A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

~~Countywide Benefit Charter Renewal Petition~~

County Benefit Charter Material Revision

Submitted to the Riverside County Board of Education for a charter term of

July 1, 2018 through June 30, 2023

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Miguel Contreras, hereby certify that the information submitted in this renewal petition for a California public countywide benefit charter school, Gateway College and Career Academy ("GCCA" or "Charter School"), operated by Riverside Gateway to College Early College High School, submitted to the Riverside County Board of Education ("RCBOE") and the Riverside County Office of Education ("RCOE") (collectively, the "County"), and to be located at several sites throughout Riverside County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- Riverside Gateway to College Early College High School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A) (C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

~~or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]~~

- ~~The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.~~

- ~~The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]~~

- ~~The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. Education Code Section 47605.6(l)]~~

- ~~The Charter School shall at all times maintain all necessary and appropriate insurance coverage.~~

- ~~The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).~~

- ~~If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]~~

- ~~The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]~~

- ~~The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]~~

- ~~The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]~~

- ~~The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]~~

- ~~The Charter School shall comply with all applicable portions of the Elementary and~~

~~Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").~~

- ~~The Charter School shall comply with the Public Records Act.~~
- ~~The Charter School shall comply with the Family Educational Rights and Privacy Act.~~
- ~~The Charter School shall comply with the Ralph M. Brown Act.~~
- ~~The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]~~

~~*Miguel Contreras, Lead Petitioner Date*~~

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Miguel Contreras, hereby certify that the information submitted in this renewal petition for a California public countywide benefit charter school, Gateway College and Career Academy ("GCCA" or the "Charter School"), operated by Riverside Gateway to College Early College High School, submitted to the Riverside County Board of Education ("RCBOE") with oversight by the Riverside County Office of Education ("RCOE") (collectively, the "County"), and to be located at several sites throughout Riverside County is true to the best of my knowledge and belief; and further, I understand that if awarded a renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or pupil assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Riverside Gateway to College Early College High School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or the student's parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request,

provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20

U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA")

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Miguel Contreras, Lead Petitioner *January 5, 2026*

INTRODUCTION: SUMMARY OF MATERIAL REVISION ITEMS

Purpose

The proposed revisions reflect program growth, operational refinements, and planned expansion while preserving the core mission, governance structure, and educational model.

1. Program Expansion & Facilities

- GCCA is implementing a phased, multi-site expansion strategy, representing a material change to facilities and geographic scope:
  - Jurupa Valley instructional site targeted to open in Spring 2026 at an RCCD satellite facility
  - 30 day notification letter was sent to JUSD in December 2025
- These expansions directly address geographic and transportation barriers for historically underserved students.
- No change to the school's fundamental mission.

2. Enrollment & Grade Span Adjustments

- Refinements to enrollment capacity and projections to reflect actual growth trends and phased expansion.
- Continued open-enrollment practices consistent with charter law and non-selective access.
- No change to grade span served.

3. Educational Program & Delivery

- Clarifications to instructional delivery, including hybrid and independent study options, aligned with student needs and Dashboard Alternative School Status (DASS).
- Continued emphasis on dual enrollment, credit recovery, and personalized pathways to graduation.
- No substantive change to curricular goals or outcomes.

Authorizer Assurance

Collectively, these material revisions are additive and clarifying, not transformative. They strengthen capacity, improve alignment with current operations, and position the school for responsible growth—without altering mission, governance, or the student population served.

Background

High school graduation rates have climbed to historic highs, due to the hard work of students, families, educators, and an array of organizations and initiatives focused on raising educational attainment. Despite this success, 19% of young people – nearly one in five – are still not graduating on time. This puts too many at a significant lifelong disadvantage just as they enter adulthood. Our 21st century job market increasingly requires participants attain meaningful postsecondary degrees and credentials to enter, continue learning, and advance to achieve family-sustaining careers. Those lacking a high school diploma find themselves falling further behind.

To address this reality, Portland (Oregon) Community College ("PCC") developed an innovative suite of programs featuring intensive support for 16 to 21 year-olds who have left high school or fallen off-track to graduate. By 2000, the success of PCC's efforts drew the attention of The Bill &

Melinda Gates Foundation which recognized PCC's Gateway to College as an exemplary model helping our most vulnerable youth gain solid footing on a path to real academic success. The Foundation selected PCC as intermediary and awarded a grant to support development of similar partnerships to plan and replicate the Gateway to College model. The initiative was later joined by the Walmart Foundation, the Open Society Foundations, The Kresge Foundation, Carnegie Corporation of New York and the Edna McConnell Clark Foundations so that today 35 partnerships across the country offer Gateway to College programs within their communities. All serve our most vulnerable youth; those requiring a more flexible schedule to accommodate work or family responsibilities, those who felt they did not fit well in a traditional high school or were bullied, teen parents, foster youth, adjudicated youth, English learners, and young people recovering from homelessness, drug and alcohol addiction, and abuse.

In 2003-04, Riverside Community College ("RCoC") became the first community college in the nation to replicate the Gateway to College program model. RCoC and Riverside Unified School District ("RUSD") established an innovative partnership to found Riverside Gateway to College Early College High School ("ECHS"), a public charter high school located within RUSD boundaries on RCoC's Riverside campus. The school successfully operated as a WASC-CDE accredited single district charter school through academic year 2012-13, earning recognition as a Gateway to College National Network ("GTCNN") national demonstration site.

During this time, Riverside Community College District ("RCCD") successfully transitioned from a single college to a three-college district. Each fully accredited RCCD College – Norco College, Moreno Valley College, and Riverside City College ("RCC") – set course to offer a common college transfer curriculum while supporting distinct college and career pathways aligned with the employment needs of regional industry sectors. RCC continued its focus on nursing, business and information systems, culinary arts, music, and many other career and technical program opportunities. Moreno Valley emphasized allied health and public safety pathways and Norco maintained its focus on engineering, manufacturing technologies, electronics, animation and game design, and logistics pathways. All pathways remained, and continue to be, open to students from throughout the district.

Concurrent with systemic and curricular changes within the college district, Riverside Gateway to College Early College High School experienced a sharp increase in the number of enrollees who lived in or near the communities served by Moreno Valley College and Norco College. By 2012-13, 76% of students enrolled in the Charter School resided outside RUSD boundaries, with the majority of enrollees originating from Moreno Valley, Jurupa, Alvord and Corona-Norco attendance areas. Transportation and regional travel times suggested that geography might be an additional barrier for those seeking to attend Gateway and, further, might also limit the opportunities of Riverside Gateway students seeking career pathways primarily located at Moreno Valley or Norco College. The Charter School's Riverside-based program was not meaningfully accessible to all interested students living within RCCD boundaries.

To respond to student needs and better accommodate those residing outside RUSD boundaries, the Charter School, supported by the RCC President, RCCD Chancellor and RCCD Board of Trustees, submitted a countywide benefit charter petition to the Riverside County Board of Education in 2013. RCBOE approved the petition and authorized a charter for Gateway College and Career Academy. GCCA replaced Riverside Gateway to College, opening its doors in Fall 2013 to new students and completing teach-out responsibilities for Riverside Gateway to College students. Since then, GCCA

has grown from under 150 students to more than 400 annually, serving learners from 23 school districts and 47 zip codes, and continues to maintain full Western Association of Schools and Colleges ("WASC") accreditation through June 30, 2029.

Since 2013, GCCA adapted the Gateway to College model to meet new state seat-time requirements for early college high schools, implemented program improvements to better address local needs, and successfully transitioned school leadership following career advancement and retirements among its founding leadership.

The history of both schools, Riverside Gateway to College ECHS and Gateway College and Career Academy is summarized in the following chronology.

~~Background~~

~~High school graduation rates have climbed to historic highs, due to the hard work of students, families, educators, and an array of organizations and initiatives focused on raising educational attainment. Despite this success, 19% of young people – nearly one in five – are still not graduating on time. This puts too many at a significant lifelong disadvantage just as they enter adulthood. Our 21st century job market increasingly requires participants attain meaningful postsecondary degrees and credentials to enter, continue learning, and advance to achieve family sustaining careers. Those lacking a high school diploma find themselves falling further behind.~~

~~To address this reality, Portland (OR) Community College (PCC) developed an innovative suite of programs featuring intensive support for 16 to 21 year-olds who have left high school or fallen off track to graduate. By 2000, the success of PCC's efforts drew the attention of The Bill & Melinda Gates Foundation which recognized PCC's Gateway to College as an exemplary model helping our most vulnerable youth gain solid footing on a path to real academic success. The Foundation selected PCC as intermediary and awarded a grant to support development of similar partnerships to plan and replicate the Gateway to College model. The initiative was later joined by the Walmart Foundation, the Open Society Foundations, The Kresge Foundation, Carnegie Corporation of New York and the Edna McConnell Clark Foundations so that today 35 partnerships across the country offer Gateway to College programs within their communities. All serve our most vulnerable youth; those requiring a more flexible schedule to accommodate work or family responsibilities, those who felt they did not fit well in a traditional high school or were bullied, teen parents, foster youth, adjudicated youth, English learners, and young people recovering from homelessness, drug and alcohol addiction, and abuse.~~

~~In 2003-2004, Riverside Community College (RCoC) became the first community college in the nation to replicate the Gateway to College program model. RCoC and Riverside Unified School District (RUSD) established an innovative partnership to found Riverside Gateway to College Early College High School, a public charter high school located within RUSD boundaries on RCoC's Riverside campus. The school successfully operated as a WASC-CDE accredited single district charter school through academic year 2012-13, earning recognition as a Gateway to College National Network (GTCNN) national demonstration site.~~

~~During this time, Riverside Community College District (RCCD) successfully transitioned from a single college to a three college district. Each fully accredited RCCD College – Norco College, Moreno Valley College, and Riverside City College (RCC) – set course to offer a common college transfer curriculum while supporting distinct college and career pathways aligned with the employment needs of regional industry sectors. RCC continued its focus on nursing, business and~~

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~~To respond to student needs and better accommodate those residing outside RUSD boundaries, the Charter School, supported by the RCC President, RCCD Chancellor and RCCD Board of Trustees, submitted a countywide benefit charter petition to the Riverside County Board of Education in 2013. The Board of Education approved the petition and authorized a charter for Gateway College and Career Academy (GCCA). GCCA replaced Riverside Gateway to College, opening its doors in Fall 2013 to new students and completing teach-out responsibilities for Riverside Gateway to College students.~~

~~Since 2013, GCCA adapted the Gateway to College model to meet new state seat-time requirements for early college high schools, implemented program improvements to better address local needs, successfully transitioned school leadership following career advancement and retirements among its founding leadership, and completed its WASC-CDE self-study process, receiving six-year accreditation status through June 30,2023.~~

~~The history of both schools, Riverside Gateway to College ECHS and Gateway College and Career Academy is summarized in the following chronology.~~

Organizational Chronology - Riverside Gateway to College Charter Schools

	Years	Events
Riverside Gateway to College ECHS	2003	• RCCD initiatives pursued during President/Chancellor Rotella's tenure laid the groundwork for Riverside Gateway to College. RCC was contacted by Portland Community College's Nan Poppe, a nationally recognized leader in the design of effective nontraditional college pathways, credited with creating Portland Community College's Gateway program model. • On behalf of Portland Community College, Dr. Poppe invited Riverside Community College to apply for a 3-year replication planning grant funded by the Bill and Melinda Gates Foundation which had identified Portland's Gateway to College as an exemplary educational model (2000) and selected PCC to serve as intermediary for a 7-year $10.25 million replication grant. • With the support of their Boards, President Rotella and RUSD Superintendent Rainey authorized staff to develop a grant application with the understanding that replicating the Portland model in California (at that time) would require creation of a charter school.
	2004	• RCC was awarded a replication planning grant ($300,000) and hired Riverside Gateway to College's first director. • Riverside Gateway to College Early College High school, a non-profit charter management entity, was formed. • RUSD authorized Riverside Gateway to College ECHS as a public charter school offering the Gateway program and located on RCC's Riverside campus.
	2005-2012	• Riverside Gateway to College met criteria for WASC/CDE first Interim Accreditation, 2005-2008. • RUSD reauthorized the Riverside Gateway to College ECHS Charter, 2008. • Riverside Gateway to College ECHS was selected as a Gateway to College National Network Demonstration Site assisting community colleges throughout the country establish Gateway to College programs, 2009-2013. • RCCD became a 3-college district with Riverside Gateway to College organizationally assigned to Riverside City College yet open to students from throughout the college district and region, 2010. • Riverside Gateway to College met criteria for WASC/CDE Reauthorization of Accreditation, 2011-2014.

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	Years	Events
Gateway College and Career Academy	2013-2017	• Riverside County Office of Education authorized a countywide charter for Gateway College and Career Academy enabling the school to offer the Gateway program at other RCCD college campuses and other sites throughout Riverside County. • GCCA welcomed its first Foundation cohorts in fall 2013 and delivered the Gateway program model in alignment with state seat-time standards. • GCCA successfully completed the WASC/CDE Initial Application and Site Visit and received 1st Interim Accreditation. • Riverside Gateway to College ECHS successfully completed "teach-out" responsibilities for Riverside Gateway to College as students transferred to GCCA to graduate.
	2015-2017	• GCCA piloted a Jurupa site during the 2015-16 academic year. The pilot revealed the power of place, i.e. college campus climate and service infrastructure, within the Gateway model. • GCCA introduced its Bridge Program to expand access through an open enrollment program supporting learners who apply for admission to GCCA after college enrollment deadlines. • GCCA introduced its independent study program to better support learners requiring a more flexible schedule and those who may require additional academic preparation for college-level course work. • GCCA engaged in preliminary program expansion discussions with Norco College. • GCCA met criteria for WASC/CDE Reauthorization of Accreditation (2017-2022).
	2018-2023	• January 2018 meeting with RCC Interim President • January 2018, newly appointed RCCD Chancellor Isaac convened the college presidents form Moreno Valley College, Norco College, and Riverside City College to continue program expansion planning. There was unanimous support for considering further the details of how the expansion would be conducted, as well as support for the expansion itself. • GCCA countywide benefit charter renewal petition submitted, February 2018.

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	Years	Events
Riverside Gateway to College ECHS	2003	• RCCD initiatives pursued during President/Chancellor Rotella's tenure laid the groundwork for Riverside Gateway to College. RCC was contacted by Portland Community College's Nan Poppe, a nationally recognized leader in the design of effective nontraditional college pathways, credited with creating Portland Community College's Gateway program model. • On behalf of Portland Community College, Dr. Poppe invited Riverside Community College to apply for a 3-year replication planning grant funded by the Bill and Melinda Gates Foundation which had identified Portland's Gateway to College as an exemplary educational model (2000) and selected PCC to serve as intermediary for a 7-year $10.25 million replication grant. • With the support of their Boards, President Rotella and RUSD Superintendent Rainey authorized staff to develop a grant application with the understanding that replicating the Portland model in California (at that time) would require creation of a charter school.
	2004	• RCC was awarded a replication planning grant ($300,000) and hired Riverside Gateway to College's first director. • Riverside Gateway to College Early College High school, a non-profit charter management entity, was formed. • RUSD authorized Riverside Gateway to College ECHS as a public charter school offering the Gateway program and located on RCC's Riverside campus.
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Gateway College and Career Academy	2013-2017	• Riverside County Office of Education authorized a countywide charter for Gateway College and Career Academy enabling the school to offer the Gateway program at other RCCD college campuses and other sites throughout Riverside County. • GCCA welcomed its first Foundation cohorts in fall 2013 and delivered the Gateway program model in alignment with state seat-time standards. • GCCA successfully completed the WASC/CDE Initial Application and Site Visit and received 1st Interim Accreditation. • Riverside Gateway to College ECHS successfully completed "teach-out" responsibilities for Riverside Gateway to College as students transferred to GCCA to graduate.
	2015-2017	• GCCA piloted a Jurupa site during the 2015-16 academic year. The pilot revealed the power of place, i.e. college campus climate and service infrastructure, within the Gateway model. • GCCA introduced its Bridge Program to expand access through an open enrollment program supporting learners who apply for admission to GCCA after college enrollment deadlines. • GCCA introduced its independent study program to better support learners requiring a more flexible schedule and those who may require additional academic preparation for college-level course work. • GCCA engaged in preliminary program expansion discussions with Norco College. • GCCA met criteria for WASC/CDE Reauthorization of Accreditation (2017-2022).
	2018-2025	• January 2018: RCC Interim President and newly appointed RCCD Chancellor Isaac convened the presidents of Moreno Valley, Norco, and Riverside City Colleges to continue program expansion planning. There was unanimous support for expansion of GCCA's reach within RCCD. • February 2018: GCCA countywide benefit charter renewal petition submitted and approved by the Riverside County Board of Education. • 2020: Transitioned successfully to remote learning during the COVID-19 pandemic; expanded hybrid and independent study options to sustain student engagement. • 2022: Enrollment exceeded 350 students; adopted GCCA Strategic Plan 2022–2025, aligning with the "Big Blur" early college vision and committing to community school implementation.

	Years	Events
		• 2022: Awarded Community Schools Partnership Program ("CCSPP") Planning Grant, launching work to integrate academics, health, and community supports into a comprehensive community schools model. • 2023: Awarded CCSPP Implementation Grant to expand integrated services, family engagement, and wellness supports. • 2023: WASC granted six-year accreditation through June 30, 2029. • 2024: Opened new Administrative Headquarters in downtown Riverside (Mission Square Building) to support enrollment growth and school operations. • 2024: Continued expansion of Career Technical Education ("CTE") pathways in Advanced Technical Trades, Health & Public Safety, Business & Entrepreneurship, and Digital Media & Design. • 2024–25: Preparing for launch of a new instructional site in Jurupa Valley, strengthening countywide access and alignment with RCCD's regional pathways.

Major Programmatic Developments Since 2020

The COVID-19 pandemic accelerated change across education, and GCCA responded with innovation and growth that continue to shape its identity today:

- Virtual, Hybrid, and Flexible Pathways – GCCA expanded its model to include structured hybrid and independent study options, allowing students balancing work, parenting, or health needs to remain connected to the GCCA community while pursuing high school and college coursework.
- Expanded CTE and Dual Enrollment – With K–12 Strong Workforce funding and deepened RCCD partnerships, GCCA launched new Career Technical Education pathways in Advanced Technical Trades, Business & Entrepreneurship, Health & Public Safety, and Digital Media & Design. In 2023–24, GCCA students earned more than 400 RCC college units while still in high school.
- Community Schools Transformation – Through the CCSPP, GCCA is implementing the Community Schools Framework, integrating academic support, mental health and wellness services, family engagement, and extended learning opportunities.
- Administrative Headquarters – In 2024, GCCA opened a new downtown Riverside headquarters to support operations, enrollment growth, and staff capacity while maintaining instructional programs on RCCD campuses.
- Jurupa Valley Expansion – GCCA is preparing to open an additional instructional site in Jurupa Valley, expanding access for students in historically underserved areas of the county.

- Pathway Framework – GCCA now organizes its student experience into four clear pathways: The Graduate, The Collegiate, The Career & Technical Education Focus, and Short-Term Credit Recovery, ensuring individualized planning and outcomes for each learner.

Looking Ahead

These programmatic shifts position GCCA as a statewide leader in alternative and early college education. Guided by the 2022–2025 Strategic Plan, GCCA continues to embody the "Big Blur" concept—an institution that is neither high school nor college, but a bridge that integrates both. GCCA remains committed to equity, community partnerships, and innovation so that all learners can graduate, thrive in postsecondary education, and achieve family-sustaining careers.

~~Gateway to College National Network~~
~~With the submission of its 2018-2023 countywide benefit charter renewal petition, GCCA plans to continue and expand its college partnerships, initially teaming with all RCCD colleges and potentially addressing needs in community college districts throughout Riverside County. The mission driving all partnerships will be to re-engage disconnected youth, students who have dropped out of high school or are significantly off track to complete their high school diplomas, through a college-based program while simultaneously earning college credits toward a post-secondary credential. Through its membership within the Gateway to College National Network (GtCNN), Gateway College and Career Academy will continue to be part of a broad statewide and national initiative focused on dual enrollment reengagement strategies to promote to both high school graduation and completion of postsecondary degrees and credentials. A 2012 study by Pacific Research & Evaluation demonstrated that 73.2% of Gateway to College high school graduates surveyed have continued on to attend post-secondary education (Pacific Research and Evaluation, LLC Gateway to College Evaluation of Post-Secondary Attainment Graduates , 2012 S. Rider et al). By 2015, Gateway to College celebrated service to more than 20,000 students over the course of the organization's history. GCCA will continue its partnership and leadership with the Network and, thereby, continue to offer and receive technical support, access to network-wide research to inform local program improvements, participate in peer to peer professional development opportunities, and tap the network's assessment and accountability expertise.~~

~~Petitioning Group~~
~~On behalf of Riverside City College and Riverside Community College District, the petitioning group of GCCA includes current teachers, counselors, teaching assistants, classified staff, administrators and board members. All teachers and counselors are appropriately certificated and well-qualified to serve students in a public high school. The counselors are certificated to teach both high school and college courses and simultaneously serve as adjunct college faculty. Current administrators have been with the school since 2009 and have been deeply involved with the transition from district to county charter and the achievement of full accreditation. Staff have extensive training and experience with the Gateway to College model, high school, alternative, and community college instruction.~~

~~Consultants~~
~~The following assist the school in meeting its obligations and advancing its mission.~~

~~Young, Minney and Corr, LLP~~
~~Young, Minney & Corr (YM&C) has supported Riverside Gateway to College ECHS and its charter~~

~~schools since 2003. The firm provides advice and support in the areas of charter development, labor laws and employee relations, understanding and applying education code, risk management, and governance.~~

~~YM&C is proud to be California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.~~

~~EdTec~~
~~EdTec has provided services to the Riverside Gateway to College ECHS and the charter schools it has operated, its charter schools, Riverside Gateway to College (2004-2013) and GCCA (2013-ongoing). EdTec currently assists GCCA with attendance reporting and student information system management. Fiscal management, business operations and audit support are provided upon request.~~

~~Throughout California, EdTec is the most highly regarded back office and professional consulting services provider for charter schools. EdTec's comprehensive services offering spans the entire charter school lifecycle – from charter petition development support, school launch and operations, to board governance, strategic planning, student/school performance, and charter renewal. EdTec is a national provider which has delivered services to more than 250 charter schools supporting over 60,000 students across 50 districts in over 30 counties and seven states. It is a provider to statewide charter school support associations in multiple states. EdTec has been re-elected as a member to the California Charter Schools Association Member Council, a body that helps set policy for the charter school movement.~~

~~Total Education Solutions~~
~~Total Education Solutions ("TES") has provided support to Riverside Gateway to College ECHS and GCCA since 2013. TES provides special education services that are integrated with the charter school's educational program. Services include resource specialist support, IEP development and management, school psychologist support, and SEIS system support.~~

~~TES provides innovative multidisciplinary education and therapeutic services in schools, homes, clinics, communities, and online to children and adults with special needs.~~

~~TES offers its school clients services related to special education management, staffing, school governance, fiscal monitoring, professional development, IDEA compliance, and customized solutions. TES family-centered clinics offer a variety of therapeutic services for children and adults with special needs, including those in the Autism spectrum.~~

~~TES is driven by a commitment to expand and improve services available to their clients. To accomplish this, they utilize a multidisciplinary approach in their trainings, treatments, and service delivery, encouraging their teams of experienced professionals to work together to create effective solutions and help individuals achieve their goals.~~

Petitioning Group

The petitioning group for GCCA includes a dedicated team of teachers, counselors, instructional

assistants, classified staff, administrators, and board members who collectively guide the Charter School's mission and vision. All teachers hold the Commission on Teacher Credentialing certificate, permit, or other document as required for the teacher's certificated assignment. Counselors and administrators are well-qualified professionals with diverse backgrounds in K–12, higher education, and community-based services, reflecting GCCA's holistic approach to student support.

GCCA counselors not only advise on high school and college coursework but also serve as adjunct faculty at Riverside City College and other RCCD campuses, bridging secondary and postsecondary systems. Their role has been intentionally redesigned to emphasize proactive monitoring of student attendance, progress, and engagement, alongside strong relationship-building to motivate persistence and success.

The administrative leadership team brings deep experience, with several members serving the Charter School since its early years and others bringing new expertise in fiscal management, operations, and program expansion. Staff receive extensive professional development in early college and dual enrollment practices, Dashboard Alternative School Status ("DASS") accountability, community schools implementation, and work-based learning pathways. Collectively, GCCA's petitioning group has the training, experience, and commitment necessary to sustain its innovative early college model and advance the school's continuous improvement.

Consultants and Partners

The following assist the Charter School in meeting its obligations and advancing its mission.

