes by 2%

**Attendance rate-** 88.3%

**College credit completed-** Graduating seniors completed an average of 15.1 college credits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For each action/service where budgeted expenditures were significantly different from anticipated actual expenditures as of the date of this report, an explanation is provided within the reported information for that action/service. See explanations under reported estimated actuals expenditures for each action.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The following actions were expanded and added:

- Dedicated counseling staff for unduplicated students. Action 3
- Increased tracking to identify students at risk for dropping out of school. Action 6

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### **November 2016**

The Director provided a report to the Riverside County Office of Education, describing the progress made to date on 2016-17 LCAP goals and actual expenditures. The County Office of Education agreed with GCCA that CAASPP scores were not an appropriate metric for academic achievement for a school like ours, and supported the use of metrics developed by GCCA to better demonstrate student academic progress/gains.

### **December 2016**

GCCA administered the Youth Truth Survey to the entire student body to measure student engagement and campus climate. 78 percent of students responded and x percent reported positive impressions of GCCA school climate.

### **February/March 2017**

The GCCA leadership team updated the Community Survey and informational materials to orient our stakeholders to the LCFF and LCAP requirements.

### **April 2017**

The new LCAP template was reviewed to inform any potential changes in the school's strategy for gathering community input.

The GCCA Community Survey was posted and notifications in the form of emails, letters, newsletter articles and social media posts were sent to our key stakeholders: parents, students, school staff and faculty, board members, and community partners. The notifications sent included an overview of the eight state priorities that the LCAP is addressing and the 2016-17 LCAP document. Staff and faculty conducted an in-depth review session focused on actions and services to accomplish our stated goals. Staff and faculty reviewed our school needs and associated goals and made recommendations for new actions and services based on their observations and experiences during the 16-17 school year.

Stakeholder feedback gathered throughout the year, including Accreditation Focus Groups, regular monthly meetings with the Student Advisory Council and Community Survey responses, indicated approval of and satisfaction with the following services and actions provided by GCCA:

- Access to technology resources
- Dropout prevention activities
- Safe school climate/environment
- Culturally relevant course content in the curriculum
- Resources for advanced students
- Effective student leadership opportunities
- Effective student discipline
- Home to school communication
- Effective plan for suspensions/expulsions
- Preventative behavior interventions

Students and responding parents reported satisfaction with:

- Access to community college courses
- Guidance program
- Intervention programs
- Relevant field trips
- Effective summer school program
- Attendance motivation

The Director provided a spring report to the Riverside County Board of Education, describing the progress made to date on 2016-17 LCAP goals and planned actions and services and documenting the completion of all actions and services identified in the 2016-17 LCAP.

### **May 2017**

The Spring semester Youth Truth Survey was administered to the entire student body to measure student engagement and campus climate. 80 percent of students responded and average ratings of 3.95, 3.85, and 3.98 (on a 5 point scale) were given to Student Engagement, School Culture and Relationships with Teachers respectively (all above the 83<sup>rd</sup> percentile among participating schools).

A public hearing to review LCAP progress was held during the May board meeting, allowing any additional members of the public who did not comment on the community survey to provide testimony for the development of the LCAP update. Prior to opening the public hearing, the Director provided an update on 2016 LCAP progress, public input to date, proposed changes to activities and

expenditures, and a review of student performance and engagement metrics. The board accepted the Director's report and supported the proposed changes to the 2017-18 LCAP.

### **June 2017**

At the June GCCA Board of Directors meeting, directors took action to approve the submission of the 2017-18 LCAP and Annual Update.

#### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

### **2016-17 Impact**

The process used to inform our LCAP is multifaceted, and comes from a variety of tools and sources: parents, students, teachers, college and community stakeholders and partners, the board, and school leadership and staff.

To complete this year's LCAP, all stakeholders first identified progress made since the development of the first LCAP, noting that students are continuing to earn dual credits (high school graduation credits and college credits), sustainable partnerships have been developed and maintained that provide students with career experience, our partnerships have yielded significant holistic support to remove barriers to learning, and collaboration among all staff for the benefit of student learning is high and beneficial.