Gateway to College National Network

Gateway to College National Network (GtCNN) has partnered with Gateway College and Career Academy since its founding, supporting the school's early college mission and providing a national framework for re-engaging disconnected and off-track youth. Through this partnership, GCCA benefits from a research-backed model designed to help students complete their high school diplomas while simultaneously earning college credit that leads to postsecondary credentials.

As GCCA prepares its 2026–2031 countywide benefit charter renewal and expands partnerships across the Riverside Community College District and other regional community college systems, GtCNN continues to serve as a key collaborator in strengthening dual enrollment, retention, and re-engagement strategies. A 2012 national study conducted by Pacific Research & Evaluation found that 73.2% of Gateway to College graduates surveyed continued on to postsecondary education—evidence of the Network's impact on long-term student success. By 2015, Gateway to College had served more than 20,000 students nationwide.

GtCNN provides GCCA with technical assistance, program design support, peer-to-peer professional development, access to national data and evaluation tools, and ongoing consultation focused on improving student outcomes. As an active member school, GCCA contributes to and benefits from the Network's evolving best practices, continuous improvement resources, and national leadership in early college re-engagement programs.

Young, Minney and Corr, LLP

Young, Minney & Corr ("YM&C") has supported Riverside Gateway to College ECHS and its charter

schools since 2003. The firm provides advice and support in the areas of charter development, labor laws and employee relations, understanding and applying Education Code, risk management, and governance.

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CharterSafe

CharterSafe has partnered with Riverside Gateway to College ECHS and its charter schools for more than two decades, providing essential operational protection and risk-management support. Through its comprehensive insurance program, CharterSafe ensures that GCCA maintains strong coverage across all required liability, property, workers' compensation, and specialty areas unique to charter school operations. CharterSafe also provides practical guidance to GCCA on risk management, safety compliance, incident reporting, claims management, and training resources for staff.

Across California, CharterSafe is recognized as the leading nonprofit risk-management and insurance provider dedicated exclusively to charter schools. With a focus on proactive prevention, legal compliance, and long-term financial stability for member schools, CharterSafe delivers a full suite of services that includes safety audits, policy and procedure development, employee training modules, emergency preparedness support, and real-time consultation on school-site incidents. Its statewide membership includes hundreds of charter schools that rely on CharterSafe's expertise to navigate the complex regulatory environment and protect students, staff, and school assets.

~~COUNTYWIDE BENEFIT~~

~~*Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)*~~

~~*Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)*~~

~~The Charter School is submitting a renewal petition to continue operating as a countywide charter to best meet the needs of students in Riverside County who would greatly benefit from the ability to return to school through the dual enrollment opportunities offered through Gateway College and Career Academy. Since the school opened, parents, students, counselors, teachers, site and district administrators and personnel in multiple Riverside County school districts have referred students to GCCA. Enrollments from outside the RUSD attendance area have greatly increased since Riverside Gateway to College opened in 2004. By Fall 2017 59% of the GCCA student body originated from outside RUSD. The majority of enrollees at GCCA resided in the attendance areas of Moreno Valley Unified, Jurupa Unified, Alvord Unified and Corona-Norco Unified School Districts, unified districts within the boundaries of RCCD but outside RUSD boundaries.~~

~~GCCA outreach data suggest that many more students would consider GCCA if it were nearer to home. Students from school districts other than RUSD, are 22% more likely to decline enrollment after completing the application process and 40% are less likely to complete the enrollment process after expressing an interest in attending GCCA. In addition, parents of potential students from more distant districts communicate that the commute to the RCC campus influences their decision to encourage or support GCCA enrollment. Such data suggest that there remains unmet need and demand within the college district for the *Gateway to College* dual enrollment experience provided by GCCA.~~

~~As stated within its initial charter petition, GCCA believes that the ability to offer services at locations outside RUSD would greatly benefit students and potential students seeking to reengage and continue their education to earn a high school diploma and college credentials. The core elements of GCCA's early college program design and the *Gateway to College dual enrollment model* are intensive socio-emotional counseling support, focused cohort-based preparation to gain academic competencies needed for postsecondary success, and curricular alignment with career pathways and transfer opportunities. Location on or near a community college campus provides a power of place supportive of the shifts in identity required to move from disengaged youth to college student.~~

~~RCCD's Riverside City College, Moreno Valley College, Norco College, and related academic learning centers provide opportunities to locate nearer to potential learners who might benefit and to provide better access to dual enrollment opportunities across the full range of RCCD's career and technical programs. A single school district cannot authorize a site-based charter school that locates within two or more districts in the county; as would be required to expand within and beyond the Riverside City College service area (Education Code Section 47605.1). A countywide benefit charter is the only way to operate a single charter school with locations at other RCCD college campuses or centers.~~

GCCA expansion efforts have moved more gradually than anticipated. The complexity of expanding throughout the RCCD colleges has required careful planning and relationship building efforts that were slowed by several leadership changes at GCCA and the respective colleges. An initial expansion to serve more students in the Jurupa Valley area was piloted during the 2015-2016 school year. GCCA offered its Foundation or first term experience at RCC's Rubidoux Annex, adjacent to the Rubidoux High School campus. The pilot was discontinued after one year as RCC repurposed the facility and GCCA determined conditions were not yet conducive to student success.

The Rubidoux Annex pilot suggested essential attributes to be considered as GCCA and its partners continue to plan expansion to future sites. Power of place, reflecting GCCA's campus climate, college culture and the availability of college student and learning support services, may be critical design criteria for successful expansion. Although the Annex hosts RCC classes and offers some RCC student services, GCCA faculty and staff found the environment to be too far removed from GCCA's primary site at RCC to have the desired psychosocial effects. Students reported feeling they were not part of RCC, despite dual enrollment in college courses. Growth in academic habits and daily attendance regularly lagged behind cohorts at GCCA's main campus.

In fall 2016, GTCNN facilitated initial talks for a site at Norco College with the college's interim president and a representative from Corona-Norco Unified School District. Although there was mutual interest in exploring a Norco site, next steps were left until RCCD completed its search for the Norco college president. Recently appointed RCCD Chancellor Isaac has hosted discussions to introduce Gateway to incoming Norco President Bryan Reece in January 2018. During the 2017-2018 academic year, discussions about expansion to other RCCD sites were initiated with then RCC President Wolde-ab Isaac and continued with Interim President Irving Hendrick when Dr. Isaac became RCCD Chancellor. In January 2018, Chancellor Isaac hosted a planning discussion with the GCCA Director, Moreno Valley President Robin Steinback, RCC Interim President Irv Hendrick, and other RCCD leadership. These meetings with recently appointed RCCD college presidents are intended to launch planning processes to lead to GCCA site expansions within the next two years. The college presidents expressed unanimous support for the expansion and continuing the planning process.

GCCA's current expansion plans include a focused pursuit of partnerships with Moreno Valley College and Norco College to expand access to our unique school program within their service areas (GCCA Strategic Plan, Strategy 4, Goal 1, Objective 3, Appendix K). Aside from expanding access to students who simply cannot make the long commute from those areas to RCC, expansion to the colleges will give all GCCA students more access to the pathways offered at each college. For example, the allied health and public safety programs located at Moreno Valley College are of particular interest to GCCA students. Other GCCA students have expressed interest in the electrician/electronics, manufacturing technology, and game design programs located at Norco College. And, of course, students will continue to have access to the array of programs residing at RCC, including nursing, music, culinary arts, and many more.

It should be noted that dual enrollment is a significant strategy in the nationwide community college guided pathways movement and state and local initiatives. Access to program pathways will be significantly enhanced as RCCD and its colleges pursue a guided pathways strategy as an integral part of its response to California's new dual enrollment landscape. In 2017, California leaders allocated $150 million from Prop. 98 funds for awards to community colleges to develop Guided Pathways

Frameworks. The model creates a highly structured approach to student success that:

- Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

- Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. (http://cccgp.cccco.edu 9/8/17)

Some colleges are beginning to build pathways down into high schools, often starting with established dual enrollment programs. RCCD colleges, along with a handful of others further along with pathways reforms, are extending pathways to help students explore career and college options and prepare to enter a program of study when they enroll in college (ccrc.tc.columbia.edu/publications/implementing-guided-pathwaysaacc.html,Davis Jenkins, Hana Lahr, and John Fink April 2017). RCC and Norco College launched dual enrollment pathways with local high schools during the 2017-2018 school year and have plans for further expansion in the coming years. Pathways offered through these partnerships include business, pre-law, and liberal studies. GCCA is developing blended pathways for its students in partnership with RCC and will develop pathways with Moreno Valley and Norco Colleges as the districts pathways initiative and school expansion dialogue continue.

With the information provided above, GCCA has presented a reasonable justification for why the Charter School could not operate through a charter petition submitted pursuant to Education Code Section 47605.

CHARTER RENEWAL CRITERIA

A. Dashboard Alternative School Status

California's 1999 Public Schools Accountability Act ("PSAA") required that all schools be held accountable under systems developed by the California Department of Education ("CDE"). Accordingly, Education Code Section 52052(g) states:

> "The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high risk pupils, including continuation high schools and opportunity schools."

As a result, the SBE directed the California Department of Education ("CDE") to explore the development of modified methods applicable for alternative schools.

At its May 2017 SBE meeting, the SBE approved the recommended participation process for the Dashboard Alternative School Status ("DASS") program. The DASS replaces the previously administered Alternative Schools Accountability Model ("ASAM") and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators that will be incorporated in the Dashboard beginning with the Fall 2018 release.

As is described above, and as is allowed under California state law, GCCA has applied for and is qualified as a DASS school.

~~Schools are eligible to participate in DASS if at least 70% of student enrollment is composed of high-risk groups. High-risk groups include the following:~~

- ~~Expelled students~~
- ~~Students suspended more than 10 days in one school year~~
- ~~Wards of the Court or dependents of the Court~~
- ~~Pregnant and/or parenting students~~
- ~~Recovered dropouts~~
- ~~Habitual truants~~
- ~~Habitually insubordinate or disorderly students~~
- ~~Students retained more than once during grades K-8~~
- ~~Students who are credit deficient~~
- ~~Students with a gap in enrollment~~
- ~~Students with a high level of transiency~~
- ~~Foster Youth~~
- ~~Homeless Youth~~

~~As of September 12, 2017, of the 163 currently enrolled GCCA students, 158 (98%) have been identified as high-risk students under the criteria developed by the CDE. This enrollment is consistent with the drop-out prevention and recovery mission of the charter school and exceed the minimum requirement for proportion of "high risk" youth being served (70%+) for Dashboard Alternative School Status designation set forth by the California Department of Education.~~

~~State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As a DASS school, GCCA meets the criteria in Education Code Section 47607(b)(5): "Qualified for an alternative accountability system pursuant to subdivision [g] of Section 52052." Thus, GCCA should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a).~~

~~B. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)~~

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision [g] of Education Code Section 52052.

Although GCCA is an alternative school and not subject to state dashboard metrics, and the State Board of Education has yet to approve an updated alternative school accountability system, GCCA has utilized its Local Control and Accountability Plan ("LCAP", Appendix J) to develop and assess appropriate and meaningful student outcomes. As alternative school outcomes are developed statewide, the Charter School will incorporate those metrics into its LCAP.

GCCA LCAP Progress

Need #1
GCCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in obtaining their high school diplomas.

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

Expected Annual Measurable Outcomes

Metric	2016-17 Anticipated	2016-17 Actual	2017-18 Anticipated
CAASPP test performance; Proficient and above	English – 39% Math – 4%	English – 24% Math – 4%	English – N/A Math – N/A
High school course success rate	60%	65%	66%
College course success rate	52%	66%	67%

English language proficiency rates	38%	47%	48%
EL reclassification rate	20%	0%	15%
GCCA 3 year completion rate	N/A	32.6%	35.6%

Need #2
GCCA students must be prepared to access post secondary education opportunities and to establish meaningful careers.

Goal #2
Students will complete the GCCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.
Related State and/or Local Priorities: 1, 3, 4, 5, 6, 7

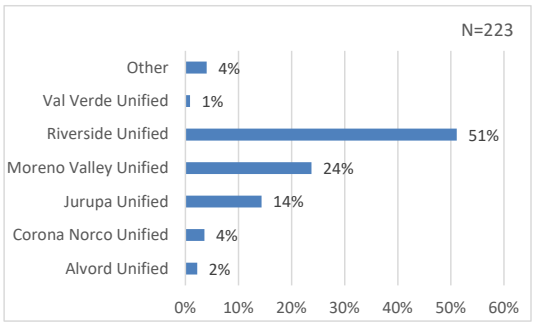
Expected Annual Measurable Outcomes

Metric	2016-17 Anticipated	2016-17 Actual	2017-18 Anticipated
College course passage rates	65%	66%	67%
Attendance rate	88.27%	88.30%	89.30%
Chronic absenteeism rate	N/A	N/A	N/A
Suspension rate	3.5 to 6% (medium)	0% (very low)	0% (very low)
Expulsion rate	0%	0%	Less than 2%
GCCA 3 year completion rate	N/A	32.6%	35.6%
Student engagement (5 point scale)	N/A	3.95	3.99 (1% increase)
Academic rigor (5 point scale)	N/A	4.08	4.12 (1% increase)
School culture (5 point scale)	N/A	3.85	3.89 (1% increase)
Career readiness (5 point scale)	N/A	3.81	3.85 (1% increase)

GCCA Graduates 2013 to 2017

Gateway College and Career Academy produced 223 graduates between August 2013 and November 2017. The gender of the graduates was nearly evenly split, with a slightly higher proportion of male students. The graduates resided within 14 different school districts. Just over half (51%) of the graduates resided within Riverside Unified School District attendance boundaries as they enrolled. Another 16% of graduates came from the Alvord and Jurupa Unified Districts so that two-thirds (67%) can be said to come from districts within RCC's primary catchment area. Twenty-five percent (25%) of the graduates were from the Moreno Valley (24%) and Val Verde (1%) Unified Districts.

School District of Origin	Count
Alvord Unified	5
Corona Norco Unified	8
Jurupa Unified	32
Moreno Valley Unified	53
Riverside Unified	114
Val Verde Unified	2
Other	9
Grand Total	223



The 223 graduates experienced significant academic and personal growth as GCCA and RCC students. On average, they earned over 100 high school credits and 14 college units during their time with the school. After struggling in previous schools, the graduates had an average GPA of 2.55. Particularly successful graduates earned as many as 31 college units and had GPA's up to 4.0.

Credit earned and GPA

Average HS Credits Earned	Range of HS Credits Earned	Average College Units Earned	Range of College Units Earned	Average HS GPA at Entry	Range of HS GPA at Entry	Average HS GPA at Exit	Range of HS GPA at Exit
105	60-172	14	5-31	1.81	.23 — 3.82	2.55	1.35* — 4.0

**Special education students are eligible to receive a waiver for meeting 2.0 GPA graduation requirement.*

Prior to Spring 2017, GCCA students were assessed for placement only during their Foundation term. Beginning in Spring 2017, GCCA and RCC began assessing college-level academic skills as students graduate from GCCA, as well. This approach benefits students and will build data from which GCCA can assess student learning. Though a first look at the data is certainly preliminary, GCCA graduates appear to demonstrate clear learning gains. Indeed, demonstrated college readiness at graduation allowed 11 students from the GCCA class of 2017 to join RCC's inagural College Promise cohort, a program that fully funds and guarantees college completion within two years through access to priority registration and focused supports and resources.

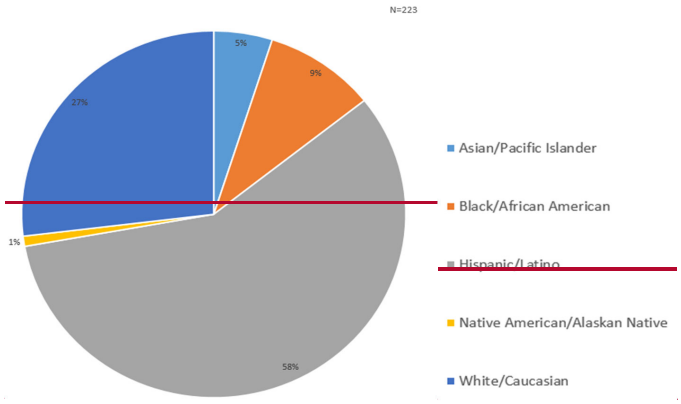
GCCA Graduate's Performance on RCC's Accuplacer/Multiple Measures Placement Assessments, N=19

	English & Language Arts	
	Foundation Term Assessment (Pre-Test)	Final Term Assessment (Post-Test)
Placed in College Level English 1A	0%	58%

	Math	
	Foundation Term Assessment (Pre-Test)	Final Term Assessment (Post-Test)
Placed in College level Math 35/53	16%	47%

The racial and ethnic distribution of the graduates reflects the diversity of the school. The majority of graduates are Hispanic/Latino at fifty-eight percent (58%), followed by White/Caucasian at twenty-seven percent (27%), and Black/African-American at nine percent (9%).

Ethnic Diversity of GCCA Graduates, 2013-2017



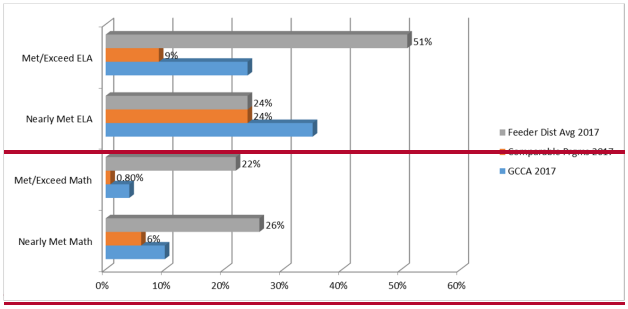
CAASPP Performance Comparisons

As previously stated, GCCA's status as an alternative school does not require State Dashboard reporting of CAASPP performance, yet the Charter School has maintained participation rates of 95% and above over the past three testing periods, administering the test to approximately forty 11th grade students each year. Though no longer required and not an accurate assessment of student achievement while at GCCA due to the limited number of students who are eligible to participate (the majority of GCCA students are in 12th grade or above) and the timing of when they join the school, enrolling after options for graduating with their original class within a traditional high school are no longer available.

~~GCCA students who participate in the CAASPP perform better in each area tested than students at comparable alternative schools in the region.~~

~~2015-2017~~	~~GCCA 2015~~	~~GCCA 2016~~	~~GCCA 2017~~	~~Comparable Programs 2017~~	~~Feeder District Averages 2017~~
~~Nearly Met ELA~~	~~25%~~	~~39%~~	~~35%~~	~~24%~~	~~24%~~
~~Met/Exceed ELA~~	~~38%~~	~~42%~~	~~24%~~	~~9%~~	~~51%~~
~~Nearly Met Math~~	~~15%~~	~~20%~~	~~10%~~	~~6%~~	~~26%~~
~~Met/Exceed Math~~	~~3%~~	~~0%~~	~~4%~~	~~0.80%~~	~~22%~~

~~CCAPP Scores, GCCA and Comparable Programs~~



Countywide Benefit

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice

and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

Gateway College and Career Academy has operated as a countywide benefit charter authorized by the Riverside County Board of Education since 2013. The Charter School was established to address the persistent needs of youth who have disengaged from or fallen behind in traditional schools and to provide equitable access to early college opportunities across the Riverside Community College District. While the law only requires a countywide justification in the initial charter GCCA renews its rationale here.

From the outset, GCCA was designed to meet a regional, rather than a single-district, need. As RCCD transitioned into a three-college district, pathways in allied health and public safety (Moreno Valley College), advanced manufacturing and logistics (Norco College), and nursing, culinary, and music (Riverside City College) became central to regional workforce preparation. Students from across the county sought access to these opportunities, yet a single Riverside-based site created barriers of geography and transportation.

Today, Gateway College and Career Academy enrolls over 420 students annually from 20 school districts and 47 zip codes across Riverside County. Approximately 88% of students reside within the boundaries of the four unified districts of the Riverside Community College District (RCCD)—Riverside, Moreno Valley, Jurupa, and Alvord—while the remaining students come from other districts throughout the county. Enrollment projections anticipate continued growth to approximately 450 students in 2025–26. This broad geographic reach underscores the continuing countywide demand for GCCA's flexible, dual-enrollment–based programs. GCCA provides students with multiple entry points and clear pathways toward graduation and postsecondary success:

- The Graduate – Completion of a high school diploma through 173 credits, which may include college coursework.
- The Collegiate – Simultaneous progress toward high school graduation and RCC college units, including A–G coursework and university transfer preparation.
- Career and Technical Education Focus – Completion of high school graduation requirements while pursuing RCC certificates or degrees in skilled and professional career areas.
- Short-Term Credit Recovery – Customized plans allowing students to earn credits needed to return and graduate with their district high school.

By situating programs on RCCD campuses and embedding instruction in the college environment, GCCA leverages the "power of place" to provide authentic access to higher education. Students benefit from shared resources such as classrooms, labs, libraries, and support services while remaining part of a small, supportive high school community.

Since 2020, GCCA has deepened its countywide impact by:

- Expanding Career Technical Education pathways through Strong Workforce investments in Advanced Technical Trades, Health & Public Safety, Business & Entrepreneurship, and Digital Media & Design.
- Implementing hybrid and independent study options to increase flexibility for students balancing work, parenting, transportation, or health needs.

- Opening a new administrative headquarters in downtown Riverside to support enrollment growth, fiscal operations, and staff capacity while keeping instruction embedded on RCCD campuses.
- Preparing for the opening of a new Jurupa Valley site, expanding access for students historically underserved due to geography and transportation barriers.

Through these developments, GCCA has solidified its role as a regional access point for alternative and early college education. The Charter School's countywide benefit is evident not only in its broad geographic reach but also in its alignment to RCCD's guided pathways and the Inland Empire's workforce priorities. GCCA continues to be a critical partner in ensuring that students who might otherwise not graduate gain both a high school diploma and meaningful postsecondary momentum.

Charter Renewal Criteria – Part A

Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be "verified data."

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories and DASS thresholds are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only if the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

GCCA has met the minimum statutory requirements for renewal as a DASS charter school, entitled to a presumptive approval because it met the agreed-upon alternative metrics.
The 2024 Dashboard was the very first to include colors for schools' status and change for every state indicator (on prior year Dashboards, CCI was status only or not reported). The 2023 Dashboard was the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools' status and change scores in the state indicators (excluding CCI, which was status only). The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021–22 school year data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator was not reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

GCCA's 2024 Dashboard State and Local Indicators

State Indicator	GCCA	State
Graduation Rate	30.5%	86.7%
English Language Progress Indicator ("ELPI")	25%*	45.7%
College/Career Indicator ("CCI")	16.7%	45.3
English Language Arts ("ELA")	-161.2	-13.2
Mathematics	-213	-47.6
Suspension Rate	0%	3.2%

*No performance color

Local Indicator	Status
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

GCCA's 2025 Dashboard State and Local Indicators

State Indicator	GCCA	State
Graduation Rate	48.3%	87.8%
English Language Progress Indicator ("ELPI")	35.6%	46.4%
College/Career Indicator ("CCI")	40.6%	51.7%
English Language Arts ("ELA")	-111.5	-8.1
Mathematics	-117.4	-5.2
Suspension Rate	0.8%	2.9%

Local Indicator	Status
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met

Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

While GCCA's truest measures of success are reflected in its alternative (DASS-aligned) performance metrics, the California School Dashboard offers a complementary picture of the school's progress. The state's Dashboard framework—designed primarily for traditional high schools—does not fully capture the growth trajectories or re-engagement impact of DASS schools. However, GCCA's most recent Dashboard results reinforce the school's upward momentum.

From 2024 to 2025, GCCA improved in nearly every State Indicator:

- Graduation Rate: rose from 30.5% to 48.3%, reflecting continued success re-engaging students who often enter far behind in credits.
- College/Career Indicator (CCI): increased from 16.7% to 40.6%, confirming more students are exiting GCCA prepared or on track for postsecondary success.
- ELA/Math: both indicators improved substantially, narrowing the gap to standard by ~50 points in ELA and ~100 points in Math, driven by expanded instructional supports and use of Apex recovery and dual enrollment coursework.
- ELPI: improved from 25% to 35.6%, highlighting steady English Learner progress supported by integrated ELD instruction and bilingual staffing.
- Suspension Rate: remained exceptionally low at 0.8%, reflecting GCCA's restorative approach to behavior and engagement.

GCCA also met the "Standard Met" threshold across all Local Indicators, confirming strong instructional implementation, family engagement, school climate, and access to a broad course of study.

Taken together, GCCA's state Dashboard trends and alternative DASS metrics illustrate a consistent pattern: the school is re-engaging students, accelerating learning, and strengthening postsecondary readiness year over year—fulfilling its mission to transform outcomes for Riverside County's at-promise youth.

Charter Renewal Criteria – Part B: Demonstrating Growth on DASS-Aligned Metrics

The three performance categories described above do not apply to charter schools like GCCA, which have been approved as Dashboard Alternative Status Schools, though the law does require a review of Dashboard data. Rather, according to Education Code Section 47607(c)(7):

> In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering

> authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used.

The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

Gateway College and Career Academy operates as a DASS charter. As such, GCCA's performance is measured against alternative metrics aligned to the unique needs of our student population, which includes youth who are significantly off-track in credits, over-age for grade, or at risk of dropping out of high school. In partnership with RCOE, GCCA has adopted a set of measurable outcomes (alternative metrics) that reflect both the statutory expectations for charter renewal and the core goals of DASS accountability: pupil achievement, graduation, college and career readiness, and school climate.

The following analysis demonstrates GCCA's sustained progress toward these outcomes over the current charter term, with specific attention to quantitative measures of growth. Where final 2024–25 results are pending, placeholders are noted, with the understanding that final data will be provided prior to RCOE's determination of renewal.

1-Year Graduation Rate (DASS Aligned)

GCCA's DASS/1-Year Graduation Rate demonstrates a stable, upward trajectory across the last four years. After increasing from 68.9% in 2020–21 to 72.3% in both 2021–22 and 2022–23, GCCA posted a corrected graduation rate of 79% in 2023–24, reflecting improved cohort tracking and more accurate alignment of student mobility codes. Preliminary results for 2024–25 show a graduation rate of 77%, consistent with the school's multi-year average and representing continued improvement compared to historical baselines. GCCA remains on track to achieve its 2025–26 goal of 80%, significantly outperforming typical outcomes for DASS programs statewide.

Alternative College and Career Indicator

To complement graduation data, GCCA developed a local CCI metric that mirrors the State's methodology but applies it to the one-year graduate cohort. This metric captures student achievement in:

- Completion of dual enrollment coursework
- Progress toward industry-recognized certifications
- Performance on California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and other assessments
- High school graduation aligned with A–G and postsecondary readiness criteria

Results and Impact

- 65.6% of students were classified as “Prepared” or “Approaching Prepared” in 2023–24. (first year the metric was calculated).
- 53.8% of students were classified as “Prepared” or “Approaching Prepared” in 2024–25.

For two consecutive years, GCCA students have achieved exceptionally high CCI performance, exceeding the statewide average for traditional high schools, where fewer students typically reach the “Prepared” level.

These results represent a breakthrough for alternative education in Riverside County. GCCA is not only re-engaging students who were previously disconnected from school but also propelling them toward tangible college and career success—earning college credits, certifications, and postsecondary readiness at levels that surpass regional and state norms.

This consistent performance across multiple measures of readiness highlights GCCA’s role as a statewide model for dual-enrollment–based alternative education, directly advancing the County’s goal of ensuring every young adult graduates prepared for college, career, and life.

Course Success & Dual Enrollment

Course Success Rate: GCCA’s course success rate averaged 65–68% in 2021–22 and 2022–23, followed by a decline to 55% in 2023–24—a trend that informed a stronger focus on targeted academic interventions, expanded credit recovery options, and increased progress monitoring. These efforts resulted in a significant rebound in 2024–25, with students achieving an 87% course success rate, the highest level in the school’s recent history and a strong indicator that instructional redesign efforts and support structures are working.

Dual Enrollment Units Earned: GCCA students consistently earn an average of 5–16 RCC units while enrolled, demonstrating high engagement in the college program and validating the effectiveness of GCCA’s Early/Middle College model. Dual enrollment remains a central pathway for accelerating progress toward graduation and college readiness, contributing to the school’s strong performance on College and Career Readiness measures.

English Learner Progress

- ELPAC Participation: 98–100% annually, meeting state requirements.
- ELPI Growth: 91.9% in 2023–24, with a target of 70%+ maintained for 2024–25.
- ELPI Growth: 70.17% in 2024-25 with a target of 70%+ maintained for 2025–26.

This demonstrates GCCA’s strong identification, support, and monitoring of English Learners (“EL”), with clear alignment to state expectations.

MAP Growth (Reading & Math)

GCCA uses the NWEA MAP Assessment to measure student learning growth in Reading and Math across all grade levels, providing a clear picture of progress among re-engaged and dual-enrolled students.

Results show consistent, multi-year improvement:

- 2021–22 (Pilot): 33.3% Reading | 45.7% Math
- 2022–23: 35.6% Reading | 43.9% Math
- 2023–24: 41.3% Reading | 53.3% Math
- 2024–25: 53% Reading | 52% Math

GCCA has now achieved two consecutive years of strong, sustained growth, with over half of students meeting or exceeding national growth targets—a remarkable outcome for a DASS-designated alternative school.

The 2025–26 goal is to have 60% or more of students performing at or above the 40th Conditional Growth Percentile in both subjects, further solidifying GCCA's leadership in academic recovery and college readiness.

School Climate & Engagement

GCCA continues to maintain a safe and inclusive learning environment, with nearly zero suspensions or expulsions for five consecutive years. As the school expanded to include hybrid and virtual learning options, measures of engagement and school culture have declined—a common trend among schools adapting to multi-modal instruction.

Despite this, GCCA's Youth Truth Survey results remain strong compared to other alternative and virtual schools, reflecting continued student connection and trust. Efforts to rebuild engagement—such as doubling instructional aide support, expanding PBIS activities, and increasing student leadership opportunities—are showing early progress.

The school's goal for 2025–26 is to return to 85% positive response rates across all Youth Truth domains while maintaining its near 0% suspension and expulsion rates.

- Engagement: 65% positive (2024–25), down from a high of 85%, with active interventions to recover.
- Academic Rigor: 75% positive (2024–25).
- Suspensions/Expulsions: 0.8% (2024-25), confirming GCCA as a safe and supportive environment.

Attendance (Alternative Metric)

- GCCA's attendance rates have historically exceeded 97–99%, even among highly mobile and at-promise students.
- The transition to hybrid and virtual learning models has introduced new challenges in tracking and sustaining daily engagement, contributing to a drop to 81.8% in 2024–25.
- The school has implemented strengthened attendance monitoring, proactive outreach, and additional instructional aide support to reengage students across all modalities.
- Goal: Restore attendance to 90% or higher in 2025–26 through consistent communication, flexible engagement structures, and expanded student supports.

Summary of DASS-Aligned Outcomes

In partnership with RCOE, GCCA has demonstrated sustained, measurable growth across all DASS-aligned performance indicators—academic achievement, graduation, college and career readiness, English language development, and school climate. Our students, many of whom enter multiple grade levels behind or have disengaged from traditional high schools, are now graduating at significantly higher rates, earning college credit, and showing continuous progress in both literacy and math proficiency.

Recent NWEA/MAP assessment results reflect the academic gains fueling these outcomes, with students achieving average conditional growth percentiles in the mid-to-high 50s and more than half meeting or exceeding growth targets in both math and reading. These results illustrate meaningful progress toward grade-level expectations, especially given GCCA's re-engagement mission and diverse learner population.

Even as the school expanded hybrid and virtual options, introducing new attendance and engagement challenges, GCCA has remained committed to maintaining a safe, supportive, and restorative learning environment. Attendance interventions, expanded instructional aide support, and targeted PBIS activities are driving renewed progress toward pre-pandemic engagement levels.

Most notably, GCCA's Alternative College and Career Indicator (CCI) validates the strength of its early college and career model—showing that students are progressing toward postsecondary readiness at rates exceeding both regional and statewide averages. Together, these results underscore GCCA's unique and essential role in advancing educational equity and opportunity for at-promise youth across Riverside County.

GCCA Alternative Data Table Summary

Goal 1: Achievement & Growth

Year	ELPAC Participation (%)	ELPAC Growth (%)	MAP Reading GP (%)	MAP Math GP (%)	EL Reclassification (%)
2020-21	64.29	N/A	N/A	N/A	N/A
2021-22	68.75	N/A	33.3	45.7	N/A
2022-23	100.0	83.78	35.6	43.9	4.0
2023-24	98.4	91.9	41.25	53.25	14.51
2024-25	95.0	70.17	53.0	52.0	17.0
GOAL	98%	80%	60%	60%	20%

Goal 2: College & Career Readiness

Year	1-Year Grad Rate (%)	Dashboard CCI (%)	Local CCI (%)	Dual Enrollment Credits	Course Success (%)
2020-21	68.9	N/A	N/A	11.2	N/A
2021-22	72.3	N/A	N/A	16.08	65.54
2022-23	72.3	4.3	N/A	7.8	68.4
2023-24	79.0 (corrected)	16.7	65.6	7.0	55.0
2024-25	77.0 (preliminary)	40.6	53.8	5.69	87
GOAL	80%	50%	60%	9	75

Goal 3: Climate & Engagement

Year	Suspension (%)	Expulsion (%)	Attendance (%)	YT Engagement (%)	YT Academic Challenge (%)	YT School Culture (%)
2020-21	0.0	0.0	99.0	78.0	79.0	78.0
2021-22	0.0	0.0	98.8	77.0	87.0	83.0
2022-23	0.0	0.0	99.8	62.0	77.0	72.0
2023-24	0.0	0.0	97.28	65.0	75.0	64.0
2024-25	0.8	0.0	81.78	65.0	75.0	62.0
GOAL	0	0	90%	85%	85%	85%

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

MISSION

The mission of Gateway College and Career Academy is to provide learners who are not on track to graduate with the opportunity to complete high school and achieve success within a supportive college community.

VISION

Gateway College and Career Academy is recognized as an innovative center, continuously learning and disseminating effective strategies to address the needs and goals of the learners it recruits and enrolls.

STUDENT LEARNING OUTCOMES

GCCA students will transform themselves into self-directed early college learners who:

- Reason critically and creatively
- Communicate effectively
- Build a personal school-to-career ladder

- Exhibit academic diligence and responsibility

EDUCATIONAL PHILOSOPHY

Whom Will the Charter School Educate? Target Student Population

The Charter School will educate any high school student who desires to enroll. The target population is any high school student who has dropped out of high school or is not on track to graduate with his or her original class. The Charter School's educational program provides students with the opportunity to earn a high school diploma while earning credits toward community college degree and certificate programs. Consequently, students will be recruited who meet the following criteria:

- The student dropped out of high school or is not on track to graduate with his or her 9th grade cohort.
- The student is behind in high school credits (for his or her age and grade level).
- An assessment of accumulated high school units and continuous enrollment status indicates that the student may reasonably complete a diploma while enrolled within the Charter School.
- The student resides in the State of California.
- The student has an expressed goal to complete a high school diploma.
- The student will attend and participate in the Charter School's enrollment, registration and intake process.

The Charter School is located on the Riverside City College campus, and will expand to other community college sites. Courses taken outside an initial cohort-based, college preparatory experience, will include community college classes.

Who are the learners?

The Charter School actively recruits youth who are not on track to graduate high school, , through formal presentations, school information sessions, and other outreach activities throughout the RCCD and Riverside County school districts.

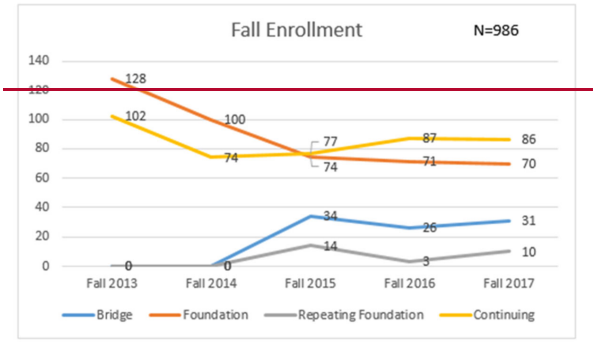
GCCA student characteristics upon enrollment at the school have been consistent over time. On average, students enter the Charter School at 17 years of age, the majority in their 12th grade year or later. Half of all students come from continuation/alternative education programs, 47% come from traditional high schools. 90% of students are "Transferred Recovered Drop-outs." On average students have a GPA of 1.6 and have completed 90.5 credits toward their high school diploma (60% deficient). The highest reported school related challenges the students experienced previously are: academic problems, infrequent attendance, feeling like nobody cared, transportation issues, and family finances.

GCCA enrolled an average of 204 new students in each of its first four years in operation (2013-14 through 2016-17). New students enter the school as either Foundation or Bridge students. Foundation students participate in the school's cohort-based Foundation college preparation experience during their first semester. Courses include Foundation Math, Foundation English, and Guidance courses. Piloted in spring 2015, GCCA's Bridge program addresses the needs of youth who contact the school after the closing date for enrollment in the college's major or primary term, spring or fall. Rather than wait out of school to begin their Foundation term, Bridge students begin credit recovery coursework, access school and college services, and acclimate to the college campus. The charts below detail the school enrollment pattern over the past four academic years.

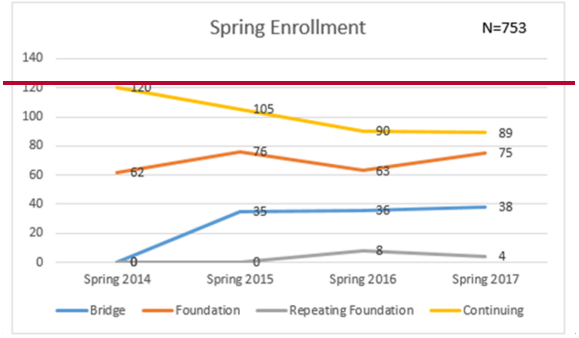
Enrollment trends 2013-14 to 2016-17 (enrollment at 30th day of the term)

Fall enrollment trends reflect start up and teach out enrollments as the school opened. Initial Foundation enrollments exceeded continuing student enrollments. By fall 2015, the enrollment mix is more balanced. Continuing students exceed the number of foundation students.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Bridge	0	0	34	26	31	
Foundation	128	100	74	71	70	
Repeating Foundation	0	0	14	3	10	
Continuing	102	74	77	87	86	
Total	230	174	198	187	197	986



	Spring 2014	Spring 2015	Spring 2016	Spring 2017	
Bridge	0	35	36	38	
Foundation	62	76	63	75	
Repeating Foundation	0	0	8	4	
Continuing	120	105	90	89	
Total	182	196	169	206	753



~~The Charter School will continue to explore ways to provide instruction exclusively in partnership with specified entities (e.g., Workforce Innovation and Opportunity Act, federally affiliated YouthBuild programs, federal job corps training or instruction, and/or the California Conservations Corps or local conservation corps) to serve high school dropouts who left school after 18 years of age, pursuant to Education Code Section 47612.1. The Charter School would seek to materially revise this charter to serve older disconnected youth, in the event such agreement is executed.~~

~~Using a specific dual enrollment design, early college (CA EC 11302), Gateway College and Career Academy provides a real second chance for success to dropouts and struggling students who are unlikely or unable to return to a traditional high school. Although many school districts offer excellent alternative schools, these are not the best option for every student. Many GCCA students are initially referred by their high school counselors because they recognize the need for this unique option for completing high school. Learning in an adult environment is often the right fit for many. The flexibility of a college curriculum and schedule and the chance to earn college credits while completing high school is attractive to older students, teen parents, students who must work to support themselves, and young people who are so far behind in credits that they could not hope to graduate with their peers, among many others.~~

~~The Charter School promotes student success and readiness for an adult learning environment by grouping students into learning communities for their first term, offering intensive literacy development, maintaining rigorous academic standards, and providing individualized support.~~

~~What Does It Mean To Be An "Educated Person" In The 21st Century?~~

~~The percentage of jobs requiring postsecondary education and training is expected to reach a new high of 65 percent in 2020. Yet our nation remains ill-prepared. U.S. companies are projected to face shortages by 2020 of 3 million workers with associate's degrees or higher and 5 million workers with technical certificates and credentials. States and school districts can use the dual enrollment, as~~

described in the Every Student Succeeds Act (ESSA), to expand proven programs that increase college completion rates and the proportion of workers with high-value postsecondary degrees or credentials. Students who attend schools with high-quality dual enrollment (including concurrent enrollment) or early college designs are more likely to graduate high school, immediately enroll in college, and persist to completion than their peers. At the same time, these models provide students with significant flexibility to tailor their academic programs to their specific needs. They also meet a top priority of many families: reducing the time and cost for students to earn degrees and enter the workforce. (College in High School Alliance, February 2017)

Given this current state, the petitioners believe that postsecondary education is key to accessing the high-skill, family-sustaining careers of the 21st century and to meaningful civic participation in today's increasingly interconnected world of diverse cultures, economies and governments. The skills, knowledge, and outcomes obtained through high school completion and successful postsecondary educational degrees and certificates are increasingly necessary to becoming an educated, economically self-sufficient citizen within the communities and economies of the 21st century.

It is the objective of the Charter School to enable students to become self-motivated, competent, lifelong learners.

How Does Learning Best Occur?

Dual enrollment, middle college enrollment, and early college involve high school students taking college courses for college credit. There is a wide range in terminology used to describe these programs across the country, but ESSA provides the first official federal definitions. Dual enrollment is a broad term that includes all programs where high school students enroll in college or university courses. The college credits students earn are recorded on a transcript at the postsecondary institution and can be applied toward a degree there or transferred to other colleges or universities. The courses are typically provided at a discounted rate and are sometimes available at no cost to students, where state or local funding is available. (College in High School Alliance, February 2017)

Dual enrollment offers an opportunity to address many issues that affect college access and success for underrepresented minority students. First, the model helps to identify and recruit students who may be at risk of leaving high school or who feel uncertain about, unprepared for, or even unaware of the benefits associated with pursuing a postsecondary credential. Second, these students are given to becoming more academically and affectively prepared for and confident in their ability to master the college environment. Third, students are often more engaged and motivated to take personal responsibility and to be accountable for meeting program expectations and requirements, since there is often a clearer link between their academic performance and long-term goals. Finally, the small and supportive environment that often defines these programs allows any student, regardless of his/her previous scores and grades, to rise to the occasion and succeed in earning a high school diploma and starting his/her postsecondary journey. (Purnell, R. 2014)

Regardless of their previous educational history before program entry, historically underrepresented minority students participating in dual enrollment programs excel in many academic outcomes such as GPA, course completion, high school and college graduation rates, and college readiness when compared to similar non-dual enrollment peers. By nature, the collaborative partnerships that these programs require also help to smooth the transition between high school and college, especially for

first-generation college goers. Dual enrollment is uniquely designed to help more students prepare for and realize that they too could benefit from and succeed in the college environment and that completion of their high school diploma and the successful pursuit of a postsecondary degree or credential is not out of their reach. (Purnell, R. 2014)

There is strong evidence that dual enrollment improves college transitions, persistence, and completion, especially for students traditionally underrepresented in higher education. The data come from peer-reviewed studies using quasi-experimental research designs, as well as multi-institution and statewide regression correlation studies from a dozen states. Collectively, these studies show positive, statistically significant effects when high school students complete college courses, even after controlling for prior academic achievement and demographic variables. Most of these studies aggregate analysis across all forms of dual enrollment, regardless of the location, delivery method, or instructor type. (https://www.collegeinhighschool.org/new-page-1/, 2017)

Dual enrollment has become a viable and effective method to prepare any student – even those who may have struggled academically and who may have had no initial interest in pursuing a postsecondary degree or credential – to complete high school and enter college (Community College Research Center [CCRC], 2012; Hoffman & Vargas, 2010; Hughes, Karp, Fermin, & Bailey, 2005; Kim, 2012; Kirst, Venezia, & Nodine, 2009). One pivotal study was conducted by the Community College Research Center (CCRC) involving 3,000 underrepresented minority students (60% students of color, 40% living in non-English speaking households, and nearly 33% first in their families to attend college) who were participating in eight different dual enrollment efforts in California. The goal of this 3-year initiative was to demonstrate "the feasibility of using dual enrollment programs to enhance college and career pathways for low-income youth who [were] struggling academically or who [were] within populations historically underrepresented in higher education" (CCRC, n.d., para. 1). When compared to their district peers, the researchers found that participating students had higher high school graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits 1 and 2 years post high school graduation (Rodríguez, Hughes, & Belfield, 2012).

Other research suggests that programs that actively "recruit middle- and low-achieving student populations that historically have been underrepresented in colleges and universities" (Barnett & Stamm, 2010, p. i) are associated with these positive outcomes, in addition to on-time high school graduation, more proficient scores on standardized assessments, and less time to degree completion (Kirst et al., 2009). Students who entered having failed to meet eighth grade proficiency standards still earned 30 college credits and an average college GPA of 2.35 (Kim, 2010). Even after controlling for academic achievement and ability and motivation, a study of New York City's College Now, an intensive and supportive intervention that offers "a connected sequence in which students study progressively more advanced material" (Barnett & Stamm, 2010, p. 4), associated the program with larger gains in college credit attainment and higher GPAs than similar peers (Allen & Dadgar, 2012). One study found that dual enrollment students who represent groups that often struggle in college – "low-income, lower achieving, and male students" (CCRC, 2012, p. 4) – had larger increases in GPA and college enrollment than "female, high-income, and high-achieving students".

Common to all of these programs is comprehensive and structured academic support that assists students – especially those who struggle academically – in their efforts to be prepared to complete

college level work. Dual enrollment has traditionally been used to describe opportunities for students who have fulfilled the majority of their high school requirements and who are interested in enrolling in a regular college course. High school teachers who meet the college's minimum teaching qualifications and college instructors can teach these courses, which are usually offered at the college.

Dual enrollment programs may offer a range of advantages to students (Bailey & Karp, 2003; Barnett & Stamm, 2010; Cassidy, Keating, & Young, 2010; Karp et al., 2012; Webb & Mayka, 2011), including:

- A chance to complete high school and college credits at the same time
- An introduction to and preparation for college life, expectations, and requirements
- A smoother transition from high school to college
- The ability to explore various careers and majors before enrolling in college full-time
- An opportunity to address skill gaps and improve study skills and academic knowledge before becoming a full-time college student
- Motivation to persist from term-to-term, continue to complete sequential courses, and possibly pursue a postsecondary credential or degree
- Confidence in one's ability to do college-level work and successfully pursue a postsecondary credential
- An understanding of the potential economic benefits of a postsecondary education
- An accelerated pathway through college that saves students time and money (see Santa Barbara City College, n.d.).

Dual enrollment also provides participating school and college districts with an opportunity to work collaboratively to align secondary and postsecondary coursework so high school students are better prepared to successfully complete college-level work (Kirst et al., 2009; J. Vargas, personal communication, November 20, 2013).

Early College Design

Early college is a whole-school design that uses dual enrollment as part of a comprehensive model providing intensive supports and the opportunity to earn one to two years of college credit – up to an associate's degree – at no additional cost to high school students and their families. Early college high schools have proven particularly effective for young people from backgrounds underrepresented in higher education. (College in High School Alliance, 2017; "Research on Dual and Concurrent Enrollment Student Outcomes," National Alliance of Concurrent Enrollment Partnerships, http://www.nacep. org/research-policy/%20research-studies/; and "Reinventing High Schools for Postsecondary Success," Jobs for the Future, http://www.jff.org/ initiatives/early-college

designs/research.)
"The term 'early college high school' means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family." (House of Representatives, Every Student Succeeds Act: Conference Report to Accompany S. 1177).

California Education Code (EC) Section 11302 declares that Early College High School (ECHS) are innovative partnerships between charter or non-charter public secondary schools and a local community college, the California State University, or the University of California that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. ECHS are small, autonomous schools that blend high school and college into a coherent educational program. The basic elements of ECHS include:

- Coherent instructional framework
- Student-centered learning environments
- Location near or on a college campus
- Students simultaneously earn a high school diploma and up to two years of transferrable college credit
- Strong school district partnerships with colleges

ECHS facilitate a greater participation of at-risk, low-income, and students of color in college level courses. ECHS potentially decrease high school drop-out rates while increasing students' access to post-secondary education. Students are rewarded for hard work by the opportunity to accelerate at typically minor cost to the student. The physical transition between high school and college is eliminated, and learning takes place in a personalized environment where rigorous work is demanded and supported.(California Department of Education, https://www.cde.ca.gov/ci/gs/hs/echsgen.asp)

The Early College, Early Success: Early College High School Initiative Impact Study (2013), the capstone project of the American Institutes for Research (AIR) and its partner, SRI International, who for more than a decade have explored the impact of the Early College High School Initiative, launched by the Bill & Melinda Gates Foundation in 2002, provides strong evidence that Early College students are significantly more likely to graduate from high school and enroll in college than comparison students. The randomized controlled trial design allowed researchers to provide evidence to answer the study's two questions: Do Early College students have better outcomes than they would have had at other high schools? Does the impact of Early Colleges vary by student background characteristics (e.g., gender and family income). Key study finding provided strong evidence that

- Early College students were significantly more like to graduate from high school than comparison students.
- Early College students were significantly more likely to enroll in college than comparison students.
- Early College students were also more likely than comparison students to enroll in both two-year and in four-year colleges or universities.
- Early College students were significantly more likely to earn a college degree than

comparison students. Up to one year past high school, 21 percent of Early College students earned a college degree (typically, an associate's degree), compared to only 1 percent for comparison students. Because they start earning college credits in high school, Early College students should complete college degrees earlier than comparison students.