The process has confirmed our direction and focuses our attention on college and career readiness and access to community college courses. The level of satisfaction with most areas of our program were similar to last year, with the recognition that additional resources are needed to support students in the areas of their lives that inhibit their ability to fully engage in their education (transportation, technology access, nutrition availability, language barriers, etc.) As a result, additional actions and resources have been added to our plan:

1. Increased technology access
2. Bus passes for students with transportation challenges
3. Snack Pantry Program
4. .4 FTE EL Program Coordinator
5. .5 FTE EL Instructional Aide

Our school LCAP goals will remain the same and will continue to be aligned with our key charter foundational elements, and expected measurable outcomes. However, Our 2016-17 School Dashboard indicates that some actions need more resources allocated to

improve the categories of some indicators.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

GCCA students will demonstrate the acquisition of academic skills aligned with statewide standards.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### 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.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Performance ELA	NA (pending 16-17 results)	45 percent at or above	47 percent at or above	49 percent at or above
CAASPP: Math	NA (pending 16-17 results)	5 percent at or above	10 percent at or above	15 percent at or above
School Dashboard State Indicator: English Learner Progress	N/A	Yellow	Yellow	Yellow

ELL proficiency	47 percent	48 percent	49 percent	50 percent
ELL reclassification	0 percent	15 percent	16 percent	17 percent
School Dashboard State Indicator: Graduation Rate	Red	Red	Red	Red
GCCA three year completion rate	32.6 percent	35.6 percent	38.6 percent	41.6 percent
High School Course success rate	65 percent	67 percent	69 percent	71 percent
College course success rate	66 percent	68 percent	70 percent	72 percent
Credentialed teachers	100 percent	100 percent	100 percent	100 percent
Standards aligned curriculum and materials	100 percent	100 percent	100 percent	100 percent
Standards implementation	100 percent	100 percent	100 percent	100 percent
Access to broad course of study	100 percent	100 percent	100 percent	100 percent
Clean and safe facility	100 percent	100 percent	100 percent	100 percent

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p>	<p>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</p>	<p>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,</p>

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

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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.

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**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$275,682	Amount	\$286,709.28	Amount	\$298,177.65
Source	Base/EPA	Source	Base/EPA	Source	Base/EPA
Budget Reference	6210000000111010001100 6210014000111010001100	Budget Reference	6210000000111010001100 6210014000111010001100	Budget Reference	6210000000111010001100 6210014000111010001100

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide .8 FTE dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	Provide .8 FTE dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.	Provide .8 FTE dedicated writing coach to help students in the Foundation term, college English classes and other classes such as social studies.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$31,349.76	Amount: \$32,909.76	Amount: \$34,993.92
Source: Supplemental Concentration	Source: Supplemental Concentration	Source: Supplemental Concentration
Budget Reference: 6210000000111010002100	Budget Reference: 6210000000111010002100	Budget Reference: 6210000000111010002100

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.	Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.	Provide 1.0 FTE school psychologist to support to meet the academic, social, and emotional needs of students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="0"/>	Amount <input type="text" value="0"/>	Amount <input type="text" value="0"/>

Source	Provided by RCC	Source	Provided by RCC	Source	Provided by RCC
Budget Reference	XXX	Budget Reference	XXX	Budget Reference	XXX

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide .8 FTE educational specialist to meet the needs of students requiring specialized academic instruction.	Provide .8 FTE educational specialist to meet the needs of students requiring specialized academic instruction.	Provide .8 FTE educational specialist to meet the needs of students requiring specialized academic instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$68,280	Amount: \$72,000	Amount: \$75,000
Source: Special Education	Source: Special Education	Source: Special Education
Budget Reference: 621006500577011905800	Budget Reference: 621006500577011905800	Budget Reference: 621006500577011905800

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
[Location\(s\)](#)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)     English Learners     Foster Youth     Low Income  
[Scope of Services](#)     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student  
[Location\(s\)](#)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Contract with Total Education Solutions (“TES”) to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

Contract with Total Education Solutions (“TES”) to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

Contract with Total Education Solutions (“TES”) to provide SPED services beyond internal capacity to comply with all requirements of IDEIA.

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Special Education	Special Education	Special Education
Budget Reference	6210065000577011905800	6210065000577011905800	6210065000577011905800

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
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New  Modified  Unchanged

**Maintain SIS.**

(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.)

New  Modified  Unchanged

**Maintain SIS.**

(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.)

New  Modified  Unchanged

**Maintain SIS.**

(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.)