- The impact of Early College on high school graduation and college enrollment did not differ significantly based on gender, race/ethnicity, family income, first-generation college-going status, or pre-high school achievement. The impact on earning a college degree was stronger for female, minority and lower income students than for their counterparts.

Early College students had a greater opportunity than their peers to enroll in and graduate from college. They also appeared to be on a different academic trajectory, with Early College students earning college degrees and enrolling in four-year institutions at higher rates than comparison students. In addition, Early Colleges appeared to mitigate the traditional educational attainment gaps between advantaged and disadvantaged students.

In Texas, Struhl and Vargas (2012) also found that participation in dual enrollment programs increased the likelihood of college degree attainment for all students regardless of race, ethnicity, or income. Of particular note is that, on average, minority Early College students were at least as likely as non-minority Early College students to have earned a college degree.

Curriculum and Instructional Design

Gateway College and Career Academy will continue to serve at-risk youth who have dropped out of high school or have one foot out the door. The Charter School is based on the successful Gateway to College early college model developed at Portland Community College but has developed significantly over the years to respond to the unique needs of the students in our communities. GCCA's status as a charter school (most GtC are programs within community colleges, not charter schools) has required GCCA to innovate and adapt the core GtC model in which all academic curriculum and instruction is delivered by the community college. GCCA offers a more blended model that consists of both high school level and community college courses. This blended approach has allowed GCCA to better meet the needs of the students accessing the school and has contributed to better student outcomes over the past four years. GCCA is still an active member of the GtCNN but remains focused and responsive to the needs of the learners who wish to enroll in the school. In other ways, the school draws upon and implements the strengths of the Gateway to College Model.

The Gateway to College Model

Gateway to College at Portland Community College was initially selected by the Bill and Melinda Gates Foundation as part of a diverse group of intermediary organizations to develop early college high schools for an array of learner populations. Part of the Gates Foundation's strategy was to test a variety of partnership models that would demonstrate the power of the early college concept for all learners. The Gateway to College model achieves success by combining high academic expectations with one-on-one, individualized advising and support. Counselors act as coaches, mentors and advisors. Students work with their counselor on issues ranging from transportation and study habits to pathway selection, college enrollment and scholarship applications. The wrap-around support services central to the Gateway model keep students on the right track for success.

Gateway to College students learn how to succeed in an educational setting, under the guidance of a caring team of instructors and counselors with experience and interest in learner populations that have not been successful in traditional high school settings for a variety of reasons. In their first term, students learn in a small community of peers. This experience builds their academic and personal skills, preparing them to transition to college courses with the general college student population. In addition to reading, writing, and math, students take college skills classes, for which they receive college credit, designed to teach and model the habits of mind needed to transform themselves into successful college students.

After completing an initial Foundation term, students may transition to the comprehensive campus, taking classes with the general college student population. Students focus their studies in a "pathway" or major that is aligned with high school completion requirements and college degree or certificate requirements. This allows students to maximize college credit acquisition toward their post-secondary goals as they complete high school.

Gateway College and Career Academy

GCCA implements the Essential Elements and Core Commitments of Gateway to College that are critical to the program model. Along with the core Gateway to College elements, the Charter School has implemented program variations to better meet the needs of students in our local communities. GCCA students may enter into one of several program statuses based on student need, academic progress, and enrollment timing.

Foundation

During the Foundation term, students learn how to succeed in a college setting and develop a personalized plan that prepares them for postsecondary success. GCCA students:

- Gain support and guidance from a caring team of instructors and student support specialists with experience and interest in at-risk youth.
- Learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success. In their first term, students take foundational courses as part of a learning community. During their initial term students take English, math, and a college success strategies class where students learn how to take effective notes, study for tests, set and achieve goals, and balance school, work, and family life.
- Students also complete a college career exploration and life planning class to help them focus their academic and career goals.
- Students work with their counselor to plan and update their high school completion plan and post-secondary pathway.

Continuing

After successful completion of the Foundation experience, continuing students who have demonstrated college preparedness, academically and behaviorally, may enroll in classes with

~~RCC's general (adult) population. Students who need more preparatory work in order to be successful in college classes or who seek preparedness for more immediate entry into the workforce will complete a mix of high school and college level courses that will develop academic and technical skills needed for their chosen college/career pathway. The high school courses are delivered by highly qualified and appropriately credentialed teachers.~~

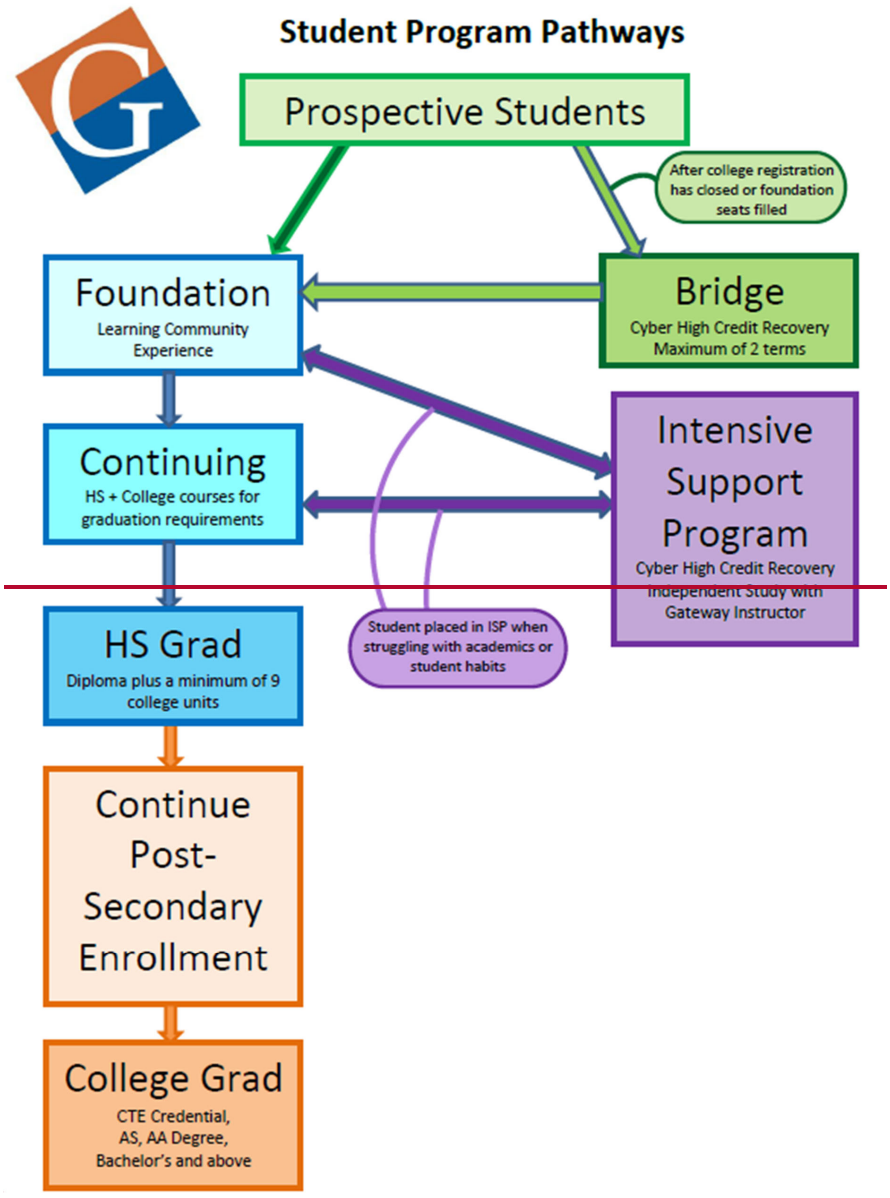
~~*Bridge*~~

~~In spring of 2015, GCCA launched an open enrollment process for students seeking to enroll after a college academic term was underway. The college, unlike secondary institutions, may close enrollments after a set date, usually set 2 weeks into a term. In the past, any student who contacted the school to enroll after RCC enrollment deadlines had passed was required to wait until the following term to begin or pursue options. These hard dates left many students waiting up to 5 months before they could enroll in the school. GCCA's Bridge program blends the use of on-line credit recovery curriculum with close instructor and counselor support to allow students to reconnect to school, acclimate to the college campus, strengthen academic skills, and make progress toward graduation while waiting to begin the Foundation experience the following primary term. Successful Bridge students may elect to continue their studies with enrollment in an RCC winter or summer term course immediately prior to enrollment in Foundation. Bridge enrollment is only allowed for one term, graduation requirements cannot be completed unless students move on to their Foundation term.~~

~~*Intensive Support Program (ISP)*~~

~~The ISP program is an intervention tool used with students who for a variety of reasons cannot participate in the mainstream GCCA program requiring daily attendance and full-time course loads (3-4 courses). Students in the ISP program have modified flexible schedules and work on an on-line credit recovery system (Cyber High) or take a reduced load of seat based high school or college courses (1-2 courses). Students enrolled in a Cyber High course are given an orientation to the course by either their counselor or the teacher assigned to oversee their progress. Students are given a schedule that outlines the pace they must keep in order to complete the course or courses they are taking by the end of the current term.~~

~~Program Pathways~~



~~Curriculum and Instructional Design~~

~~Gateway College and Career Academy students simultaneously accumulate high school credits and college credits toward an associate's degree or certificate. GCCA will continue to actively recruit a diverse student population from throughout Riverside County who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy.~~

~~Specifically, the following program elements have been identified as essential to student success by GtCNN and are being implemented by GCCA:~~

1. ~~Significant Dual Credit | Gateway to College is a college based dual credit program that serves eligible students who have dropped out of (or are unlikely to graduate from) high school and who simultaneously earn a high school diploma and substantial college credit.~~

    - ~~Colleges and public K-12 education agencies work together to develop and regularly review an integrated academic plan that leads to a high school diploma and maximizes opportunities to earn college credit leading to a college degree or credential.~~

    - ~~Gateway to College provides students a full fledged college based education that is on-campus, flexible, and includes a summer option. Students are made to *feel* like college students, because they *are* college students.~~

    - ~~The program enrolls students who have dropped out or are unlikely to graduate, typically as indicated by being behind in credits for their age and/or in lower academic standing (e.g., a high school GPA of 2.0 or lower). Eligible students will be able to obtain a high school diploma within the available time created by the dual credit structure prior to aging out.~~

2. ~~Sustainable Partnerships | Gateway to College leverages the capacity of charter school authorizers, colleges, and other community organizations to create sustainable programs that help meet the local need for dropout recovery.~~

    - ~~Colleges and public K-12 education agencies create and maintain formal agreements for the governance of Gateway to College programs that are consistent with the GtCNN essential elements and that clearly articulate each party's financial and operational requirements.~~

    - ~~Colleges and public K-12 education agencies create Gateway to College programs that are financially sustainable, using public education funding and college infrastructure to support tuition, books, and dedicated staffing for the program.~~

    - ~~Colleges and public K-12 education agencies work together to create a policy environment that allows each institution to operate within all applicable regulations and provides the flexibility needed for Gateway to College to effectively serve students.~~

3. ~~Holistic Student Support | Gateway to College provides wrap-around student support to meet the academic, social, and emotional needs of our students in an environment that fosters the development of knowledge and skills necessary to succeed in school and in life.~~

- Dedicated student support professionals (Counselors) provide students with intensive support throughout the GtC experience.

- GtC programs develop and implement services and structures to address the needs of the whole student in order to maximize program persistence and completion.

- GtC programs utilize available community resource options for whole student support.

- GtC faculty and staff utilize strengths based and solution focused approaches to student support.

- GtC faculty and staff create and foster community among students to increase their academic and social integration into the college environment.

4. Innovative Teaching & Learning | Gateway to College encourages the implementation of innovative pedagogical techniques based on both research and proven practices in effective teaching and learning.

   - GtC programs place students in a community of learners through a Foundation experience that prepares them to succeed in college and become lifelong learners.

   - GtC faculty and staff use the "Principles of Teaching and Learning" to guide the implementation and continuous improvement of pedagogy. All courses are aligned with the Common Core State Standards.

   - GCCA/GtCNN Principles of Teaching and Learning
     These principles provide the framework for teaching and learning for Gateway College and Career Academy. They are precepts of the Gateway to College National Network model based on research and best practices that will be used by faculty, resource specialists (guidance counselors), and the school director to guide the design, facilitation, and assessment of all learning. While, taken together, these principles describe an ideal, they articulate what the GCCA school program should strive to achieve.

     - Principle 1 - Integrated, Outcomes-based Curriculum and Instruction
     Instructors work together to develop an integrated, coherent curriculum centered on interdisciplinary themes, enabling students to apply what they learn in one course to their learning in other courses. All instruction is designed around the essential question: What do students need to know and be able to do to be successful college students? Outcomes clearly define what students will be able to do "out there," once they complete a class rather than what they will do in class. Students are able to articulate the intended outcome(s) for all learning experiences and describe how those outcomes are relevant to their goals. All instructional activities are intentionally designed to help students understand the concepts or develop the skills required to achieve the intended outcomes rather than to "cover" a body of information.

     - Principle 2 - Rigor
     Instructors are aware of incoming student ability levels and tailor learning challenges to the student's developmental level. Students build problem-solving and critical thinking skills including analysis, synthesis, and evaluation, as they engage in meaningful projects or explore

driving questions. Instructors cultivate an "ethic of excellence" in which students develop habits and internal standards for producing high quality work which, in turn, serves as a source of pride. By holding students to high expectations while offering high levels of encouragement and support, instructors enable students to meet those expectations, gain confidence as learners, and view themselves as belonging in college, thereby setting the stage for success.

- Principle 3 – Relationships – Collaborative, Inclusive Learning Communities

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 a supportive community that lives within and outside of the classroom (e.g., in study groups).

- Principle 4 – Relevance – Project-based, Active Learning

Students develop knowledge, understanding, and skills through active engagement with meaningful, interdisciplinary, collaborative projects or driving questions, rather than through disconnected, isolated assignments.

- Principle 5 – Constructing Meaning

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.

- Principle 6 – Personal Growth

Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work, persistence, and resilience rather than innate ability or luck. By promoting habits such as setting SMART goals, organization, and self-advocacy, instructors help students identify themselves as independent, successful college students. 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.

- Principle 7 – Assessment

Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). Through the use of rubrics, students can distinguish "what is good" for a particular project and can differentiate between high quality and poor work. Instructors structure opportunities for students to make their work public within and outside of the classroom and teach students how to give and receive constructive feedback. In the pursuit of excellence, instructors and student peers provide formative feedback on multiple drafts of projects, rather than a "one and done" approach. Feedback is solution-focused, helping students recognize how strengths and past successes provide keys to overcoming new challenges. 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 on the comprehensive campus.

5. Intentional Collaboration | Gateway to College integrates collaboration, continuous improvement, and professional development, with the goal of improving student success and program sustainability.

   - Faculty and staff work together as highly collaborative teams with the goal of maximizing student success while improving their own practice.
   - Faculty and staff participate in GtCNN sponsored and local/regional/national professional development opportunities.
   - Faculty and staff collaborate with their colleagues at GtC programs across the network.
   - Programs engage in continuous improvement of student outcomes and program sustainability through data driven decision making.
   - Director drives all collaboration and continuous improvement through robust and direct participation.

These essential elements are based upon a program philosophy which asserts that "all students have the capacity to achieve in the collegiate environment, including students who have not experienced success in the K-12 system." To that end, GCCA provides students with a continuum of services that helps them achieve academic success, opens their eyes to post high school opportunities, provides an avenue for students to transition to the postsecondary environment, and supports students during their enrollment."

Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements
The Charter School will emphasize preparation for postsecondary education within the community college context. Following the initial college preparatory experience, students will enroll in a blend of high school and college courses aligned with college degree, certificate or transfer programs. As required by Education Code Section 47605.6(b)(5)(A)(iii)-(iv), the Charter School will provide students and parents with a course catalog or its equivalent, notifying parents annually about the transferability of college courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses that are accredited by the Western Association of Schools and Colleges ("WASC") may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements.

Plan for Students Who are Academically Low Achieving

Students who are not achieving at expected levels are identified and supported using the resources of the Charter School and RCC. This includes access to GCCA academic coaches and instructional aides as well as RCC supplemental instruction (SI) services and departmental academic support resources. Upon enrollment, students will be identified as early in the intake process as possible. Students take skills assessments that are reviewed by all faculty and staff working with them and share their barriers to past and current success. GCCA is populated by students of various learning abilities and needs. Differentiation in instruction, including the use of audio books, videos and multi-media instruction and great amounts of dedicated staff support are in place to address these diverse needs. The school offers the help of four instructional aides who assist struggling students during and after classes, including advisory periods. Instruction is differentiated in a way that meets course objectives and inspires academic success for student individualized achievement using some of the following strategies: diagnostic assessment, formal indicator, adapting language down, printing out daily prompts, teach-pair-share, extra credit opportunities, guided notes, backwards planning, spending more time with students who need extra attention, audio books, assessment curving, graphic organizers, comprehensive and reflective rubrics, assessing possible growth areas, videos with content, multi-media presentations, technology for student assignments in the library, small group peer instruction, peer direct instruction, and special aides. In addition to differentiating for students, appropriate accommodations are also made which include advisory time, opportunities for resubmission of work, and extended deadlines where deemed appropriate.

Students may be placed in college courses at RCC or the equivalent college prep courses at GCCA based on their ability level and college readiness. Differentiation strategies have proven successful as indicated by course passage rates.

Faculty have assigned office hours and are available to students who need help with both high school and college classes. As previously mentioned, aside from GCCA supports, academic support services through RCC include SI tutors who attend classes with students and 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.

The ISP program serves as a safety net for students who are struggling to maintain enrollment due to academic or personal problems. Students who cannot attend classes daily or have fallen too far behind to successfully complete courses can enter the ISP option until they are able to reengage with the mainstream program. Students in ISP meet regularly with both their counselor and the teacher who oversees Cyber High to discuss progress. The counselor, instructor and student work closely with the common goal of successfully completing courses within the allowed timeframe. Note that this is not a primary model for GCCA and is only used as a stop-gap measure in certain situations. All the regular student and learner support services are in place for ISP students using Cyber High. For instance, if the student has a 504 plan, the Resource Specialist monitors student progress and offers appropriate accommodations. For example, a student may be able to test in another room or may have the questions read aloud to him. GCCA students have various learning abilities and needs. Differentiation in instruction, including the use of audio books, videos and multi-media instruction and great amounts of dedicated staff support are in place to address these diverse needs. Support for below grade level students is the same for ISP students taking classes through Cyber High as all GCCA students.

Plan for Students Who are Academically High Achieving

Students who are academically high achieving also receive coaching and support from the instructional team (teachers and instructional aides) and will be assigned appropriate level high school and college work to advance their skill levels. Students who are academically high achieving will be identified (a) at enrollment through school transcripts, standardized test scores, letters of support and placement meetings with Charter School faculty and counselors, and (b) by academic performance on Charter School and college class assignments, activities/projects and assessments. Students typically complete the college placement tests during the first term and are placed in appropriate college courses based on their scores. Students who are academically high achieving are placed in courses that are college transferable and are eligible for college honors courses.

Plan for English Learners

The Charter School meets all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

GCCA Instructional Program for English Learners: (9-12) Integrated ELD Instruction Program

GCCA provides the Integrated ELD Instruction Program option for students in grades 9-12 who are learning English as a second language. Initial instructional placement in these programs is determined by the student's English language level on the English Language Proficiency Assessments for California ("ELPAC"). Subsequently, multiple assessment measures, including students' prior ELPAC scores, are used to assist with placement.

In addition to Integrated ELD Instruction placement, GCCA provides Designated ELD instruction for EL students to advance skill levels in listening, speaking, reading and writing English. Designated ELD instruction is explicit, systematic instruction that is designed to augment and refine oral language and literacy development. This instruction is overseen by a properly credentialed, authorized, trained teacher. The level of instruction and content is supported through appropriate instructional strategies, including the use of designated paraprofessionals. The course of study and the instructional materials are specially designed to prepare students for reclassification as English proficient and to support students' core and elective classes. The program provides Designated ELD in ELA, Math, Science, and Social Studies when needed, which are taught by a credentialed, authorized, or trained teacher. The program promotes rapid English language development as the program's main focus. GCCA offers a very individualized approach to help EL students at all levels (emerging, expanding, bridging), including the program components and strategies described in the charter petition.

The instructional program described is provided to English Learners in the English language mainstream programming through the following settings:

- Self-contained classroom by an authorized, trained teacher, often times with a

paraprofessional in the classroom to support special populations

- Team teaching by authorized, trained teachers
- An authorized trained specialist, resource teacher, or trained paraprofessional
- An authorized Academic Coach to work with students one-on-one

English Language Arts and Social Science Staff Credentials Held:

Amy Moring ELA Instructor	Kathleen Bywater Coordinator, ELL Program	Scott Jacobs Social Studies Instructor	Zach Taylor Social Studies Instructor
Education: BA, English MA, Education	Education: BA, English Literature MA, Education/TESOL CLAD	Education: BS Recreation, Parks & Tourism Administration MA Education	Education: BA, History
Credentials: Single Subject, English	Credentials: Single Subject, English	Credentials: Single Subject, Social Sciences	Credentials: Single Subject, Social Sciences

How Students are identified as Requiring English Learner Development Services

EL students will be identified as requiring ELD services using multiple assessment measures, including the ELPAC, to assist with placement. The following information is collected for identification:

- Information shared by referring school district
- Self-identification on initial application
- Home Language Survey (self-identification)

Home Language Survey

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English are tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA"):ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Students are initially identified upon program entry using the means listed above. At least annually,

and more often twice each year (fall and spring), GCCA staff, including teachers, the Dean of Students, and the Director, meet to review students' progress toward English language acquisition. Monthly, the EL team meets to discuss the progress of each EL student. Teacher's notes and current test scores ELPAC for all pre-identified English Learners or self-identified at GCCA enrollment, CAASPP results for all students to whom it is administered) will be reviewed, along with the RCC Accuplacer score, which most often is the most recent standardized test in the student's file. If the student has made sufficient progress and is not placed into ELD courses based upon their Accuplacer performance, they may be reclassified. English Learners will continue to receive ELD instruction until they reach an ELPAC Level 4 or Reclassified Fluent English Proficient ("RFEP"). Upon implementation of ELPAC, the corresponding criteria will apply. 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. A sample of the GCCA Referral for Language Reclassification form is included below.

To ensure that all RFEP students succeed academically, GCCA staff recommend and implement interventions and support for students not demonstrating academic progress in core and elective classes. 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, as appropriate
- School sponsored academic help
- Supplemental instructional materials to support success in core curriculum; and/or
- Study skills support

Teachers are trained to use Differentiated Instruction to intentionally support the needs of language learners.

The instructional design model used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include Designated ELD strategies (metacognitive development, bridging, schema building, contextualization, text representation, modeling) and other approaches which include, but are not limited to the following techniques:

The Natural Approach. According to Dr. Stephen Krashen (Maurer, 2012, *Strategies for English Language Learners*), an expert in the study of second language acquisition and the co-author of *The Natural Approach*, the best way to learn a second language (fluently) is through total immersion. Other ELD strategies support this learning method, enabling students

to acquire the English language in a manner similar to the way they learned their native language, naturally and through regular interaction with others who already know the language.

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Searloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provide a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language.

To support all of the above, the following additional strategies are used on a regular basis:

- Physical involvement with Language
- The Use of Multiple Mediums to Present Information
- Opportunities to demonstrate language comprehension through physical expression
- A low-stress environment for language performance

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as

proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Specific Reclassification Criteria

EL students shall exit from the Instructional Programs for English Learners if all of the following are met:

- ELPAC overall score of Level 4.
- Accuplacer Results (Placing at RCC ENG 50 or above)
- Teacher recommendation after reviewing student's academic performance, including grades and proficiency levels in core academic domains including reading, writing, speaking, and listening.

Specific English Learner Development Strategies/Examples and Materials used in Foundation Classes that are Core or Supplemental

Reading, writing, speaking and listening development for all students will be an integral part of the ELA curriculum. The 2012 ELD Standards for California public schools will be utilized for strategy implementation. All core content teachers are trained in effective strategies during the "EL Corner" of instructor meetings. Thoughtful, rigorous, well-designed instruction which requires application of increasingly high levels of reading, writing, listening, speaking, and thinking skills, supports ELD students. Examples of specific strategies, explicit and implicit, that GCCA ELA teachers will use to work with ELD students include:

Example of Regularly Employed Strategies	**Specific Example(s):**
Frontloading language and providing comprehensible content instruction	*Patterns for Writing*, using illustration to present background of piece, identifying and learning unfamiliar words prior to reading

~~Information is presented/required in small chunks~~	~~Moving from words and phrases to sentences and paragraphs; Papers (Written Essays) are due in sections for consistent, frequent feedback~~
~~Anticipatory Charts~~	~~Know/Want/Learn ("KWL") Charts used with Class Novels~~
~~Corners and Verbalizing~~	~~Research Paper – students choose their topic from a given "Current Events" list. Students go to the designated area for their topic and discuss reasons for choosing it, strategies for researching, etc.~~
~~Direct, intensive instruction with regard to formal register vs. everyday speech~~	~~Corrective feedback in oral and written communication (ex. emails, blogs, journals)~~
~~Use of school-provided technology (audio books, Chrome Books)~~	~~*Long Way Gone* chapters read aloud in class prior to independent reading and work.~~
~~Varied opportunities for application and practice (goals: fluency and automaticity)~~	~~Students can sometimes choose among post- readings assignments~~
~~Writing Coach on staff (enriched vocabulary instruction, language functions, forms and fluency, use of multiple meaning words, corrective feedback)~~	~~Extra time provided with a Writing Coach for students to work on assignments and papers with immediate corrective feedback and one-on-one interaction~~
~~Explicit grammar instruction and specialized (intervention and enrichment) advisories~~	~~Topics include: Subject/Verb Agreement, Pronouns, Fragments, Homonyms, Pronunciation, Root Word Identification, Decoding, Punctuation – in addition to general homework support~~
~~Cooperative Group Work, such as "Expert" Group and Jigsaw; transitioning from partner work to independent work~~	~~Text excerpts/full readings – students work in groups to become "experts" on the piece and present to rest of class~~
~~Provide opportunities for learning in other academic settings~~	~~Attending RCC film series, lectures and presentations; special advisories held in the Writing and Reading Center (WRC).~~

~~Presentations that incorporate visuals to reinforce meaning and interest of topic presented~~	~~Personalized photos of familiar people in PowerPoint presentations used to illustrate a point~~
~~Student handouts including notes on topic with missing information provided orally by teacher to entice active listening of students~~	~~Additional "blank" areas provided on handouts as the term progresses providing for scaffolded note-taking~~

Total Physical Response	Exaggerated movement by teacher to express the meaning of spoken language
Relaxed Environments that create low affective filters	GCCA classrooms are often jovial and personal; class sizes do not exceed 35 students but typically are between 25 and 30 students
In-Text Questions	Students answer questions about a selection *as* they read it.

Continued ELD Work with GCCA Students Taking College Classes

GCCA students will have access to the RCC Writing and Reading Center (WRC) as well as RCC tutors. A minimum of 18 hours per class in the WRC is a requirement for students enrolled in all RCC English courses and tutoring is an additional support. Students are referred to both the Writing Center and Tutoring Services regularly where they can receive assistance from an RCC instructor with writing and assigned Directed Learning Activities ("DLAs"), which target further development in reading and writing skills.

GCCA also has secured a dedicated Writing Coach whose responsibility is helping students in the Foundation term as well as students in College English classes, developmental or for college credit.

How RCC Developmental Level Classes Serve English Learner Students

During the Foundation (first) term, GCCA students will be assessed for their skills as outlined in "Assessment of Basic Skills," defined under "Matriculation" in the RCC Catalog. Accuplacer test results determine EL student enrollment in one of the following courses: ESL 51 (Basic Writing and Grammar), ESL 52 (Low intermediate Writing and Grammar), or ESL 53 (Intermediate Writing and Grammar) for one semester.

In order to prepare EL students, RCC has a comprehensive ESL program including the courses above. This Department provides instruction in reading, writing, speaking and listening for academic English. Services at RCC include placement testing, counseling, registration assistance, and supplemental instruction.

The RCC "Moving through English" flowchart below illustrates the path for EL students to move through the ESL Developmental Courses, which will make them eligible for RCC English 50 (Basic English Composition) and beyond.

PLACEMENT GUIDELINES
ENGLISH COMPOSITION COURSES

ENGLISH 1B/1BH
- A grade of C or better in ENG-1A/1AH

ENGLISH 1A/1AH
- Qualifying preparation score based on the ACCUPLACER® test and academic background; or
- A grade of C or better in ENG-50 or ENG-80
- Approved alternative placement method (see Counseling for available options)

ENGLISH 50
- Qualifying preparation score based on the ACCUPLACER® test and academic background; or
- Successful completion of ENG-60B or ESL-55

ENGLISH 80
- There is no prerequisite; the course is open to all students.

ENGLISH 60B
- Qualifying preparation score based on the ACCUPLACER® test and academic background; or
- Successful completion of ENG-60A

ENGLISH 60A
- There is no prerequisite; the course is open to all students. It is strongly recommended that students register in an appropriate composition course (ENG-60A, 60B, 80, 50, or ENG-1A) during their first semester of enrollment. See "Moving through English" for more details.

ENG-80 is an intensive accelerated course which provides an alternative option preparing students for entrance into **ENG-1A.**

ENGLISH AS A SECOND LANGUAGE TESTING

We offer ESL testing. Complete testing schedules are available at www.rcc.edu/services/assessment/dates.cfm. Making an appointment will guarantee you a seat for the test. If you walk in without an appointment, you may not be able to test.

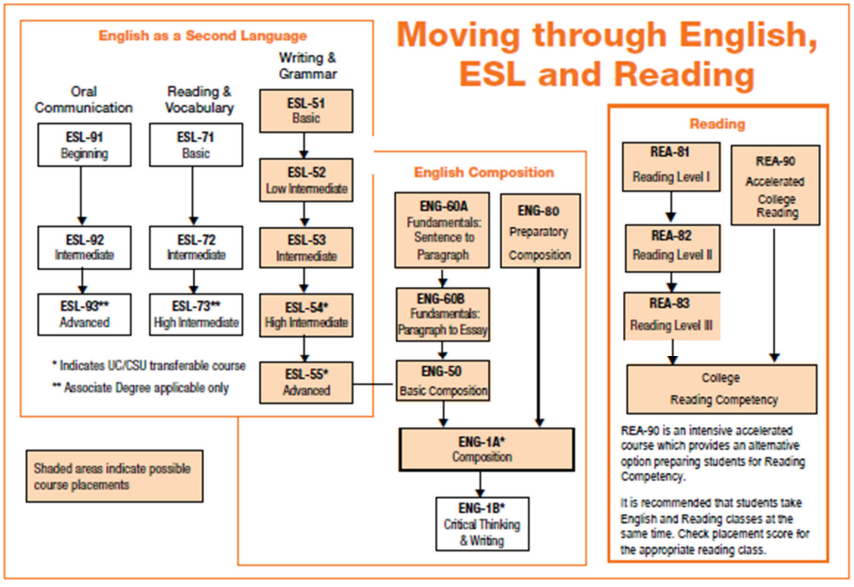
Riverside City College: Call 951-222-8451 for an appointment.

ENROLLMENT GUIDELINES
FRENCH

1. If you have taken French in high school or in another college or university, you must have official transcripts on file and request evaluation of the course(s) in order to enroll above level 1.
2. If you have acquired knowledge of French outside of a formal educational institution, you must file a matriculation appeals petition in order to enroll above level 1.

RIVERSIDE WORLD LANGUAGES
TEACHING AND LEARNING LAB HOURS
FRENCH
DIGITAL LIBRARY 111

Monday.....11:30AM – 8:30PM
Tuesday, Wednesday and Thursday.....8:30AM – 9:00PM
Friday, Saturday and Sunday.....CLOSED



Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.
- Regularly monitoring student success, using a variety of measures

Plan for Special Education

Overview

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

The Charter School is its own local educational agency ("LEA") for purposes of special education and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to RCOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for determining whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination as to whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

The Charter School shall not operate in a building(s) that present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs. The Charter School shall provide for appropriate accommodations, as necessary, for all enrolled students.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

General Education Program Modifications

It is the intent of GCCA to individualize each student's education, providing him or her with the assistance needed in order to meet ambitious academic goals. Because GCCA recognizes that students will need varying levels of support in order to reach their goals, its entire program is a modification to the typical general education setting. Students who enroll participate in small learning communities, and each student has a Student Educational Plan ("SEP"). The SEP is created upon enrollment and updated to address secondary and post-secondary academic, college, and career goals. It is formally updated each term, based upon the Charter School's calendar. This model provides an increase in levels of intensive instruction to students in direct proportion to their individual needs. In addition, GCCA will implement the Student Success Commitment and Section 504 Plan procedures described below.

Referral Process for Special Education (including Student Success Commitment Model)

GCCA's program provides small learning communities or cohorts. Twice monthly, each cohort's teachers, counselors and case managers meet to discuss the students in their cohort. If there are any concerns, the cohort shall schedule a meeting with the parent and/or student to discuss the concern(s). (Many GCCA students are over 18, so their parents may not be involved in the process.) These

meetings are referred to as Student Success Commitment Meetings. In essence, this is the same as what schools traditionally refer to as a student study team. During the meeting, the team may address concerns centered on a student's academic progress; social/emotional development; physical limitations; medical issues; and/or behavioral history. Objective and complete data are collected and discussed to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, health history, review grade level standard in the core content areas, CAASPP results, standardized test benchmarks in English Language Arts Program and general education assessments).

Student Success Commitment Meetings result in a signed Student Success Commitment, which identifies accommodations in the classroom, changes in environment, behavior support, and other conditions and supports that will be provided and monitored by the counselor and staff. Team members, including the student, are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of all proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting, and more restrictive interventions are not warranted. However, if progress is not noted, the student may be referred to what would be considered a second-tier meeting, which may include the special education department. (Education Code Section 56303 mandates a pupil shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized.) If sufficient strategies were implemented following the initial process, and the team does not observe any improvement, the student is generally offered a full evaluation for special education to assess all areas of suspected need.

Parental Request for Assessment

If a parent makes a written request for an assessment for special education, either an Assessment Plan is generated within fifteen (15) calendar days following the receipt of the written request or the Charter School will provide a prior written notice and procedural safeguards, consistent with law, explaining why an assessment is not necessary at this time. This may occur if the resources of the regular education program have not yet been utilized, in which case the Student Success Team will meet with the parent and discuss interventions to be implemented and schedule a follow-up date to discuss results and recommendations.

Assessments will be completed by a qualified team and an IEP meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment. Accommodations are typically provided to the student during the assessment period to ensure they are adequately supported.

School Request for Assessment

If GCCA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within fifteen (15) days. The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only by receipt of written parent permission. The assessment will be completed and an IEP meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies

qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Resource Specialist Services (Specialized Academic Instruction – SAI)

Most of the students who enroll in the Charter School present with disabilities that require social-emotional or behavioral support. As set forth in the next section, GCCA utilizes the services of credentialed counselors and the RCC Student Health and Psychological Services Department to handle these services. In addition, GCCA enlists the services of an educational specialist to meet the needs of its students requiring specialized academic instruction. To the extent GCCA needs additional services, it contracts with Total Education Solutions ("TES") to provide services required by our students. Over the past four years, GCCA worked with the County and local school districts to ensure a continuity of services as it transitioned from a school of the district to an independent LEA.

To develop and implement IEPs appropriate to meet students' needs, GCCA has the following professional team:

- Kim Hatzold- Ms. Hatzold is the Resource Specialist Teacher at the Charter School. She is in her third year at GCCA and works very closely with teachers, administrators, instructional aides, contracted service providers, SELPA staff, RCC staff and faculty, students, and parents. Ms. Hatzold is a key person in the school's efforts to ensure effectiveness and compliance across its entire special education program.

- Jessica Baron- Ms. Baron serves as the school's special education instructional aide. She works closely with the resource specialist, teachers, and counselors to deliver individualized academic support to students in and outside of class. Ms. Baron has been with the school for the past three years and was a member of the 2014 GCCA graduating class.

- Robin Acosta- Ms. Acosta is the Dean of Students at the Charter School. She has been with GCCA for the past seven years and has taught both Guidance as well as test prep math courses. She oversees the counseling and student support services of the Charter School.

- Brenda Forsse- Ms. Forsse is a Counselor at GCCA, providing guidance to students in their foundation term and support to students in their transition terms. Ms. Forsse's educational background is in psychology and educational counseling. She has a pupil personnel services credential and a master's degree in educational counseling and guidance.

- Miguel Contreras- Mr. Contreras currently serves as the Director at Gateway and previously served as Dean of Students and Counselor. He oversees the administration of all aspects of the school program. He has a B.S. Sociology from UC Irvine, and a M.S. Counseling; Student Development in Higher Education from CSU Long Beach.

Because GCCA students take community college courses through RCC, GCCA students may access RCC's Disability Resource Center. These services include but are not limited to: Priority registration; Note taking services; Test accommodation; Reader Services; Adaptive computer technology; Adaptive equipment loan; Academic advising; Disability-related counseling; Career counseling; E-Text Captioned media; and Real-time captioning. Thus, GCCA can ensure that all students' IEPs are implemented in all settings.

Designated Instruction and Services (e.g. Speech and Language therapy, Adaptive Physical Education, Occupational/Physical therapy, Counseling, Sign Language Interpreting

GCCA will provide any necessary counseling, behavioral support services, and related services for its students by hiring credentialed or licensed providers through private agencies or independent contractors.

Resource Specialist Program (Services for students with mild/moderate learning disabilities requiring up to 49% SAI)

GCCA will comply with the federal mandate of the "least restrictive environment," meaning that the Charter School will educate special education students along with their non-disabled peers to the maximum extent appropriate. GCCA will generally offer a comprehensive inclusion program model for its students according to each individual IEP that includes specialized academic instruction through GCCA's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

The Gateway to College model achieves success by combining high academic expectations with one-on-one advising and support. Counselors act as coaches, mentors and advisors. Students work with their counselor on issues ranging from transportation and study habits to pathway selection and applying for scholarships. The wrap-around support of the counselor keeps students on the right track for success.

Moderate/Severe Special Day Class (Services for students with moderate/severe disabilities requiring intensive services greater than 50% SAI)

For learners with moderate/severe physical, medical, emotional disturbance and/or significant developmental delays requiring intensive services, GCCA may contract with other agencies, school districts, county offices of education, or utilize inter/intra SELPA placement options, to ensure it provides a full continuum of placement options. GCCA recognizes that it may access such SELPA options only with the express consent of the receiving entity and that GCCA shall be solely responsible for funding any such placement so long as the student remains enrolled at the Charter School. Students will always be placed in the least restrictive environment and GCCA will ensure

that a full continuum of placement options is available internally or through contract with other appropriately licensed/certified third parties. In addition, GCCA will follow SELPA guidelines with respect to Non-Public School ("NPS")/Non-Public Agency ("NPA") or residential facilities, if the IEP team determines that an off-campus placement is needed to offer FAPE.

Inclusion Services (e.g. supported full time placement in general education classes for students with severe disabilities)

As described in previous sections, GCCA plans to hire an educational specialist to provide support for those students who need it. GCCA will contract with appropriate third parties, such as TES, to provide any additional services required by our students' IEPs. In addition, our model, in general, offers a comprehensive support program. GCCA will comply with the federal mandate of the "least restrictive environment," meaning that the Charter School will educate special education students along with their non-disabled peers to the maximum extent appropriate.

GCCA will generally offer a full inclusion model for its students according to each individual IEP, offering a comprehensive inclusion program that includes specialized academic instruction through GCCA's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. Because GCCA students take actual community college courses through RCC, the Community College also permits them to access RCC's Disability Resource Center These services are listed above. Thus, GCCA can ensure that all students IEPs are implemented in all settings.

Administrative Oversight of the Special Education Program

GCCA's Director and Dean of Students will coordinate services and training at the school site with the support of the El Dorado County Charter SELPA program staff. Related services, such as occupational therapy, speech therapy, physical therapy, and mental health, will be provided by the appropriate third party agency, TES, with oversight by the Charter School.

Regular and special education teaching staff, as well as other appropriate faculty and staff members at GCCA will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the El Dorado County Charter SELPA. In addition, GCCA hosts and has staff participate in multiple local/regional training events.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

GCCA will fully comply with 20 U.S.C. section 1412(a)(3) and Education Code Sections 56300, 56301 and 56040, in its efforts to search for, assess, identify, and serve any pupils with disabilities

who are eligible for special education instruction and related services.

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

To identify newly enrolled students who may be eligible for special education, all enrollment forms for the GCCA contain a section for parents to indicate if their child has ever had a referral for Student Success Team ("SST"); any previous assessments for the purposes of identifying their student for special education; a current or expired Section 504 Accommodation Plan; or a current or expired IEP. When an enrollment form is received indicating anything related to one of the above items, the parent is contacted by the Director or designee to obtain additional information and copies of all related documents. When a student with an active IEP applies, a copy of his or her IEP is requested from the former school district/charter school to enable services to begin immediately upon his or her enrollment, and a review IEP meeting is scheduled within approximately thirty (30) days to ensure that any goals, services, and placement at GCCA are appropriate for student, i.e., that the student is being provided FAPE. In addition, GCCA monitors each student's academic progress, making referrals as needed, for additional supports. GCCA students also have the advantage of continuous enrollment, which allows the School to better monitor progress or potential problems. GCCA will also follow the Student Success Commitment and Section 504 processes outlined in the next sections.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Resource Specialist Teacher generates a referral for special education; monitors all legal timelines; develops an assessment plan (offering testing in all areas of suspected area of disability, including the use of a RtI2 strategy (if appropriate) to identify specific learning disabilities [20 U.S.C. 1414, Education Code Sections 56300 et seq.]; coordinates qualified personnel to provide the required testing [20 U.S.C. Section 1414(b), Education Code Section 56320]; distributes written assessment reports to the parent prior to the IEP meeting [20 U.S.C. Section 1414 (b)(4)(B), Education Code Section 56327]; generates IEP meeting notices [Education Code Section 56341.5]; develops and facilitates the IEP meeting [20 U.S.C. Section 1414(d)(3), Education Code Section 56344]; and distributes copies of the IEP to appropriate personnel [Education Code Section

56347]. The Charter School agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data. At least once every three years, a student is reassessed to determine his or her continued eligibility to receive special education services [20 U.S.C. Section 1414(c), Education Code Section 56381].

Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team will be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to insure all initial, annual, and triennial reviews are held within mandated timelines. Identification of English Language/Bilingual Special Education Students: Before a second language student is referred for special education, his or her level of English proficiency is determined to ensure his or her acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with his or her native culture participate during the Student Success Commitment processes, and during referral, assessment, and identification to determine their eligibility to receive special education.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student's parent/guardian if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal laws in the development and implementation of IEPs, including all procedural requirements of the IDEA and its implementing regulations at 34 C.F.R. sections 300.320-300.324.

If the IEP team finds a student eligible for special education services, it shall develop an IEP to meet the student's individual needs. The IEP will include all required components and will be written on SELPA forms. Each IEP will include the following:

1. A statement of the student's present levels of academic achievement and functional performance.
2. The rationale for placement decisions.
3. The services the student will receive and the means for delivering those services.

4. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
5. Measurable annual goals and short-term objectives focusing on the student's current level of performance.
6. A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided.
7. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by GCCA.

IEP Implementation

The Charter School is responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School provides parents with timely reports on the student's progress as provided in the student's IEP, at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School provides all home-school coordination and information exchange. The Charter School provides all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School continues, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

IEP Meeting Schedule

IEP meetings are held according to the following schedule:

1. Yearly to review the student's progress and make any necessary changes.
2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
3. After the student has received a formal assessment or reassessment.
4. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress, either may call a meeting. (Consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request.)
5. When an Individual Transition Plan ("ITP") is required at the appropriate age.

Unless otherwise specified on the student's IEP, parents/guardians will be informed four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Students will always be placed in the least restrictive environment and GCCA will ensure that a full continuum of placement options is available internally or through contract with other appropriately licensed/certified third parties.

Non-Public Placements/Non-Public Agencies

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The Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. GCCA will follow SELPA guidelines with respect to NPS/NPA or residential facilities, if the IEP team determines that an off-campus placement is needed to offer FAPE.

Transportation for Students with Special Needs In Order to Access Special Education Services

Transportation services will be provided to eligible students who require transportation to access appropriate services. Because GCCA does not provide transportation to its general education students, it will contract with an appropriate agency for transportation services. When contracting with such an agency to provide special transportation services, the Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services specified in the student's IEP. Moreover, when authorizing special transportation for students with disabilities, the GCCA IEP team shall consider all of the following: (1) The student's safety and health needs; (2) The extent to which transportation arrangements may help the student develop independent mobility skills; (3) The student's difficulty in using regular transportation services; and (4) The coordination of regular and special transportation. The IEP team will further identify the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan. Transportation schedules shall be arranged so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students, except as may be prescribed on an individual basis.

Transition Services for Students Aged 18-22 Years (Who Have Not Earned High School Diploma)

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP shall include transition services (including courses of study) needed to assist the child in reaching those goals, and, beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under the IDEA, if any, that will transfer to the child on reaching the age of majority. [20 U.S.C. Section 1414(d)(1)(A)(VIII), Education Code Sections 56462 and 56345.1] GCCA's Resource Specialist will work with the general education team of providers to ensure that students' post-secondary goals are developed and implemented. Clearly, the GCCA program is designed specifically to support the transition to post-secondary life.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School has adopted policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.
Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Implementation and Assessment of the Eight Standards for Mathematical Practice

Foundation Math:

1. **Make sense of problems and persevere in solving them**
   Students should be able to explain the meaning of a problem and actively look for ways that it can be solved. Instead of jumping right into an attempt at a solution, students need to critically analyze the math problem, speculate about the form and meaning of the solution, and plan a pathway to get there.

   - Aleks notes
   - Workshop write-ups: (Workshop 2 Tic-tac-toe, workshop 3 Beans)
   - Classroom instruction

2. **Construct viable arguments and critique the reasoning of others**
   When constructing arguments, students should consult definitions, theorems and previously established results. They will need to justify their conclusions by building a logical progression of claims and using examples. It's also important that they be able to distinguish correct reasoning from that which is flawed.

   - Small group discussion
   - Classroom instruction
   - Workshop activities

3. **Reason abstractly and quantitatively**
   Making sense of quantities and their relationships when problem solving is an important math skill for students to possess. This involves creating coherent arguments and using symbols to represent mathematical situations. Students should be able to use the different properties of operations and objects flexibly.

   - Worksheets
   - Textbook
   - Instruction
   - Number sense, (Moving abstract to concrete)

4. **Model with mathematics**
   This brings math outside of the classroom. Students must have the skills take what they've learned in math class and apply it to situations they encounter in everyday life. What this means will evolve as students mature and work their way toward high school graduation.

   - Workshops
   - Campus activities

5. Attend to precision

Good mathematical practice also involves the ability to communicate what one has learned. Students must be able to use mathematical definitions to clearly and accurately explain their reasoning. In addition, they should be precise about units of measure and labeling axes.

- Vocabulary workshop
- Presentations
- Unit rate graphs
- Workshop write-ups

6. Use appropriate tools strategically

When solving math problems, students will need to consider the tools they have available to them. This can range from pencil and paper, to a calculator, to math software or a protractor. They should be able to identify which tool will be most helpful and use it appropriately.

- Workshop 3 Beans
- Workshop 5 In Shape
- Aleks
- Pencil
- Paper
- Calculators
- Whiteboard
- Ruler
- Tape measure
- Scale
- Measuring cups
- Tutorial sites
- Multiplication table
- Chrome books
- Internet sites

7. Look for and make use of structure

Students should be able to discern patterns and structures in math. What this means varies depending upon grade level. Elementary math students, for example, should know that 4+5 and 5+4 mean the same thing. High school students will need to note regularity in the way things cancel out when expanding an equation.

- Aleks
- Direct classroom instruction
- Worksheets
- Text
- Notes

8. **Look for and express regularity in repeated reasoning**
   More advanced math students should be able to recognize when calculations are repeated and be constantly looking for shortcuts. As they work through math problems, students should continually reevaluate if they are on the right track.

   - Lecture
   - Worksheets
   - Aleks
   - Small group discussions
   - Notes

Algebra 1:

1. **Make sense of problems and persevere in solving them**
   Students should be able to explain the meaning of a problem and actively look for ways that it can be solved. Instead of jumping right into an attempt at a solution, students need to critically analyze the math problem, speculate about the form and meaning of the solution, and plan a pathway to get there.

   - Aleks notes
   - Classroom instruction

2. **Construct viable arguments and critique the reasoning of others**
   When constructing arguments, students should consult definitions, theorems and previously established results. They will need to justify their conclusions by building a logical progression of claims and using examples. It's also important that they be able to distinguish correct reasoning from that which is flawed.