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$6,000	Amount	\$6,200	Amount	\$6,400
Source	Base	Source	Base	Source	Base
Budget Reference	6210000000111010005300	Budget Reference	6210000000111010005300	Budget Reference	6210000000111010005300

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$275,682 (Duplicate)	Amount	\$286,709.28 (Duplicate)	Amount	\$298,177.65 (Duplicate)
Source	Base/EPA	Source	Base/EPA	Source	Base/EPA
Budget Reference	6210000000111010001100 6210014000111010001100	Budget Reference	6210000000111010001100 6210014000111010001100	Budget Reference	6210000000111010001100 6210014000111010001100

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development to improve instruction will include: <ul style="list-style-type: none"> <li>• Effective Classroom Management</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for</li> </ul>	Professional development to improve instruction will include: <ul style="list-style-type: none"> <li>• Effective Classroom Management</li> <li>• Data Driven Instruction</li> </ul>	Professional development to improve instruction will include: <ul style="list-style-type: none"> <li>• Effective Classroom Management</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for</li> </ul>

- English Language Arts
- Common Core State Standards for Mathematics
- Social Sciences (Common Core State Standards/ELA)
- Content Specific Knowledge Workshops
- English Language Development Instructional Strategies
- Career Technical Education
- Next Generation Science Standards
- Addressing the needs of Foster Youth, EL, and Low Income students
- Professional learning communities
- SPED Instructional strategies
- Alternative education best practices

- Common Core State Standards for English Language Arts
- Common Core State Standards for Mathematics
- Social Sciences (Common Core State Standards/ELA)
- Content Specific Knowledge Workshops
- English Language Development Instructional Strategies
- Career Technical Education
- Next Generation Science Standards
- Addressing the needs of Foster Youth, EL, and Low Income students
- Professional learning communities
- SPED Instructional strategies
- Alternative education best practices

- English Language Arts
- Common Core State Standards for Mathematics
- Social Sciences (Common Core State Standards/ELA)
- Content Specific Knowledge Workshops
- English Language Development Instructional Strategies
- Career Technical Education
- Next Generation Science Standards
- Addressing the needs of Foster Youth, EL, and Low Income students
- Professional learning communities
- SPED Instructional strategies
- Alternative education best practices

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$33,111	\$30,000	\$30,000
<b>Source</b>	Base, Teacher Effectiveness, Career Readiness Grant	Base, Career Readiness Grant	Base
<b>Budget Reference</b>	6210000000111010005200 6210062640111010005200 6210073380111010005200	6210000000111010005200 6210062640111010005200	6210000000111010005200

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase and use the following CCSS aligned materials: <ul style="list-style-type: none"> <li>• English Language Arts texts</li> <li>• Career Exploration course texts and Roadtrip Nation website subscriptions</li> <li>• Social Studies text books</li> <li>• Cyber High courses</li> <li>• ALEKS math software subscriptions</li> </ul>	Evaluate materials needs and make necessary purchases.	Evaluate materials needs and make necessary purchases.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount      \$23,537.50	Amount      \$24,500	Amount      \$18,000

Source	Base, Career Readiness Grant, Lottery	Source	Base, Lottery
Budget Reference	6210000000111010004200 6210073380111010004200 6210000000111010004300	Budget Reference	6210000000111010004200 6210000000111010004300

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Engage with RCC academic departments (math and English) to assess alignment of GCCA courses with beginning RCC level courses.	Modify GCCA courses as appropriate to enhance alignment to RCC academic standards as well as CCSS.	Review GCCA courses for RCC academic standard alignment as well as CCSS.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$275,682 (Duplicate)	Amount: \$286,709.28 (Duplicate)	Amount: \$298,177.65 (Duplicate)
Source: Base/EPA	Source: Base/EPA	Source: Base/EPA
Budget Reference: 6210000000111010001100 6210014000111010001100	Budget Reference: 6210000000111010001100 6210014000111010001100	Budget Reference: 6210000000111010001100 6210014000111010001100

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income  
Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student  
Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide 1:1 ratio of Chromebooks for second term students through grade 12.

Provide 1:1 ratio of Chromebooks for students through grade 12.