   - Small group discussion
   - Classroom instruction
   - Electronic portfolios
   - Final presentations

3. **Reason abstractly and quantitatively**
   Making sense of quantities and their relationships when problem solving is an important math skill for students to possess. This involves creating coherent arguments and using symbols to represent mathematical situations. Students should be able to use the different properties of operations and objects flexibly.

   - Worksheets
   - Textbook
   - Instruction
   - Multi-step equations (Moving abstract to concrete)
   - Linear equations (Moving abstract to concrete)

4. **Model with mathematics**

This brings math outside of the classroom. Students must have the skills take what they've learned in math class and apply it to situations they encounter in everyday life. What this means will evolve as students mature and work their way toward high school graduation.

- Workshops
- Campus activities
- Electronic portfolios
- Career studies

5. **Attend to precision**

Good mathematical practice also involves the ability to communicate what one has learned. Students must be able to use mathematical definitions to clearly and accurately explain their reasoning. In addition, they should be precise about units of measure and labeling axes.

- Team activities
- Final presentations
- Electronic portfolios

6. **Use appropriate tools strategically**

When solving math problems, students will need to consider the tools they have available to them. This can range from pencil and paper, to a calculator, to math software or a protractor. They should be able to identify which tool will be most helpful and use it appropriately.

- Aleks
- Pencil
- Paper
- Calculators
- Whiteboard
- Tutorial sites
- Multiplication table
- Chrome books
- Internet sites
- You Tube

7. **Look for and make use of structure**

Students should be able to discern patterns and structures in math. What this means varies depending upon grade level. Elementary math students, for example, should know that 4+5 and 5+4 mean the same thing. High school students will need to note regularity in the way things cancel out when expanding an equation.

- Aleks
- Direct classroom instruction

- ~~Worksheets~~
- ~~Text~~
- ~~Notes~~

8. ~~**Look for and express regularity in repeated reasoning**~~

~~More advanced math students should be able to recognize when calculations are repeated and be constantly looking for shortcuts. As they work through math problems, students should continually reevaluate if they are on the right track.~~

- ~~Lecture~~
- ~~Worksheets~~
- ~~Aleks~~
- ~~Small group discussions~~
- ~~Notes~~
- ~~Electronic drill games~~

~~Reference:~~

~~Manegold, Neal. (2013). Explaining CCSS standards for mathematical practice. Dreambox: Learning. Retrieved from http://www.dreambox.com/blog/explaining-ccss-standards-for-mathematical-practice~~

~~Charter School Goals and Actions to Achieve the Eight State Priorities~~

~~Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).~~

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

Mission

GCCA will provide all learners with personal and academic success through equitable practices and individualized plans leading to a high school diploma and access to college and career pathways.

Vision

Gateway; an early college high school providing all learners opportunities to reach their potential, transform their lives, and improve the well-being of their families and community.

Student Learning Outcomes

GCCA students will transform themselves into self-directed early college learners who:

- Reason critically and creatively
- Communicate effectively
- Build a personal school-to-career ladder
- Exhibit academic diligence and responsibility

Educational Philosophy

Whom Will the Charter School Educate? – Target Student Population

The Charter School will educate any high school student who desires to enroll. **The target population is any high school student who has dropped out of high school or is not on track to graduate with their original class.** The Charter School's educational program provides students with the opportunity to earn a high school diploma while earning credits toward community college degree and certificate programs. Consequently, students will be recruited who meet the following criteria:

- The student dropped out of high school or is not on track to graduate with their 9th grade

cohort.

- The student is behind in high school credits (for their age and grade level).
- An assessment of accumulated high school units and continuous enrollment status indicates that the student may reasonably complete a diploma while enrolled within the Charter School.
- The student resides in the State of California.
- The student has an expressed goal to complete a high school diploma.
- The student will attend and participate in the Charter School's enrollment, registration and intake process.

The Charter School is located on the Riverside City College campus, where it has historically operated in close partnership with RCC and provided students with direct access to college resources and services. In 2024, GCCA established a dual enrollment partnership with Moreno Valley College, expanding opportunities for students to take in-person courses in allied health, public safety, and other career pathways. Looking ahead, GCCA is preparing to begin operations at a RCCD satellite building in Jurupa Valley, projected to open for student use in 2026, further extending access to students residing in western Riverside County. Beyond that, the school plans to open a satellite site in Moreno Valley within the term of this renewed charter petition.

In addition to these in-person options, GCCA also serves students through hybrid and virtual instruction and support models. These flexible pathways allow learners balancing work, parenting, health, or transportation challenges to remain fully engaged in their education. Students can access academic and counseling services both online and in person, ensuring that all GCCA learners benefit from a comprehensive, personalized early college experience.

Who Are the Learners?

GCCA serves students who are not on track to graduate from traditional high schools or who require an alternative, supportive pathway to complete their diploma while beginning college coursework. As a **DASS** school, GCCA intentionally enrolls youth who face barriers to success in traditional settings, including students who are credit deficient, English learners, foster or homeless youth, parenting youth, and those balancing work and family responsibilities.

Student Profile

- Age/Grade at Entry: Most students enter GCCA between ages 16–19, often in their 11th or 12th grade year, though increasing numbers now choose GCCA as incoming ninth or tenth graders.
- Prior Schooling: Students come from both continuation/alternative programs and traditional high schools. Many are "transfer recovered dropouts," returning to education after periods of disengagement.

- Academic Standing: Students typically enroll with an average grade point average ("GPA") of 1.6 and approximately 90 credits completed — about 60% deficient in credits toward graduation.
- Barriers Identified: Students report academic struggles, inconsistent attendance, lack of adult connection, transportation challenges, and family finances as the most common barriers to their prior success.
- Demographics: GCCA serves a highly diverse population — approximately 70% Hispanic/Latino, with strong representation from Black students, English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. This exceeds statewide averages for alternative and charter high schools.

Student Pathways

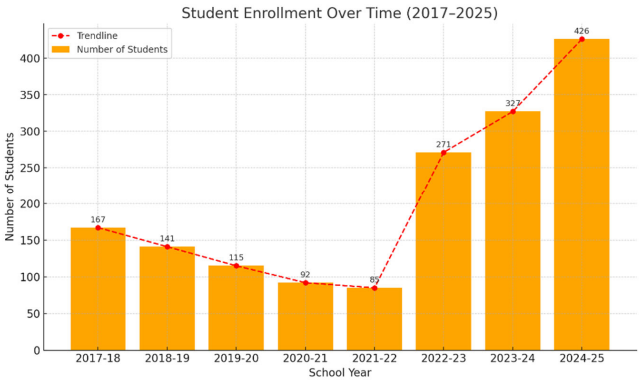
To meet these varied needs, GCCA has developed four clear and individualized student pathways:

1. The Graduate – Earn a high school diploma (173 credits required), which may include transferable college credits.
2. The Collegiate – Maximize RCC dual enrollment opportunities, complete A–G requirements, and prepare for associate degrees or university transfer.
3. Career and Technical Education Focus – Complete high school requirements while earning college certificates or degrees in skilled and professional careers.
4. Short-Term Credit Recovery – Work with GCCA and the student's home district to complete missing credits for graduation.

Through these pathways, GCCA provides a second chance for disconnected youth and an attractive first-choice option for students and families seeking a high school experience built on dual enrollment and early exposure to college.

Student Enrollment Over Time, 2017–2025

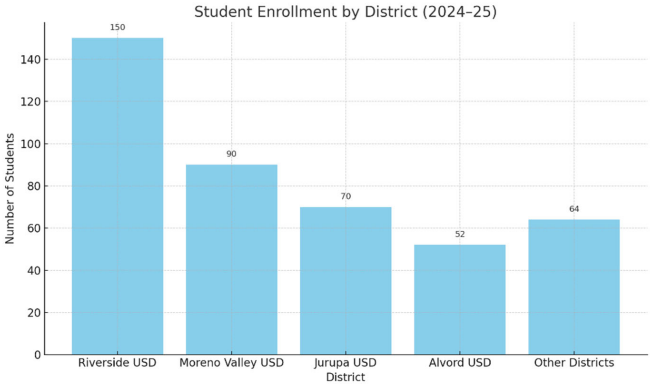
Enrollment data illustrate both the challenges and resilience of GCCA. Following a gradual decline that culminated in a low of 85 students in 2021–22 during the COVID-19 pandemic, GCCA experienced a dramatic recovery beginning in 2022–23. Enrollment grew to 271 students in 2022–23, 327 in 2023–24, and 426 in 2024–25 — the highest in school history. This growth reflects the implementation of hybrid and virtual instruction, year-round enrollment, expanded outreach, and new career and dual enrollment pathways, all of which have strengthened GCCA's role as a countywide re-engagement option for Riverside County youth.

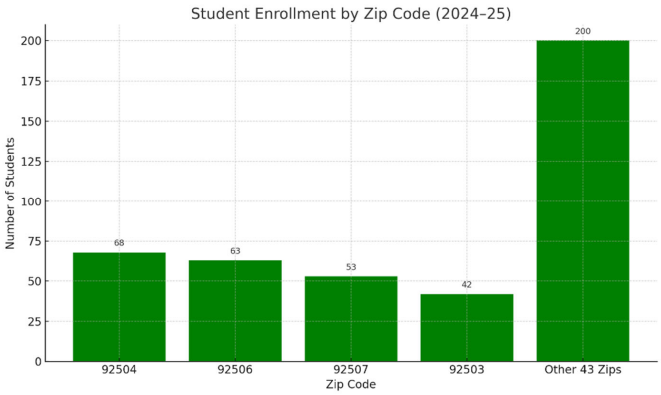


Student Geographic Distribution

GCCA's countywide reach is reflected in the diversity of school districts and zip codes represented in its enrollment. As of October 2025, GCCA enrolled 426 students from 23 school districts and 47 unique zip codes across Riverside County. More than 85% of students reside in the four unified districts within RCCD boundaries (Riverside, Moreno Valley, Jurupa, and Alvord). Smaller numbers of students come from Corona-Norco USD, Perris Union HSD, San Jacinto USD, and other districts throughout the county. This wide distribution demonstrates the regional need for GCCA's early college and re-engagement model, far beyond the boundaries of a single district.

Enrollment data show that GCCA draws students broadly across Riverside County, with concentrations in the four RCCD unified districts and representation from nearly every region of the county. This distribution underscores the continuing countywide benefit of the charter and validates the need for multi-site operations, including the planned expansion into Jurupa Valley.





An "Educated Person" in the 21st Century

In today's global economy, the definition of an "educated person" extends well beyond earning a high school diploma. The Georgetown Center on Education and the Workforce projects that by 2031, 70% of jobs in the U.S. economy will require some form of postsecondary education or training.[1] Middle-skill jobs that require certificates, credentials, or associate degrees remain in high demand, while industries increasingly expect workers to demonstrate adaptability, digital literacy, and problem-solving skills. Without access to these opportunities, young people face significant barriers to family-sustaining careers and civic participation.

At the same time, research confirms that early college and dual enrollment are among the most effective strategies to expand access to postsecondary credentials and reduce equity gaps. Students who participate in high-quality dual enrollment programs are more likely to graduate from high school, immediately enroll in college, and persist to degree or credential completion than their peers.[2][3] These outcomes are particularly strong for students of color, low-income students, and first-generation college-goers — the very populations served by DASS charters such as GCCA.

California policy reinforces this imperative. The State's Master Plan for Higher Education emphasizes aligning high school, community college, and workforce pathways to meet the needs of students and employers alike. Initiatives such as the K–12 Strong Workforce Program, the CCSPP, and College and Career Access Pathways ("CCAP") dual enrollment agreements are designed to ensure students graduate not only with a diploma, but also with momentum toward postsecondary and career success.[4]

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[1] Carnevale, A. P., Smith, N., & Strohl, J. (2021). *The college payoff: More education doesn't always mean more earnings.* Georgetown University Center on Education and the Workforce.
[2] College in High School Alliance. (2019). *Equity and access in dual enrollment and early college high school.* Washington, DC: Author.
[3] Fink, J., Jenkins, D., & Yan, R. (2017). *What happens to dual enrollment students? Tracking college and career outcomes.* Community College Research Center, Columbia University.
[4] California Department of Education. (2023). *College and career readiness initiatives.* Sacramento, CA: Author.

Given this reality, GCCA believes that to be an "educated person" in the 21st century means:

- Completing high school with the skills, knowledge, and habits of mind to thrive in college, career, and civic life.
- Earning college credits, certificates, or credentials that accelerate access to transfer and employment opportunities.
- Developing competencies such as collaboration, critical thinking, creativity, resilience, and digital fluency.
- Understanding and engaging in civic life within diverse, interconnected communities and economies.

It is the objective of the Charter School to enable students to become self-motivated, competent, and lifelong learners who graduate prepared for both the workforce of today and the evolving challenges of tomorrow.

How Does Learning Best Occur?

For two decades, research has shown that dual enrollment and early college programs are among the most effective strategies for improving high school graduation, college enrollment, and degree attainment for students who might otherwise not complete high school.[5][6][7] Students who participate in these programs are more likely to persist, more likely to earn college credits while in high school, and more likely to continue to college after graduation compared to their peers. These outcomes hold true across subgroups, and are particularly impactful for low-income, first-generation, and students of color.

GCCA was founded as a pure early college high school model, situated on a college campus and centered on the belief that placing students directly into a postsecondary environment accelerates their readiness and momentum. This remains a core feature of GCCA's design — all students continue to earn transferable college credit through our partnerships with Riverside City College and Moreno Valley College, and by 2026, at RCCD's new Jurupa Valley site.

However, GCCA's experience — and the lived realities of the students it serves — demonstrate that learning for DASS students occurs best when early college is paired with flexibility, wraparound supports, and multiple modes of instruction. The COVID-19 pandemic accelerated this shift, but the evidence was already clear: many disconnected youth face barriers such as inconsistent transportation, work and caregiving responsibilities, or mental health challenges that limit their ability to fully access a traditional seat-time early college design.

The Rationale for Hybrid and Virtual Learning

[5] American Institutes for Research & SRI International. (2013). *Early college, early success: Early college high school initiative impact study.* Washington, DC.
[6] College in High School Alliance. (2019). *Equity and access in dual enrollment and early college high school.* Washington, DC.
[7] Fink, J., Jenkins, D., & Yan, R. (2017). *What happens to dual enrollment students? Tracking college and career outcomes.* Community College Research Center, Columbia University.

- Flexibility: Hybrid and online options allow students to balance work, parenting, or health needs without losing connection to GCCA's supports.
- Equity of Access: Students across 23 districts and 47 zip codes — from urban Riverside to outlying rural areas — can access GCCA programming without geographic limitations.
- Student Support Innovation: Virtual counseling, academic coaching, and mentoring ensure students remain engaged even when not physically on campus.
- Personalization: Hybrid design allows individualized pacing, tailored interventions, and differentiated support that meet students where they are academically and personally.

Research supports this evolution. Studies of alternative schools and re-engagement programs confirm that blended and flexible designs improve persistence for youth who have struggled in traditional environments.[8] Similarly, evidence from national surveys of dual enrollment shows that location and delivery method do not diminish positive effects on outcomes; what matters most is access, support, and program quality.[9]

GCCA's Approach

Today, GCCA's program is best described as an early college hybrid model:

- All students complete a Foundation experience to prepare them for success in college courses.
- Students may then progress through in-person, hybrid, or fully virtual instruction depending on need.
- College coursework is taken at RCC, Moreno Valley College, and (by 2026) the new Jurupa Valley site.
- Students receive consistent academic, social-emotional, and wellness support through the Community Schools framework, available both online and in person.

This approach preserves the power of place — learning alongside college students on RCCD campuses — while adding the power of flexibility, which is critical for the youth GCCA serves.

For DASS students, "how learning best occurs" cannot be limited to a single design. GCCA believes that learning occurs best when:

- Students have authentic access to college credit and career pathways.
- Instruction and support are delivered flexibly — in person, hybrid, and virtual — to reduce barriers to participation.
- Supports are wraparound and holistic, ensuring academic, social, and personal needs are met.
- Students are empowered as self-motivated, competent, and lifelong learners prepared for success in college, career, and civic life.

[8] Lehr, C. A., & Lange, C. M. (2020). *Alternative schools: Policy and practice considerations for re-engaging students.* Journal of At-Risk Issues, 23(2), 19–28.
[9] Taylor, J. L. (2022). *Dual enrollment and college completion: Impacts and equity considerations.* Educational Researcher, 51(3), 200–209.

By evolving from a pure early college model to a countywide early college hybrid, GCCA is positioning itself as a leader in the hybrid and virtual instruction sector, proving that alternative schools can innovate to meet students where they are while holding them to high expectations.

Curriculum and Instructional Design

Gateway College and Career Academy continues to serve at-promise youth (DASS eligible) who have disengaged from traditional high schools or are at serious risk of not graduating. Rooted in the Gateway to College model originally developed at Portland Community College, GCCA has adapted and expanded the model to meet the unique needs of students in Riverside County. Unlike most Gateway to College programs, which operate as community college initiatives, GCCA functions as a countywide charter high school, allowing for greater flexibility, innovation, and accountability.

GCCA retains the essential elements of the Gateway to College design — high academic expectations paired with intensive advising and wraparound supports — but now organizes learning through a **pathway-based hybrid model**. Students simultaneously accumulate high school credits and college credits toward an associate degree or certificate, supported by IEP that accelerate progress and align with personal interests and career goals.

Essential Elements

Consistent with the Gateway to College National Network, GCCA implements the following essential program elements:

1. **Significant Dual Credit**
    - GCCA is a dual credit early college program serving students who have dropped out or are unlikely to graduate on time.
    - Each student pursues an integrated academic plan developed with both GCCA and RCCD faculty, ensuring that high school diploma requirements are met while maximizing college credit accumulation.
    - Students experience a full college-based education, embedded on RCCD campuses (Riverside City College, Moreno Valley College, and by 2026, Jurupa Valley), with flexible enrollment options including hybrid and summer terms.
    - This design reflects national evidence that dual enrollment improves high school graduation, college enrollment, persistence, and credential attainment, especially for low-income and first-generation students.[10][11]
2. **Sustainable Partnerships**
    - GCCA leverages the capacity of RCCD, the Riverside County Office of Education, and community partners to create financially sustainable, countywide programs.

[10] Fink, J., Jenkins, D., & Yan, R. (2017). *What happens to dual enrollment students? Tracking college and career outcomes.* Community College Research Center, Columbia University.
[11] Taylor, J. L. (2022). *Dual enrollment and college completion: Impacts and equity considerations.* Educational Researcher, 51(3), 200–209.

- Memoranda of Understanding articulate shared governance, fiscal responsibilities, and use of college facilities and services.
- These partnerships reflect California's emphasis on CCAP agreements to expand equitable early college opportunities.[12]

3. **Holistic Student Support**
   - Dedicated counselors and support specialists provide intensive advising, proactive attendance monitoring, and wellness support.
   - Services integrate the CCSPP framework, addressing academic, health, social-emotional, and family needs.[13]
   - Research affirms that wraparound services are critical to persistence and completion for DASS students.[14]
4. **Innovative Teaching and Learning**
   - Faculty employ research-based instructional practices aligned with the GtCNN Principles of Teaching and Learning, including integrated curriculum, rigor, collaborative learning communities, project-based relevance, and growth-oriented feedback.
   - Instruction is aligned to the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") and UC/CSU A–G criteria.
   - Courses are delivered through a hybrid model — in person, online, and blended — ensuring access for students across 23 districts and 47 zip codes.
5. **Intentional Collaboration**
   - Faculty and staff collaborate in professional learning communities, engage in network-wide GtCNN training, and use **data-driven continuous improvement** practices to strengthen outcomes.
   - WASC accreditation cycles and RCOE oversight provide additional layers of accountability and program refinement.

The GCCA Pathway Framework

Each student enters GCCA with a personalized education plan and is guided into one of four defined pathways:

1. **The Graduate** – Complete the 173 high school credits required for graduation, while integrating college coursework as appropriate.
2. **The Collegiate** – Pursue rigorous dual enrollment and A–G coursework, preparing for transfer to four-year universities.

[12] California Department of Education. (2023). *College and career access pathways (CCAP).* Sacramento, CA.
[13] Learning Policy Institute. (2021). *Community schools as an effective school improvement strategy: A review of the evidence.* Palo Alto, CA.
[14] Lehr, C. A., & Lange, C. M. (2020). *Alternative schools: Policy and practice considerations for re-engaging students.* Journal of At-Risk Issues, 23(2), 19–28.

3. **Career and Technical Education Focus** – Complete high school requirements while pursuing RCC certificates or degrees in high-demand fields such as Advanced Technical Trades, Health & Public Safety, Business & Entrepreneurship, and Digital Media & Design.
4. **Short-Term Credit Recovery** – Collaboratively design short-term plans with students' home districts to complete credits necessary for graduation.

This framework reflects evidence that structured college pathways linked to high school completion increase persistence and reduce time to degree.[15][16]

Transferability of Courses and College Entrance Eligibility

As required by Education Code Section 47605.6(b)(5)(A)(iii)–(iv), GCCA provides all students and families with information on course transferability and college entrance requirements:

- GCCA is fully accredited by WASC through June 30, 2029, and all courses are transferable to other California public high schools.
- GCCA maintains and annually updates its University of California ("UC") -approved A–G course list. Students and parents are informed of eligibility for UC/California State University ("CSU") admission through the course catalog, school profile, and counseling services.
- Courses are aligned with both high school graduation and college degree/certificate requirements, ensuring efficiency and clarity in student academic planning.

By evolving from a fixed sequence into a pathway-based hybrid early college model, GCCA has strengthened its ability to serve disconnected youth while preparing them for postsecondary success. Students simultaneously earn a high school diploma and meaningful college credit, supported by holistic counseling, wraparound services, and innovative teaching. GCCA's model reflects the best practices of the Gateway to College National Network while demonstrating leadership in adapting those practices for DASS youth in Riverside County.

Plan for Students Who are Academically Low Achieving

GCCA serves a population of students who arrive with significant academic challenges, including low GPAs, credit deficiencies, and inconsistent prior school engagement. Many are behind grade level in core skills such as reading, writing, and mathematics. The Charter School is designed to identify, support, and accelerate these students through differentiated instruction, wraparound supports, and individualized education planning within the context of an early college hybrid program.

[15] American Institutes for Research & SRI International. (2013). *Early college, early success: Early college high school initiative impact study.* Washington, DC.
[16] College in High School Alliance. (2019). *Equity and access in dual enrollment and early college high school.* Washington, DC.

Identification and Early Intervention

- **Intake and Assessment**: Upon enrollment, all students complete intake assessments, skills inventories, and counseling sessions to identify barriers to success. Results are shared with faculty, counselors, and instructional staff to create an individualized plan aligned with one of GCCA's four pathways.
- **Progress Monitoring**: Student progress is monitored through weekly attendance and performance reviews, interim grade checks, and counselor-student meetings. Early warning indicators trigger targeted interventions, consistent with a Multi-Tiered System of Supports ("MTSS") framework.

Differentiated Instruction and Academic Support

Instruction is designed to meet students where they are academically while maintaining high expectations. Strategies include:

- Use of multiple modalities (audio books, video, multimedia, guided notes, graphic organizers).
- Small-group and peer instruction, teach-pair-share, and project-based learning.
- Scaffolded supports such as guided notes, modeling, and structured rubrics.
- Lab periods for reteaching, goal-setting, and academic support.
- Extended deadlines, resubmission of work, and flexible pacing as appropriate.

GCCA employs instructional aides and college mentors who provide direct in-class and after-school support. Faculty hold office hours and provide additional time for struggling students.

College Readiness Supports

Students may be placed in college preparatory courses at GCCA or credit-bearing courses at RCCD depending on readiness. RCCD provides access to Supplemental Instruction ("SI"), tutoring centers, directed learning activities, and noncredit skill-building classes in reading, writing, and mathematics. GCCA supports students in college courses through the efforts of "College Mentors" focused on helping students navigate the college systems and resources, while also providing direct academic support. These supports ensure that academically low-achieving students have the same access to college credit opportunities as their peers once prepared.

Holistic Student Support

Low-achieving students benefit from GCCA's counselor-led support system, which integrates academic, attendance, and wellness monitoring. Counselors proactively track participation and connect students to tutoring, mental health, and community-based supports as needed. This model reflects research showing that wraparound advising and holistic supports are critical to persistence in early college and DASS settings (Lehr & Lange, 2020; Learning Policy Institute, 2021).

Safety Net Interventions

In cases where students cannot maintain enrollment in a given course due to academic or personal problems, GCCA provides individualized support through independent study or credit recovery options. As part of this safety net, GCCA utilizes the Apex Learning credit recovery system to help students make progress when they are struggling in teacher-led high school courses or college courses. Apex allows students to recover credits, reinforce skills, and stay on track for graduation without disengaging from the program.