Provide 1:1 ratio of Chromebooks for students through grade 12.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$38,870	Amount: \$2,000	Amount: \$1,000
Source: Lottery	Source: Base, Lottery	Source: Base, Lottery
Budget Reference: 6210063000111010004300 6210011100111010004300	Budget Reference: 6210011100111010004300 6210000000111010004300	Budget Reference: 6210011100111010004300 6210000000111010004300

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_second term students through graduation \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use RCC security (campus police) and janitorial services.	Use RCC security (campus police) and janitorial services.	Use RCC security (campus police) and janitorial services.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: 0	Amount: 0	Amount: 0
Source: Provided by RCC	Source: Provided by RCC	Source: Provided by RCC
Budget Reference: xxx	Budget Reference: xxx	Budget Reference: xxx

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
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New  Modified  Unchanged

Maintain the following extracurricular and support activities to promote student academic interest and to promote a strong school community:

- Welcome week (Fall and Spring semesters)
- University campus tours
- End of term awards
- Fox Theater Broadway Series
- Young Men's Conference
- County Youth Summit
- Book share program
- USS Iowa field trips
- Spring BBQ and Awards
- End of Semester Finish Strong activities
- RCC Career Fair
- RCC Resource Day

New  Modified  Unchanged

Maintain the following extracurricular and support activities to promote student academic interest and to promote a strong school community:

- Welcome week (Fall and Spring semesters)
- University campus tours
- End of term awards
- Fox Theater Broadway Series
- Young Men's Conference
- County Youth Summit
- Book share program
- USS Iowa field trips
- Spring BBQ and Awards
- End of Semester Finish Strong activities
- RCC Career Fair
- RCC Resource Day

New  Modified  Unchanged

Maintain the following extracurricular and support activities to promote student academic interest and to promote a strong school community:

- Welcome week (Fall and Spring semesters)
- University campus tours
- End of term awards
- Fox Theater Broadway Series
- Young Men's Conference
- County Youth Summit
- Book share program
- USS Iowa field trips
- Spring BBQ and Awards
- End of Semester Finish Strong activities
- RCC Career Fair
- RCC Resource Day

[BUDGETED EXPENDITURES](#)

	2017-18	2018-19	2019-20
Amount	\$9,325	\$10,325	\$5,800
Source	Base Career Readiness Grant	Base Career Readiness Grant	Base
Budget Reference	6210000000111010004300 6210000000111010005800 6210000000111037004700 6210073380111010004300 6210073380111010005800	6210000000111010004300 6210000000111010005800 6210000000111037004700 6210073380111010004300 6210073380111010005800	6210000000111010004300 6210000000111010005800 6210000000111037004700

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount    \$285,922 (Duplicate) \$6,000 (Duplicate)	Amount    \$297,358 (Duplicate) \$6,200 (Duplicate)	Amount    \$309,253 (Duplicate) \$6,400 (Duplicate)

Source	Base	Source	Base	Source	Base
Budget Reference	62100000001110311011200 6210000000111010005300	Budget Reference	62100000001110311011200 6210000000111010005300	Budget Reference	62100000001110311011200 6210000000111010005300

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Design and launch a series of workshops/open forums for parents to attend on a monthly basis throughout the school year. Parents will have a forum to communicate their concerns and ideas	Continue workshops/open forums for parents to attend on a monthly basis throughout the school year. Parents will have a forum to communicate their	Continue workshops/open forums for parents to attend on a monthly basis throughout the school year. Parents will have a forum to communicate their

and will also be provided information on parenting development.

concerns and ideas and will also be provided information on parenting development.

concerns and ideas and will also be provided information on parenting development.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,350	Amount: \$2,500	Amount: \$2,650
Source: Base	Source: Base	Source: Base
Budget Reference: 6210000000111010005815	Budget Reference: 6210000000111010005815	Budget Reference: 6210000000111010005815

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
---------	---------	---------

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide interpreters for all parent activities.	Provide interpreters for all parent activities.	Provide interpreters for all parent activities.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$275,682 (Duplicate) \$285,922 (Duplicate)</p>	<p><b>Amount</b></p> <p>\$286,709.28 (Duplicate) \$297,358 (Duplicate)</p>	<p><b>Amount</b></p> <p>\$298,177.65 (Duplicate) \$309,253 (Duplicate)</p>
<p><b>Source</b></p> <p>Base/EPA Base</p>	<p><b>Source</b></p> <p>Base/EPA Base</p>	<p><b>Source</b></p> <p>Base/EPA Base</p>
<p><b>Budget Reference</b></p> <p>6210000000111010001100 6210014000111010001100 62100000001110311011200</p>	<p><b>Budget Reference</b></p> <p>6210000000111010001100 6210014000111010001100 62100000001110311011200</p>	<p><b>Budget Reference</b></p> <p>6210000000111010001100 6210014000111010001100 62100000001110311011200</p>

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Parent portal orientation in Spanish.