These safety net interventions are not GCCA's primary instructional model, but they ensure students remain engaged until they are able to rejoin regular coursework. All accommodations for students with IEPs or 504 plans are provided in accordance with state and federal law.

GCCA's plan for academically low-achieving students combines early identification, differentiated instruction, robust academic support, holistic counseling, and access to both high school and college resources. By integrating Apex credit recovery as a flexible safety net within a pathway-based early college hybrid model, GCCA ensures that even students entering far below grade level can make progress toward a high school diploma, earn college credits, and build momentum toward their career and postsecondary goals.

Plan for Students Who are Academically High Achieving

While many GCCA students enter academically behind, the Charter School also serves students who demonstrate high levels of academic readiness and motivation. These students often arrive seeking greater challenges, accelerated college credit opportunities, and pathways that align with ambitious career or university transfer goals. GCCA ensures that academically high-achieving students are provided with rigorous coursework, individualized acceleration plans, and opportunities for advanced study that keep them fully engaged and progressing toward postsecondary success.

Identification and Individualized Planning

- Intake and Assessment: During the intake process, students' prior transcripts, GPA, assessment results, and stated career/college goals are reviewed. High-achieving students are identified early and placed on individualized plans that emphasize acceleration.
- Goal Alignment: Counselors work with students to align high school diploma requirements with opportunities for dual enrollment, A–G coursework, and college-level certificates or degrees.

Dual Enrollment and Transfer Preparation

- Students enroll in UC/CSU-transferable courses through the RCCD colleges.
- High-achieving students are encouraged to complete at least 30 college credits prior to graduation, with some earning 60+ credits — the equivalent of an associate degree.
- Academic advising includes university transfer planning, ensuring students meet A–G and major prerequisites for admission to UC and CSU campuses.

Career and Technical Education Opportunities

- Students may pursue career certificates or industry-recognized credentials in areas such as Advanced Technical Trades, Digital Media & Design, Health and Public Safety, and Business & Entrepreneurship. These are just a few examples among dozens of available certificates and degrees.
- Research confirms that participation in structured CTE and dual enrollment pathways increases persistence and improves earnings outcomes for high school graduates (Fink, Jenkins, & Yan, 2017; Carnevale, Smith, & Strohl, 2021).

Differentiated Instruction and Enrichment

- High-achieving students are encouraged to participate in peer mentoring, serving as role models and tutors for classmates while reinforcing their own skills.
- Flexible scheduling allows students to take heavier course loads or summer/winter intersession classes.

Holistic Support for Advanced Learners

- Counselors and academic coaches help students balance ambitious academic schedules with wellness, mental health, and life responsibilities.
- Students receive guidance on scholarship applications, internships, and leadership opportunities to strengthen postsecondary and career readiness.
- Enrichment activities, including guest speakers, industry site visits, and university tours, provide inspiration and real-world connections.

GCCA's plan for academically high-achieving students ensures that learners who are ready for advanced challenges are not only supported but also accelerated toward their goals. Through individualized planning, dual enrollment, rigorous A–G coursework, and career technical education, these students graduate from GCCA with a high school diploma, significant transferable college credit, and a strong foundation for university transfer or entry into family-sustaining careers. By serving both low- and high-achieving students with intentional, research-based strategies, GCCA fulfills its mission as a countywide early college hybrid designed for diverse learners.

Plan for English Learners

The Charter School meets all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Initial placement considers ELPAC results, transcripts, teacher/counselor input, and other multiple measures. Course placement is revisited at least each term and adjusted based on progress.

Home Language Survey

The Charter School administers the home language survey upon a student's initial enrollment in a

California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English are tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA"):ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

Reclassification

GCCA uses multiple criteria to determine readiness for Reclassification to Fluent English Proficient ("RFEP"), including:

1. ELPAC overall performance at the state-defined reclassification threshold (typically Overall Level 4, or as otherwise permitted by state guidance).
2. Teacher Evaluation of English proficiency in coursework (listening, speaking, reading, writing) and readiness to participate effectively in mainstream instruction without EL supports.
3. Parent/Guardian Input and consultation.
4. Comparison of Basic Skills in English Language Arts (e.g., local assessments/course performance/other verified measures) demonstrating academic proficiency comparable to peers.

RFEP monitoring continues for **four years**, with periodic checks of grades, assessment results, and teacher feedback. Students not demonstrating adequate progress receive targeted interventions and, if needed, renewed supports.

Instructional Program (Grades 9–12): Integrated + Designated ELD

GCCA implements a comprehensive EL program consisting of:

- Integrated ELD: All content-area teachers provide daily, grade-appropriate academic instruction using research-based supports (e.g., Specially Designed Academic Instruction in English ("SDAIE")/Universal Design for Learning ("UDL")/Sheltered Instruction Observation Protocol ("SIOP") strategies, language objectives, structured talk, visual scaffolds, and academic discourse routines). Integrated ELD occurs across ELA, Mathematics, Science, Social Science, CTE, and electives—in person and in hybrid/virtual settings.
- Designated ELD: In addition to Integrated ELD, EL students receive targeted, explicit instruction focused on listening, speaking, reading, and writing to accelerate English language development. Designated ELD is overseen and delivered by properly credentialed and authorized teachers, and may be scheduled as a stand-alone course or embedded in protected instructional blocks. Instruction is systematic, data-driven, and aligned to the California ELD Standards.

GCCA's EL program is individualized to each learner's proficiency level (emerging, expanding, bridging), with supports delivered in person and online to accommodate student needs in the Charter School's early-college hybrid model.

Access to College, Dual Enrollment, and RCCD Supports

EL students have equitable access to dual enrollment and college coursework. Placement into college English/English as a Second Language follows RCCD's guided/self-placement processes consistent with AB 705/AB 1705. Students may also use RCCD supports such as Supplemental Instruction, tutoring centers, writing/reading labs, and directed learning activities. GCCA counselors coordinate with RCCD to align high school graduation, A–G, and postsecondary goals.

Core Strategies for EL Instruction and Intervention

- Instructional Design: Language and content objectives; explicit vocabulary and syntax instruction; structured note-taking and guided reading; graphic organizers; visual/aural supports; sentence frames; collaborative learning; project-based and inquiry tasks; formative checks with feedback cycles.
- Differentiation & Accessibility: Multiple modalities (audio books, captioned video, interactive media), scaffolded texts, bilingual resources where appropriate, and technology-enhanced supports in both classroom and virtual environments.
- Progress Monitoring (MTSS): Regular review of coursework, attendance, engagement, interim grades, and ELPAC growth. Early-warning triggers prompt targeted small-group or one-to-one supports, academic coaching, and counseling outreach.
- Family Engagement: Required notices provided in the home language when applicable; interpreters available for conferences/IEP/504/EL meetings; clear communication of program options and progress.

Program Settings

Integrated and Designated ELD occur through:

- Content classes with authorized, trained teachers (often with instructional aide/academic coach support);
- Co-teaching or push-in/pull-out models led by authorized staff;
- One-to-one/small-group academic coaching (in person or virtual) during advisory and extended-day blocks.

Ongoing Staff Development

All teachers receive ongoing professional learning on the California ELD Standards, Integrated/Designated ELD, SDAIE/UDL/SIOP strategies, formative assessment for language development, and culturally/linguistically responsive pedagogy. EL "data dives" and lesson-study cycles inform continuous improvement.

Monitoring and Evaluation of Effectiveness

GCCA evaluates EL program effectiveness by:

- Tracking ELPAC growth and reclassification rates;
- Monitoring access to and success in A–G, CTE, and dual enrollment courses;
- Reviewing grades, credit accumulation, and graduation outcomes for ELs and RFEPs;
- Ensuring appropriate authorization of teachers and fidelity of Integrated/Designated ELD;
- Reviewing resource sufficiency and stakeholder feedback (students/families/teachers);
- Using findings to adjust staffing, scheduling, interventions, and professional learning.

Plan for Special Education

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School is its own local educational agency ("LEA") for purposes of special education and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA")

in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to RCOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for determining whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination as to whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.
The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

The Charter School shall not operate in a building(s) that present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs. The Charter School shall provide for appropriate accommodations, as necessary, for all enrolled students.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

General Education Program Modifications

It is the intent of GCCA to individualize each student's education, providing him or her with the assistance needed in order to meet ambitious academic goals. Because GCCA recognizes that students will need varying levels of support in order to reach their goals, its entire program is a modification to the typical general education setting. Students who enroll participate in small learning communities, and each student has a Student Educational Plan ("SEP"). The SEP is created upon enrollment and updated to address secondary and post-secondary academic, college, and career goals. It is formally updated each term, based upon the Charter School's calendar. This model provides an increase in levels of intensive instruction to students in direct proportion to their individual needs. In addition, GCCA will implement the Student Success Commitment and Section 504 Plan procedures described below.

Referral Process for Special Education (including Student Success Commitment Model)

GCCA's program provides small learning communities or cohorts. Twice monthly, each cohort's teachers, counselors and case managers meet to discuss the students in their cohort. If there are any concerns, the cohort shall schedule a meeting with the parent and/or student to discuss the concern(s). (Many GCCA students are over 18, so their parents may not be involved in the process.) These meetings are referred to as Student Success Commitment Meetings. In essence, this is the same as what schools traditionally refer to as a student study team. During the meeting, the team may address concerns centered on a student's academic progress; social/emotional development; physical limitations; medical issues; and/or behavioral history. Objective and complete data are collected and discussed to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, health history, review grade level standard in the core content areas, CAASPP results, standardized test benchmarks in English Language Arts Program and general education assessments).

Student Success Commitment Meetings result in a signed Student Success Commitment, which identifies accommodations in the classroom, changes in environment, behavior support, and other conditions and supports that will be provided and monitored by the counselor and staff. Team members, including the student, are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of all proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting, and more restrictive interventions are not warranted. However, if progress is not noted, the student may be referred to what would be considered a second-tier meeting, which may include the special education department. (Education Code Section 56303 mandates a pupil shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized.) If sufficient strategies were implemented following the initial process, and the team does not observe any improvement, the student is generally offered a full evaluation for special education to assess all areas of suspected need.

Parental Request for Assessment

If a parent makes a written request for an assessment for special education, either an Assessment Plan is generated within fifteen (15) calendar days following the receipt of the written request or the Charter School will provide a prior written notice and procedural safeguards, consistent with law, explaining why an assessment is not necessary at this time. This may occur if the resources of the

regular education program have not yet been utilized, in which case the Student Success Team will meet with the parent and discuss interventions to be implemented and schedule a follow-up date to discuss results and recommendations.

Assessments will be completed by a qualified team and an IEP meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment. Accommodations are typically provided to the student during the assessment period to ensure they are adequately supported.

School Request for Assessment

If GCCA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within fifteen (15) days. The parent will be given at least fifteen (15) days to provide written consent to the Assessment Plan. Assessments will be done only by receipt of written parent permission. The assessment will be completed and an IEP meeting will be held within sixty (60) days of receipt of the parent's written consent for assessment.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Resource Specialist Program (LRE; Services up to 49% SAI)
GCCA will comply with the federal mandate of the least restrictive environment ("LRE"), educating students with disabilities alongside nondisabled peers to the maximum extent appropriate. GCCA generally offers a comprehensive inclusion model according to each IEP, including SAI during the extended day/year as appropriate. Educational strategies are individualized to student needs and integrated within the general education program. Only qualified personnel deliver the services outlined in each IEP.

The Gateway to College model emphasizes high expectations and one-on-one advising; GCCA counselors and the special education team (led by the Special Education Coordinator) collaborate to align academic, behavioral, and wraparound supports.

Moderate/Severe Special Day Class (Services >50% SAI)
For learners requiring intensive services (e.g., moderate/severe physical, medical, emotional disturbance, significant developmental delays), GCCA may contract with other agencies, districts,

county offices, or utilize inter/intra-SELPA options to ensure a full continuum of placements. GCCA recognizes it may access such options only with the express consent of the receiving entity and shall be solely responsible for funding any such placement so long as the student remains enrolled. Students are always placed in the LRE, and GCCA follows SELPA guidelines for Non-Public School ("NPS") / Non-Public Agency ("NPA") or residential placements if needed to offer FAPE.

Inclusion Services

GCCA offers supported full-time placement in general education classes when appropriate, with push-in/pull-out services, accommodations, and consultation by Resource Specialists and aides. Because students also enroll in community college courses, RCC accessibility services further support IEP implementation across settings.

Administrative Oversight of the Special Education Program

The Special Education Coordinator leads day-to-day administration of special education, including compliance, staffing, case management supervision, professional development, and SELPA coordination. The Coordinator works with the Executive Director and program leadership to schedule and monitor services. Related services (e.g., OT, speech, PT, mental health) may be provided by qualified third-party agencies, with oversight by the Charter School.

All relevant staff receive ongoing professional development necessary to comply with federal and state law and SELPA policies; GCCA also participates in local/regional trainings.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

GCCA will fully comply with 20 U.S.C. Section 1412(a)(3) and Education Code Sections 56300, 56301 and 56040, in its efforts to search for, assess, identify, and serve any pupils with disabilities who are eligible for special education instruction and related services.

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

To identify newly enrolled students who may be eligible for special education, all enrollment forms for the GCCA contain a section for parents to indicate if their child has ever had a referral for Student

Success Team ("SST"); any previous assessments for the purposes of identifying their student for special education; a current or expired Section 504 Accommodation Plan; or a current or expired IEP. When an enrollment form is received indicating anything related to one of the above items, the parent is contacted by the Special Education Coordinator or designee to obtain additional information and copies of all related documents. When a student with an active IEP applies, a copy of their IEP is requested from the former school district/charter school to enable services to begin immediately upon his or her enrollment, and a review IEP meeting is scheduled within approximately thirty (30) days to ensure that any goals, services, and placement at GCCA are appropriate for student, i.e., that the student is being provided FAPE. In addition, GCCA monitors each student's academic progress, making referrals as needed, for additional supports. GCCA students also have the advantage of continuous enrollment, which allows the Charter School to better monitor progress or potential problems. GCCA will also follow the Student Success Commitment and Section 504 processes outlined in the next sections.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Special Education Coordinator generates a referral for special education; monitors all legal timelines; develops an assessment plan (offering testing in all areas of suspected area of disability, including the use of a RtI2/MTSS strategy (if appropriate) to identify specific learning disabilities [20 U.S.C. 1414, Education Code Sections 56300 et seq.]; coordinates qualified personnel to provide the required testing [20 U.S.C. Section 1414(b), Education Code Section 56320]; distributes written assessment reports to the parent prior to the IEP meeting [20 U.S.C. Section 1414 (b)(4)(B), Education Code Section 56327]; generates IEP meeting notices [Education Code Section 56341.5]; develops and facilitates the IEP meeting [20 U.S.C. Section 1414(d)(3), Education Code Section 56344]; and distributes copies of the IEP to appropriate personnel [Education Code Section 56347]. The Charter School agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data. At least once every three years, a student is reassessed to determine his or her continued eligibility to receive special education services [20 U.S.C. Section 1414(c), Education Code Section 56381].

Following any initial or triennial assessment, if a student has a documented learning or related disability, but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team will be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to insure all initial, annual, and triennial reviews are held within mandated timelines. Identification of English Language/Bilingual Special Education Students: Before a second language student is referred for special education, their level of English proficiency is determined to ensure their acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Success Commitment processes, and during referral, assessment, and identification to determine their eligibility to receive special education.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: often the Special Education Coordinator, and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (e.g. Resource Specialist); the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the student's parent/guardian if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal laws in the development and implementation of IEPs, including all procedural requirements of the IDEA and its implementing regulations at 34 C.F.R. sections 300.320-300.324.

If the IEP team finds a student eligible for special education services, it shall develop an IEP to meet the student's individual needs. The IEP will include all required components and will be written on SELPA forms. Each IEP will include the following:

~~8.~~1. A statement of the student's present levels of academic achievement and functional performance.
~~9.~~1. The rationale for placement decisions.
~~10.~~2. The services the student will receive and the means for delivering those services.
~~11.~~3. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
~~12.~~4. Measurable annual goals and short-term objectives focusing on the student's current level of performance.
~~13.~~5. A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided.
~~14.~~6. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

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A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by GCCA.

IEP Implementation

The Charter School is responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School provides parents with timely reports on the student's progress as

provided in the student's IEP, at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School provides all home-school coordination and information exchange. The Charter School provides all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School continues, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

IEP Meeting Schedule

IEP meetings are held according to the following schedule:

~~6.~~1. Yearly to review the student's progress and make any necessary changes.
~~7.~~2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
~~8.~~3. After the student has received a formal assessment or reassessment.
~~9.~~4. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress, either may call a meeting. (Consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request.)
~~10.~~5. When an Individual Transition Plan ("ITP") is required at the appropriate age.

Unless otherwise specified on the student's IEP, parents/guardians will be informed four times a year of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and

where needed, the reasons the student did not meet the goal.

Students will always be placed in the least restrictive environment and GCCA will ensure that a full continuum of placement options is available internally or through contract with other appropriately licensed/certified third parties.

Non-Public Placements/Non-Public Agencies

The Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. GCCA will follow SELPA guidelines with respect to NPS/NPA or residential facilities, if the IEP team determines that an off-campus placement is needed to offer FAPE.

Transportation for Students with Special Needs In Order to Access Special Education Services

Transportation services will be provided to eligible students who require transportation to access appropriate services. Because GCCA does not provide transportation to its general education students, it will contract with an appropriate agency for transportation services. When contracting with such an agency to provide special transportation services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services specified in the student's IEP. Moreover, when authorizing special transportation for students with disabilities, the GCCA IEP team shall consider all of the following: (1) The student's safety and health needs; (2) The extent to which transportation arrangements may help the student develop independent mobility skills; (3) The student's difficulty in using regular transportation services; and (4) The coordination of regular and special transportation. The IEP team will further identify the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan. Transportation schedules shall be arranged so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students, except as may be prescribed on an individual basis.

Transition Services for Students Aged 18-22 Years (Who Have Not Earned High School Diploma)

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP team shall incorporate appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP shall include transition services (including courses of study) needed to assist the child in reaching those goals, and, beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under the IDEA, if any, that will transfer to the child on reaching the age of majority. [20 U.S.C. Section 1414(d)(1)(A)(VIII), Education Code Sections 56462 and 56345.1] GCCA's Resource Specialist will work with the general education team of providers to ensure that students' post-secondary goals are developed and implemented. Clearly, the GCCA program is designed specifically to support the transition to post-secondary life.

The Special Education Coordinator ensures transition planning, coordination with general education/college teams, and linkages to RCCD programs, workforce partners, and community

agencies. GCCA's early college model is designed to support postsecondary transition.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School has adopted policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Special Education Coordinator is the primary contact to: acknowledge concerns, review records/services, convene IEP/504 meetings as needed, provide prior written notice (PWN) where required, and share procedural safeguards. Families are informed of complaint options through the SELPA and/or CDE. Interpretation/translation and accessibility accommodations are provided as needed.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

The Special Education Coordinator oversees responses, documentation, participation in resolution sessions/mediation/hearings, and implementation of any settlement or decision. FAPE (including stay-put, when applicable) continues during proceedings.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), GCCA's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in GCCA's Local Control and Accountability Plan ("LCAP").

~~**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**~~

~~*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B)*~~

~~Element 2 is addressed within Element 3.~~

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), GCCA's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in GCCA's LCAP. Each of these goals addresses the unique needs of all students attending GCCA, including our numerically significant student subgroups. The metrics associated with these goals help GCCA to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is available in Appendix J. GCCA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. GCCA reserves the right to establish additional and/or to amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GCCA shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by GCCA.

Gateway College and Career Academy Pupil Outcomes

Gateway College and Career Academy operates as a DASS charter school serving students who are at risk of not graduating high school. As such, GCCA defines success by both state priority metrics and local indicators that capture meaningful progress toward high school graduation, college enrollment, and career readiness. The following measurable pupil outcomes are aligned with the Eight State Priorities and directly support GCCA's mission to re-engage students in education and prepare them for postsecondary success.

~~ELEMENT 3: METHODS OF MEASUREMENT~~

~~*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)*~~

~~Student Learning Outcomes~~

~~The following specific pupil outcomes are intended to prepare, advance, and measure student progress toward high school completion, college preparation and success. GCCA students will transform themselves into self-directed early college learners who:~~

- ~~Reason critically and creatively~~
- ~~Communicate effectively~~
- ~~Build a personal school-to-career ladder~~
- ~~Exhibit academic diligence and responsibility~~

~~The Charter School will continue to examine and refine its list of student outcomes over time to reflect the Charter School's mission and any changes to state or local standards that support such mission.~~

~~The Charter School develops an annual School Accountability Report Card ("SARC").~~

~~Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities~~

~~Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), GCCA's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in GCCA's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending GCCA, including our numerically significant student subgroups. The metrics associated with these goals help GCCA to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports~~

made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is available in Appendix J. GCCA shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. GCCA reserves the right to establish additional and/or to amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GCCA shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GCCA.

Methods of Assessment

The Charter School will administer the statewide assessments required as a part of the CAASPP system, which include the Smarter Balanced Assessments ("SBAC"), the California Alternative Assessments ("CAA") and the California Science Tests ("CAST"). Other mandatory state assessments including the ELPAC will be administered as well. The Charter School will participate in the DASS program as described above.

Assessment Process

All standardized test scores are disaggregated and shared with appropriate staff members: Resource Specialist gets results on SPED and 504 Plan students, EL coaches get CEDLT information, etc. Counselors review RCC's placement scores and report them by cohort. Because GCCA is small, we are able to carefully monitor progress and achievement on a student by student level. The assessment process in place at GCCA consists of traditional assessments in the form of quizzes and tests in addition to more progressive assessments in the form of presentations, group projects, and multimedia presentations to demonstrate mastery of content. For each assessment, a corresponding letter grade is given based on a commonly accepted rubric and rating scale. Progress grades are shared with the staff and students regularly, with the parents at regular intervals with progress reports that go out twice during the semester, in addition to a final grade report at the end of the semester, and to the Board at general meetings.

Staff meets regularly to assess student progress and performance, assess norming practices and improve program.

- Teachers meet with their students' counselors every 2 weeks.
- Counselors meet as a group weekly.
- Teachers meet as a group every 2 weeks.
- The Bridge team meets every 2 weeks.
- Resource Specialist attends meetings when appropriate

Students are also assessed by analyzing their CAASPP, CST, ELPAC, i-ready, ALEKS, and Accuplacer results. While it is not a fail proof system, GCCA uses CALPADS, which allows for previous assessments to be accessed. Reports can then be run based on demographics.

In Guidance 47 students complete career interest inventories on eureka.org that assess skills. This is a service provided by the RCC counseling/career center. The inventories include: career inventory, Hollands interest inventory, and the Myers-Briggs personality inventory.

The assessment grades at GCCA are based on a traditional A-F model. Students are encouraged to maintain a C average or better. Failure to maintain a C average can result in a delay of graduation or placement into an alternative program, such as ISP, GCCA's Intensive Support Program for students who will not successfully complete their courses.

Monitoring and Reporting Student Progress

Teachers are encouraged to post grades within 3 days of collecting any assignment. Counselors and the Resource Specialist have access to students' current grades, and use that information to monitor progress/performance. Student progress is monitored weekly and shared at bi-weekly cohort meetings for Foundation students, and teacher/counselor meetings for Transition students. Students, teachers, the Resource Specialist, administrators and parents have access to "real-time" grades via PowerSchool.

Scores such as CAASPP and Accuplacer are disseminated appropriately. CAASPP scores are available for 11th graders, Accuplacer Scores are shared between counselors and students, and i-Ready Growth scores are shared with students, and teachers.

Administrative staff delivers student progress reports (Teaching and Learning Reports) during open Board meetings that are held monthly, and as requested.

All stakeholders have access to student achievement reports. These reports are disseminated at monthly board meetings (Student Enrollment, Progress, and Year over Year reports).

Monitoring of Student Growth

On the first day of Guidance 45 GCCA staff administers and scores the Adult Performance Index. This test is used as a baseline at entry for counselors and instructors to identify students who may struggle with vocabulary and reading comprehension. The test is administered again at the end of the semester as a growth indicator for each individual student. Results are recorded on each student's Ed Plan.

Guidance 45 is the "introduction to GCCA/RCC" for new students. The goal of the course is to prepare students for the challenges ahead in terms of academic rigor and academic/behavior expectations. It introduces incoming students to RCC/GCCA resources, process of college matriculation, and the benefits of a higher education.

CAASPP scores are reviewed and mailed to parents.