**2018-19**

New  Modified  Unchanged

Provide Parent portal orientation in Spanish.

**2019-20**

New  Modified  Unchanged

Provide Parent portal orientation in Spanish.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

\$6,000 (Duplicate)

Source

Base

Budget Reference

6210000000111010005300

**2018-19**

Amount

\$6,200 (Duplicate)

Source

Base

Budget Reference

6210000000111010005300

**2019-20**

Amount

\$6,400 (Duplicate)

Source

Base

Budget Reference

6210000000111010005300

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Provide .4 FTE EL Coordinator</p> <p>Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and Integrated EL 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.</p>	<p>Provide .4 FTE EL Coordinator</p> <p>Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and Integrated EL 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.</p>	<p>Provide .4 FTE EL Coordinator</p> <p>Meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, and Integrated EL 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.</p>

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$30,880.50</p>	<p>Amount</p> <p>\$32,115.72</p>	<p>Amount</p> <p>\$33,400.34</p>
<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>

Budget Reference

6210000000111010001100

Budget Reference

6210000000111010001100

Budget Reference

6210000000111010001100

## Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide the English Learner Mainstream Program option for students who are learning English as a second language.

**2018-19**

New  Modified  Unchanged

Provide the English Learner Mainstream Program option for students who are learning English as a second language.

**2019-20**

New  Modified  Unchanged

Provide the English Learner Mainstream Program option for students who are learning English as a second language.

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,880.50 (Duplicate)	Amount: \$32,115.72 (Duplicate)	Amount: \$33,400.34 (Duplicate)
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 6210000000111010001100	Budget Reference: 6210000000111010001100	Budget Reference: 6210000000111010001100

Action **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide .5 FTE EL Instructional Aide to under the supervision of EL Program Coordinator to provide expanded 1:1 support for EL students both in class and before/after school.

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.

Provide .5 FTE EL Instructional Aide to under the supervision of EL Program Coordinator to provide 1:1 support for EL students both in class and before/after school.

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.

Provide .5 FTE EL Instructional Aide to under the supervision of EL Program Coordinator to provide 1:1 support for EL students both in class and before/after school.

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.

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$12,896 \$30,880.50 (Duplicate)	\$13,540.80 \$32,115.72 (Duplicate)	\$14,217.84 \$33,400.34 (Duplicate)
<b>Source</b>	Supplemental	Supplemental	Supplemental
<b>Budget Reference</b>	6210000000111010002100 6210000000111010001100	6210000000111010002100 6210000000111010001100	6210000000111010002100 6210000000111010001100

Action **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <p>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</p>	<p>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.</p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including</p>	<p>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.</p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GCCA staff, including</p>

test scores (CELDT for all pre-identified English Learners or self-identified at GCCA enrollment, and CAASPP) will be reviewed, along with the Accuplacer score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their Accuplacer performance, they may be reclassified.

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

To ensure that all RFEP students succeed academically, GCCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or Study skills

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, and CAASPP) 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.

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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

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.

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.

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.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$30,880.50 (Duplicate)	Amount	\$32,115.72 (Duplicate)	Amount	\$33,400.34 (Duplicate)
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	6210000000111010001100	Budget Reference	6210000000111010001100	Budget Reference	6210000000111010001100

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Collaborate with RCC academic and career technical education departments to develop connected pathways from high school to college.	Implement college/career pathways program in the following areas: <ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> </ul>	Implement the following additional college/career pathways programs: <ul style="list-style-type: none"> <li>• Career Technical Education</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$275,682 (Duplicate)	Amount: \$286,709.28 (Duplicate)	Amount: \$298,177.65 (Duplicate)
Source: Base/EPA	Source: Base/EPA	Source: Base/EPA
Budget Reference: 6210000000111010001100 6210014000111010001100	Budget Reference: 6210000000111010001100 6210014000111010001100	Budget Reference: 6210000000111010001100 6210014000111010001100

New                       Modified                       Unchanged

## 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.

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

Identified Need

GCCA students need additional support and training to manage academic demands of high school and to have the foundational skills necessary to achieve postsecondary success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Dashboard State Indicator: Suspension Rate Indicator	Orange Medium (3.5-6%)	Yellow Low (1.5-3.5%)	Green Very Low (1.5% or less)	Green Very Low (1.5% or less)
Expulsion rate	0 percent	0 percent	0 percent	0 percent
School Dashboard State Indicator: Chronic Absenteeism	NA	NA	NA	NA

Attendance rate	88.3 percent	89 percent	90 percent	91 percent
Student Survey (Youth Truth) (5 point scale) Student engagement	3.95	3.99 1 percent increase	4.02 1 percent increase	4.06 1 percent increase
Student Survey (Youth Truth) (5 point scale) academic rigor	4.08	4.12 1 percent increase	4.16 1 percent increase	4.20 1 percent increase
Student Survey (Youth Truth) (5 point scale) School Culture	3.85	3.89 1 percent increase	3.93 1 percent increase	3.97 1 percent increase
Student Survey (Youth Truth) (5 point scale) Career readiness	3.81	3.85 1 percent increase	3.89 1 percent increase	3.93 1 percent increase

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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	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

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.

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.

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.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$285,922 (Duplicate)	Amount: \$297,358 (Duplicate)	Amount: \$309,253 (Duplicate)
Source: Base	Source: Base	Source: Base
Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income  
Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p>	<p>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.</p>	<p>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.</p>

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$31,349.76 (Duplicate) \$16,253 \$4,232.50</p>	<p><b>Amount</b></p> <p>\$32,909.76 (Duplicate) \$16,903.12 \$4,401.80</p>	<p><b>Amount</b></p> <p>\$34,993.92 (Duplicate) \$17,579.24 \$4,577.87</p>
<p><b>Source</b></p> <p>Supplemental Concentration</p>	<p><b>Source</b></p> <p>Supplemental Concentration</p>	<p><b>Source</b></p> <p>Supplemental Concentration</p>
<p><b>Budget Reference</b></p> <p>6210000000111010002100</p>	<p><b>Budget Reference</b></p> <p>6210000000111010002100</p>	<p><b>Budget Reference</b></p> <p>6210000000111010002100</p>

# 3

## Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

### 2017-18

New     Modified     Unchanged

5 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

### 2018-19

New     Modified     Unchanged

5 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

### 2019-20

New     Modified     Unchanged

5 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

- 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, including transportation support (bus passes) and nutrition assistance (snack pantry)
- 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

- 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, including transportation support (bus passes) and nutrition assistance (snack pantry)
- 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

- 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, including transportation support (bus passes) and nutrition assistance (snack pantry)
- 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

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$285,922 \$3,000 (Bus passes) \$1,597.24 (Snack Pantry)	Amount	\$297,358 \$3,000 (Bus passes) \$1,597.24 (Snack Pantry)	Amount	\$309,253 \$3,000 (Bus passes) \$1,597.24 (Snack Pantry)
Source	Base Supplemental/Concentration	Source	Base Supplemental/Concentration	Source	Base Supplemental/Concentration
Budget Reference	62100000001110311011200 6210000000111010005800 6210000000111037004700	Budget Reference	62100000001110311011200 6210000000111010005800 6210000000111037004700	Budget Reference	62100000001110311011200 6210000000111010005800 6210000000111037004700

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parent training in financial aid, benefits of college, college and career pathways, and college applications to support student goals.	Provide parent training in financial aid, benefits of college, college and career pathways, and college applications to support student goals.	Provide parent training in financial aid, benefits of college, college and career pathways, and college applications to support student goals.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <b>\$285,922 (Duplicate)</b>	Amount <b>\$297,358 (Duplicate)</b>	Amount <b>\$309,253 (Duplicate)</b>
Source <b>Base</b>	Source <b>Base</b>	Source <b>Base</b>

Budget  
Reference

62100000001110311011200

Budget  
Reference

62100000001110311011200

Budget  
Reference

62100000001110311011200

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.  To prevent students from dropping out, track struggling closely and make appropriate referrals for support where indicated.	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.  To prevent students from dropping out, track struggling closely and make appropriate referrals for support where indicated.	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.  To prevent students from dropping out, track struggling closely and make appropriate referrals for support where indicated.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$285,922 (Duplicate)	Amount: \$297,358 (Duplicate)	Amount: \$309,253 (Duplicate)
Source: Base	Source: Base	Source: Base
Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Career readiness skills development through local partnerships. Partnerships with local organizations will allow students to build on the career exploration work they do through GCCA. Students will be connected to career readiness activities including internships and apprenticeships that relate to their fields of interest.

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**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$285,922 (Duplicate)	Amount: \$297,358 (Duplicate)	Amount: \$309,253 (Duplicate)
Source: Base	Source: Base	Source: Base
Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200	Budget Reference: 62100000001110311011200

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Continued college success strategies, academic college readiness, and career exploration activities will be delivered in advisory periods for students in their second semester and beyond.

**2018-19**

New  Modified  Unchanged

Continued college success strategies, academic college readiness, and career exploration activities will be delivered in advisory periods for students in their second semester and beyond.

**2019-20**

New  Modified  Unchanged

Continued college success strategies, academic college readiness, and career exploration activities will be delivered in advisory periods for students in their second semester and beyond.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount

\$285,922 (Duplicate)

Source

Base

Budget Reference

62100000001110311011200

**2018-19**

Amount

\$297,358 (Duplicate)

Source

Base

Budget Reference

62100000001110311011200

**2019-20**

Amount

\$309,253 (Duplicate)

Source

Base

Budget Reference

62100000001110311011200

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Expand early support for struggling Foundation students. Teachers and Counselors will utilize early alert reporting to identify students who need academic or behavioral interventions during the Foundation semester. English and math aides will provide extra support to identified students. Teachers, Counselors, and Administrators will intervene to address attendance and behavioral issues.</p>	<p>Continued college success strategies, academic college readiness, and career exploration activities will be delivered in Expand early support for struggling Foundation students. Teachers and Counselors will utilize early alert reporting to identify students who need academic or behavioral interventions during the Foundation semester. English and math aides will provide extra support to identified students. Teachers, Counselors, and Administrators will intervene to address attendance and behavioral issues.</p>	<p>Expand early support for struggling Foundation students. Teachers and Counselors will utilize early alert reporting to identify students who need academic or behavioral interventions during the Foundation semester. English and math aides will provide extra support to identified students. Teachers, Counselors, and Administrators will intervene to address attendance and behavioral issues.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount    \$285,922 (Duplicate) \$275,682 (Duplicate)</p>	<p>Amount    \$297,358 (Duplicate) \$286,709.28 (Duplicate)</p>	<p>Amount    \$309,253 (Duplicate) \$298,177.65 (Duplicate)</p>

Source

Base  
Base/EPA

Source

Base  
Base/EPA

Source

Base  
Base/EPA

Budget  
Reference

62100000001110311011200  
6210000000111010001100

Budget  
Reference

62100000001110311011200  
6210000000111010001100

Budget  
Reference

62100000001110311011200  
6210000000111010001100

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 100,209

Percentage to Increase or Improve Services:

8 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Unduplicated students at GCCA are well positioned to receive the support they need to succeed. The improvements and increases in services planned for the 2017-2018 school year will meet the minimum increase of 8%. Unduplicated pupils will have access to dedicated EL support, supplemental instruction and tutoring to ensure they are meeting academic standards. Additionally, the 2017-2018 plan includes improvements to services that allow students to mitigate some of the issues they face personally; nutrition and transportation. Students will receive extra support in these areas so they can focus their energy on achieving academically and personally.

Professional development is the cornerstone to improving the quality of services to unduplicated count students. GCCA has selected the following professional development activities to increase quality of services to unduplicated count students:

1. English Language Development Instructional and Support Strategies
2. Addressing the needs of Foster Youth, EL, and Low Income students
3. Positive Behavior Interventions and Supports

Professional development will be combined with planned increases or improvements in the areas of counseling, EL support, Academic Support, Nutrition, and Transportation. GCCA will focus on two initiatives: continuing to expand the number of its courses aligned to both the state standards and college level courses offered at RCC and the design of career pathways programs in partnership with college programs.

Expenditures:

1. .4 FTE EL Coordinator- \$30,880
2. .5 FTE EL Instructional Aide- \$12,896
3. .8 FTE English Language Instructional Coach- \$31,349.76

4. Improved access to supplemental academic support- \$20,485.50
5. Increased transportation support (bus passes)- \$3,000
6. Increased nutrition support (snack pantry program)- \$1,597.24