GPA is tracked to evaluate progress toward diplomas. Each student's GPA is updated on their Ed Plan at the end of each semester for the purpose of monitoring graduation requirements, and academic progress. There is a 2.0 minimum GPA requirement to graduate from GCCA. This includes both college and GCCA Course grades. As noted in the student handbook, this requirement may be waived for Special Education students based on their academic ability. College progress and GPA's are monitored by student meetings and helping students keep track of their own grades in college classes. GCCA cannot check in directly with college teachers and so relies on students to communicate their progress throughout the semester. At the end of each semester, GCCA staff does have access to the college class grades and uses the grades to update student "Ed Plans" and calculate current GPA's. Building relationships with RCC Departments has been an ongoing endeavor to make the transition from GCCA to RCC classes easier for students.

During Fall and Spring semesters, counselors meet with students at least six times each semester to discuss student academic performance and achievement progress of SLO's. Transition counselors meet specifically with upcoming graduates and have them fill out a "commitment to graduation" form which helps them see which classes they still need and what grades they need to earn to maintain or reach minimum GPA requirements. Teachers also give out monthly progress reports. Progress reports are sent home twice each semester in addition to the final grades at the end of the semester. Students have real-time access to Power School for their grades via the Power School App and website.

The GCCA Accountability Plan (Appendix B) is in place for all students. Teachers and counselors are provided with a variety of formats for documenting attempts to assist struggling students in achieving academic success.

Foundation students who have lower than 70% in any course, have poor attendance (tardiness/absences), or behavior issues will be assigned mandatory Advisory periods until those issues have been resolved.

Bi-weekly meetings for each Foundation team, Transition team, and the Bridge/ISP team (teachers, counselors, and Resource Specialist) provide face-to-face interaction to discuss each individual student's progress. Through this process students feel a sense of belonging and cared for via the individualized attention.

Student grades are determined by homework, quizzes, mid-terms, group projects, participation, and attendance. These, in turn, support GCCA's SLO's. Teachers have academic flexibility in creating the grading structure for their classes. Some assignments are based on a strict grading scale while other assignments are graded on a curve. This could also change from term to term as teachers adjust to best meet student and class needs.

Counselors use the GCCA Scholarship Accountability Form to record and track academics, attendance, behavior, interventions used, resources provided, and effort throughout the semester.

Assessment Using Computer Based Learning Tools

The Bridge Program uses the Cyber High online education platform. Cyber High offers high school classes in the areas of health education, life skills, science, arts, language arts,

mathematics, social science, and world language. These classes deliver curricular content drawing on a variety of educational theories and methods. It focuses on critical thinking and performance-based problem solving, and is CCSS aligned. GCCA uses this online program for credit recovery for entering students who enroll after the fall and spring semesters have begun (this is the GCCA "Bridge" program), students who have been pulled out of their Foundation, or Transition classes (ISP), and for students with other more specific needs. The online program automatically scores the quizzes and final tests, assigning a grade of A-F along with the credit earned. GCCA staff reviews grade reports directly. Students are required to get 70% or better on all quizzes in a unit before taking a unit exam. Counselors, teachers, and the Resource Specialist monitor progress daily and weekly.

Foundation Math uses the computer program, ALEKS, to support the math curriculum. An initial assessment is taken and students are placed in a class. During the course, knowledge checks and quizzes are given. The topics on which the students score poorly are placed back into the "current" lessons. At the end of the course, a final assessment is given and the results are compared to the first assessment to create a "pre/post" report. 40% growth is considered adequate. The students are required to maintain hand-written Cornell notes per topic. All tests and quizzes are taken in the presence of the teacher, and students may use any notes they have taken.

Appropriate Assessment Strategies

Curriculum-based assessments (writing samples, quizzes, tests, presentations, etc.) are typical throughout the semester. Struggling students are discussed at cohort meetings with counselors, General Ed teachers and the Resource Specialist. Strategies, accommodations, and Plan of Action to improve performance are implemented and documented in a variety of ways, including the GCCA Instructor Agreement, SST format or Commitment to Success (C2S), and the Provisional Enrollment Agreement (PEA) (Appendix B).

The instructional staff uses formative assessments very frequently by surveying the class, both as a whole and on an individual basis, and immediately adjusting the lessons accordingly. For example, in Foundation Math, students have the opportunity to take their weekly quizzes twice. The student has the opportunity to review questions that were missed on the first quiz and then retake it for a better grade. At the end of the semester, a summative assessment is used to help support the final grade. At GCCA, classroom activities, quizzes, class discussions, and ongoing projects all fall under the category of formative assessment.

Cyber High measures student achievement on their own scale based on the Cyber High program. GCCA teachers do not teach the content, but rather facilitate the access and provide supervision. Quizzes and unit tests are the main modes of assessment (both formative and summative) in Cyber High. In addition, students' note-taking skills are assessed by the GCCA teachers facilitating the Cyber High classes.

Demonstration of Student Achievement

Due to the nature of GCCA's small school, "subject matter" teams do not exist, however, meetings with Administration to address student achievement and potential modifications in delivery of instruction or materials are regularly scheduled. Student achievement is based on

graded class work relating to the current CCSS being addressed, participation and growth in formative assessments, mastering of content in online learning to be able to move forward, demonstration of mastery in summative assessments, participation, individual check-ins and weekly counseling meetings, student support forms, including Teacher Agreements, Commitments to Success, and Provisional Enrollment Agreements. Each teacher incorporates the Student Learner Outcomes into the rubric in a way that is effective for the courses that they teach. Teachers have modified their existing rubrics to include a section to address mastery of SLO's embedded in specific assignments.

Regularly scheduled cohort meetings (teachers, counselors, and Resource Specialist) discuss grades, soft skills, and student achievement holistically. Additionally, content from prior semesters is analyzed and reflected upon for regular updates and changes as necessary. The information discussed in this meeting is useful for academics and personal counseling.

Teachers collaborate to schedule large projects strategically during the semester in order to give students every opportunity to succeed by demonstrating mastery. Curriculum is embedded in foundation classes to help prepare students for the Accuplacer test. As appropriate and possible, teachers provide "in class" time for students to complete larger projects. The testing coordinator works diligently within the confines of the testing windows to schedule testing sessions for CASSPP, CST, Accuplacer, etc. at times that are as minimally obtrusive as possible.

Alternative assessments or settings are assigned as necessary under the supervision of the Resource Specialist. The Resource Specialist will recommend accommodations for Special Education and 504 Plan students. For example, if a student has illegible handwriting, he or she is provided with a laptop.

Student Feedback

YouthTruth surveys are given at the end of each semester (twice per year). These survey results give GCCA staff an understanding of how students feel we are doing and what we can do to improve. Regular, informal journal prompts provide another opportunity for student feedback. End of term student survey results are disseminated and analyzed. New students take a survey upon their enrollment at GCCA.

A formal teacher evaluation survey is given to students at the end of each semester. Teachers also ask for informal feedback from students to evaluate how much students enjoy and learn from different types of lessons or instruction. The survey results are compiled into an easy-to-read document that is given to the teachers. Historically, this authentic information is considered very carefully and used to modify practice.

Student input is a valuable part of the process for assuring student success. When students are struggling, they are a vital part of the intervention. GCCA school and class expectations are delivered at first point of contact. In addition to a variety of surveys, counselors have an open door policy for student visits and feedback. Additional classroom rules can be suggested by students, and discussed as a class in order to give students ownership in their expectations.

The GCCA Scholarship Accountability Record provides for an excellent ongoing conversation to ensure that students are well aware of the progress they need to be making. Additionally, there

are six to eight student/counselor meetings along with transition meetings wherein staff can gauge students' understanding of expectations.

Schoolwide Assessment and Monitoring Process

The assessment and monitoring process of student progress is reported out to the Board of Directors. Between the LCAP survey, Board-Staff collaboration, strategic planning, and report-outs, all stakeholders are kept informed. Both alternative and standardized test results are reported to all stakeholders, as are schoolwide progress results in the form of the Student Enrollment reports and year-over-year reports. GCCA's Board consists of professionals with varying backgrounds. The board members use their expertise to suggest intervention strategies on a schoolwide basis. An area that GCCA would like to further develop is its interaction with business and industry and to get them more involved with student achievement at GCCA. Assessment and monitoring results are used to carefully guide changes in practice as necessary.

GCCA students who are enrolled in online classes come to school on a regular basis and are captured in standardized testing sessions. For the occasional student who would not be on campus during those times, arrangements are made for the student to come in. Assessment and monitoring results for students who are enrolled in online classes are disseminated using the same methods that are used for all GCCA students.

Curriculum-Embedded Assessments

Examples of high, medium and low performance end of term assessments are collected for each class. The assessments are evaluated to ensure that the skills being assessed correspond to unit plans and CCSS.

The Administration Team evaluates results and trends of assessments. Accuplacer results and grades are disseminated to the school database, and used to develop "Ed Plans." Current grades are discussed in Cohort meetings, and transition student meetings.

All Unit Plans have CCSS that are being addressed in that particular unit. The formative and summative assessments assess mastery of those standards.

Students who are classified as ELL have access to the EL Coach who meets with students individually. Teachers provide accommodations to ELL students based on the students' individual needs. Individual needs are determined based on review of ELPAC results, meetings with counselors, and EL Coach, and in-class formative and summative assessments.

Due to a lack of appropriate standardized assessments for the GCCA student population, GCCA is in the process of seeking alternative measures that more accurately assess our students' abilities and growth. The GCCA WASC Action Plan (Appendix L) details the activity taking place to adopt alternative assessments to monitor student academic growth. GCCA received DASS status in December of 2017.

Schoolwide Modifications Based on Assessment Results

As a direct result of assessment results in the classes, staff has been able to customize the

~~curriculum to meet students' individual gaps in knowledge while at the same time addressing the CCSS.~~

~~GCCA has put into place support systems for students who are off-track or have fallen behind. Academic coaches and RCC resources provide in-class and out-of-class assistance. Additional staff members have been added and the SPED teacher (Resource Specialist) is given additional hours when the caseload calls for it.~~

~~Professional Development activities, both on-campus and away from campus, are largely driven by staff needs based on performance and school/state changes. The administration team has calibration sessions ahead of evaluations and observations.~~

~~Conversations that lead to modifications take place both formally and informally at weekly staff meetings, (Leadership, Administrative, Counselor to Counselor, Foundation and Transition team meetings, teacher meetings, all-staff meetings and board meetings.)~~

~~GCCA has a designated testing coordinator (with a cross-trained back-up staff person) who is responsible for testing, aggregating results, and disseminating standardized test results to appropriate parties.~~

~~Course of Study~~

~~GCCA counselors develop individual student education plans that are intended to prepare, advance, and measure student progress toward high school completion, college preparation and success. Curriculum is designed for students to acquire and demonstrate the academic skills aligned with Common Core State Standards. In addition to these standards-based outcomes, students will demonstrate preparation for college and attainment of academic and lifelong learning skills through successful transition from the first-term cohort experience to enrollment in college preparatory and college courses and by successfully completing their high school and college-level coursework. The first semester is a college preparation, cohort-based experience. Following this first-semester experience, students may enroll in RCCD classes to earn dual credit for college coursework aligned with attainment of a high school diploma within the Charter School. The Charter School graduation requirements meet state mandated requirements for high school graduation and address the RCCD 23-unit general education ("GE") requirements and the Essential Elements and Core Commitments of Gateway to College. As required by Education Code section 47605.6(d)(1), GCCA will administer the required statewide assessments.~~

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

High School Graduation Requirements

Discipline/Courses	School Credits
SCIENCE – 2 YEARS Physical Science – high school or RCC courses (1 year) Life Science – high school or RCC courses (1 year)	20
SOCIAL AND BEHAVIORAL SCIENCES – 3 YEARS World Civilizations since 1789 – high school course or RCC HIS 2 (1 year) Political/ Social History of the U.S Since 1865 - high school course or RCC HIS 7 (1 year) American Gov't and Economics - high school course or RCC POL 1 (1 year)	30
HUMANITIES – 2 YEARS VISUAL/PERFORMING ARTS/CTE – (1 year) COLLEGE GUIDANCE SEQUENCE – (1 year) • RCC GUI 45 Introduction to College* • RCC GUI 48 College Success Strategies* • RCC GUI 47 Career Exploration*	20
ENGLISH/LANGUAGE ARTS - 3 YEARS High School English grade 10 (1 year) or RCC ENG 70, or RCC REA 81, 82 or 83 Foundation English (grade 11)* (1 year) Expository Reading and Writing (grade 12)* (1 year) or RCC English 80, 50 or 1A (1 year)	30

MATHEMATICS – 2 YEARS Foundation Math* Algebra I – high school* or RCC MAT 52 (1 year) Algebra II – high school* or RCC MAT 35 (1 year) Essential Math Skills for Business* (1 year) RCC: MAT 53 Geometry, MAT 36 Trigonometry, MAT 10 Pre-Calculus or MAT 5 Calculus (1 year)	20
COMMUNICATIONS AND ANALYTICAL THINKING – 1 YEAR RCC Courses: Communications 1 or 9 Philosophy 11 Computer Information Systems 1A Math 1- 49 (Accuplacer) English 1B (Accuplacer)	10
PATHWAY ELECTIVES – 3 YEARS (RCC elective courses)	30
Total: 16 courses	**160**

A combined 2.0 Grade Point Average (GPA) from Gateway College and Career Academy and Riverside – Community College District courses is required.

**Foundation (first) Term Courses*

~~Use and Reporting of Data~~

~~Student achievement data will be collected, analyzed, and reported to Charter School staff, the board of directors, parents and guardians. CAASPP results and ASAM indicators will be included in reporting. The Charter School will upload student information twice per year to the GtCNN to be used for data analysis and reports. Site specific and network-wide reports will be presented to Charter School stakeholders at staff meetings, professional development, board meetings, and school orientations/information sessions open to the public. The Charter School staff shall use such data to continuously improve the curriculum and support services provided by the Charter School.~~

~~GCCA will incorporate LCAP benchmarks, data collection, analysis and reporting tools that measure and articulate student performance data to parents and other shareholders of the community. GCCA will use three unique and separate databases to report student outcomes: Power School, GtCNN database, RCC's Ellucian database. The school will use Power School for the recording and analysis of Charter School grades, attendance and staff notes; it serves as the primary student information system for the school. GCCA collects demographic, high school and college data, and with the assistance of RCC's Dean, Institutional Effectiveness and the GtCNN Director of Evaluation and Information Technology, GCCA disaggregates specific program data to measure individual, learning community and program rates of persistence, cumulative college and high school GPA, cumulative college units and high school credits, rates of transition from Foundation to RCC coursework, credentials earned, rates of attendance, and rates of high school completion.~~

~~Reports generated and integrated into weekly team reports, monthly presentations to GCCA's Board of Directors, and various reports to the RCC and RCOE. Selective information is also shared with partnering agencies, parents, and community organizations. RCC Accuplacer results will be reviewed by the leadership team and used by the guidance counselors when creating or reviewing student educational plans.~~

ELEMENT 3: METHODS OF MEASUREMENT

Governing Law. *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. [Education Code Section47605.6(b)(5)(C).]*

Measurement System Overview

GCCA measures pupil progress through an integrated system that combines:

- Statewide assessments (CAASPP—Smarter Balanced Assessment Consortium ("SBAC"), California Science Test ("CAST"); California Alternate Assessments ("CAA"); ELPAC),
- Local/DASS-appropriate indicators (credit accumulation, dual enrollment success, attendance re-engagement, graduation, postsecondary transition), and
- Instruction-embedded measures (course grades, common performance tasks, MAP Growth benchmarks, and college course outcomes).

Measures are aligned to Element 2 and the Eight State Priorities (Education Code Section52060(d)), apply schoolwide and to all required subgroups (§52052), and are reported in formats consistent with the SARC to the extent practicable. GCCA's hybrid and virtual delivery models include parallel measurement routines so online learners are monitored with the same frequency and rigor as in-person students.

Student Learning Outcomes ("SLOs"). Consistent with GCCA's mission, students demonstrate growth as self-directed early-college learners who:

1. Reason critically and creatively,
2. Communicate effectively,
3. Develop a personalized school-to-career plan, and
4. Exhibit academic diligence and responsibility. SLOs are embedded in course rubrics and capstone tasks and are reviewed annually through staff inquiry cycles.

GCCA publishes an annual SARC and maintains an LCAP-aligned Data Dashboard for internal monitoring and board reporting.

Statewide Assessments (Annual/As Applicable)

- CAASPP—SBAC ELA & Math (Grade 11 or as otherwise required): Administered per state windows with appropriate accessibility supports; results are disaggregated by subgroup and reviewed in staff data meetings.
- CAST: Administered once in high school (per CDE guidance).
- CAA: For eligible students with the most significant cognitive disabilities, per IEP.
- ELPAC (Initial & Summative): Identification, annual progress, and reclassification monitoring; Designated & Integrated ELD effectiveness checks occur after each window.

Use of Results. Teachers and counselors apply results to update individualized education plans, pathway placement, and just-in-time supports; leadership summarizes for the board, LCAP, and SARC.

Local / DASS-Appropriate Measures

Because GCCA is a DASS school serving off-track and re-engaging youth, the following local indicators are central to our renewal case and continuous improvement:

1. Credit Accumulation & On-Track Status
   - Measure: High school credits earned per term; time-to-diploma.
   - Frequency: Bi-weekly progress checks; term summaries.
   - Use: Early-warning flags trigger tiered supports (teacher office hours, tutoring, instructional aide push-in, Apex credit recovery, schedule adjustments).

2. Dual Enrollment Success & Early College Momentum
   - Measure: College course completion rates and GPA; college credits earned by graduation (target ≥15); pathway progress (CTE sequence completion; gateway math/English milestones in line with AB 705/1705 practices at RCCD).

- Frequency: Midterm and end-of-term pulls from RCCD systems; monthly advising reviews.
- Use: Advising, tutoring, SI, and accommodations; course-load right-sizing; summer/winter intersessions to preserve momentum.

3. Attendance & Re-Engagement (Hybrid/Virtual Included)
   - Measure: ADA; chronic absenteeism; % students improving attendance status; participation metrics for synchronous/asynchronous online sessions and required check-ins.
   - Frequency: Weekly monitoring; monthly board roll-ups.
   - Use: Tiered outreach (Counselor, Attendance Team, home-school liaison), schedule flexibility, virtual office hours, and COST team referrals.

4. Academic Growth (Instruction-Embedded Benchmarks)
   - Measure: MAP Growth in ELA/Math (median growth percentile target ≥50); course-embedded common assessments and performance tasks aligned to SLOs.
   - Frequency: 2–3 times per year (MAP); per unit (common tasks).
   - Use: Professional Learning Community ("PLC") analysis, re-teaching plans, differentiated instruction, and individual acceleration or intervention.

5. Climate, Belonging, and Safety
   - Measure: Suspension (target <3%); YouthTruth/local climate surveys (≥70% positive).
   - Frequency: Annual YouthTruth survey, local climate surveys each term.
   - Use: Restorative practice calibration, counseling caseload adjustments, advisory content, school climate improvements.

6. College/Career Readiness and Post-HS Outcomes
   - Measure: College units completed, college course success rates, CTE pathway completion or 15+ college credits (≥85% grads); 6-month post-graduation enrolled or employed (≥80%), collected via alumni surveys and partner data-sharing (e.g., RCCD/Cal-PASS Plus/NSC where available).
   - Frequency: end of term progress checks, end-of-year reporting, Spring (aid apps); annual follow-up (alumni outcomes).
   - Use: Senior advising, employer/college partnerships, program design.

Assessment Process, Data Cycles, and Progress Monitoring

MTSS & Early Warning.

- Weekly: Attendance, gradebook, and LMS(Canvas)/college progress scans produce an "at-a-glance" list for outreach.
- Bi-weekly: Teacher–Counselor meetings review on-track status, accommodations, and next steps for each flagged student.
- Midterm & End-of-Term: Formal grade checks for HS and RCCD courses; intervention plans revised (e.g., tutoring, SI, workload adjustments, Apex for targeted credit recovery).

- Trimester/Semester: MAP Growth analysis and subgroup gap review; action items documented in PLC notes.
- Quarterly: Climate and engagement pulse checks; YouthTruth (or equivalent) at least annually.
- Annually: LCAP reflection; SARC completion; board adoption of updated goals/metrics.

Instruction-Embedded Assessment.

- Common unit assessments, performance tasks with rubrics, portfolios/capstones, presentation defenses (in person or virtual), and standardized grading policies aligned to course outcomes and SLOs.

Accommodations & Equity.

- ELPAC/IEP/504 accommodations implemented across settings (in-person, hybrid, virtual). The Special Education Coordinator ensures fidelity and training; three Resource Specialists and two SPED instructional aides deliver SAI and in-class supports.

E. Reporting & Transparency

- Students/Families: Real-time grade and attendance access via SIS/LMS; progress reports mid-term and end-of-term; individualized education plans updated each term.
- Staff/Leadership: Internal dashboards; PLC and MTSS notes; MAP and CAASPP data reviews; program evaluation memos.
- Board of Directors: Monthly reports (enrollment, progress, attendance, course success, subgroup metrics) and annual SARC/LCAP updates.
- RCOE: Timely submission of CALPADS/CAASPP/ELPAC; annual LCAP and SARC; additional DASS documentation upon request.

All reporting complies with FERPA and applicable privacy laws.

Assessment Integrity, Accessibility, and Test Security

GCCA follows state security protocols for CAASPP/ELPAC/CAA/CAST; trains all proctors annually; and maintains accessible testing environments (make-ups, small group/1:1, embedded supports, and remote arrangements when allowed by CDE guidance).

Data Systems & Interoperability

- Student Information System: PowerSchool (grades, attendance, demographics, interventions).
- Assessment Platforms: CAASPP/ELPAC portals; MAP Growth; secure rubric repositories in LMS.
- College Data: RCCD systems (e.g., Canvas grade views made available by students, term grade reports, early alert feeds where authorized).
- Analytics: Internal dashboards (credit, GPA, attendance, persistence, college credits earned) to support Element 2 targets.
- Records: Secure storage, role-based access, and documented data-quality audits.

Course of Study & Graduation Monitoring

Gateway College and Career Academy (GCCA) offers a rigorous and flexible high school diploma program designed to prepare students for success in college, career, and life. Each student develops an Education Plan in collaboration with their assigned counselor, aligned to one of four postsecondary pathways—Transfer, Career Technical Education (CTE), Direct-to-Workforce, or Blended—based on the student's interests, academic readiness, and long-term goals.

Students complete GCCA's graduation requirements while simultaneously earning college credit through Riverside Community College District (RCCD) colleges—Riverside City College, Moreno Valley College, and Norco College—through in-person, hybrid, and virtual dual enrollment courses. This structure enables students to graduate with a high school diploma and a substantial foundation of transferable or career-technical college coursework.

GCCA Graduation Requirements (173 Credits Minimum)

- English/Language Arts (30 credits): Three years, including GCCA English or RCCD college-level English (e.g., English 1A/1B, ESL 46–50).
- Mathematics (20 credits): Algebra I (10 credits) and one course above Algebra I level (10 credits); RCCD math equivalents accepted.
- Science (20 credits): One life science and one physical science course; RCCD science courses may satisfy requirements.
- Social and Behavioral Sciences (30 credits): World History, U.S. History, Government, and Economics; RCCD equivalents accepted.
- Humanities/Visual-Performing Arts/CTE/Guidance (43 credits): Includes college and career readiness (e.g., RCC Guidance 45, 47, 48) and pathway-aligned coursework.
- Communication and Analytical Thinking (10 credits): Speech, Logic, Information Technology, or Quantitative Reasoning (e.g., RCC COM, PHI, CIS, or MATH courses).
- Electives/Pathway Coursework (30 credits): Approved GCCA, Apex, or RCCD courses aligned with student's pathway and postsecondary plan.

Students must maintain a minimum 2.0 cumulative GPA across GCCA and college coursework to qualify for graduation. Progress toward graduation is monitored each term through academic review meetings. Students not meeting benchmarks receive targeted interventions and, when appropriate, may use counselor-approved Apex coursework for limited credit recovery while remaining on track toward both diploma and college-credit completion.

This integrated model ensures every GCCA graduate exits with a high school diploma, college experience, and clear postsecondary plan, advancing the school's mission to re-engage youth and accelerate their transition to higher education and the workforce

Use and Reporting of Data

Data collected through the systems above are used to monitor Element 2 goals and reported via:

- Internal cycles: weekly (early warning), bi-weekly (case conferencing), mid-term/end-term (grades), and trimester/semester (benchmark growth).
- Public artifacts: SARC, LCAP, board packets, and renewal evidence binders.
- Continuous Improvement: Findings inform PD, schedule and staffing adjustments (e.g., instructional aide deployment), course offerings (dual enrollment sections), and pathway

refinements.

Conclusion

GCCA's measurement system is coherent, equitable, and DASS-appropriate. It integrates state assessments with robust local indicators to capture re-engagement, credit momentum, and early-college success—ensuring every student's progress is visible, actionable, and aligned to the outcomes identified in Element 2.

~~**ELEMENT 4: FACILITIES**~~

~~*Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)*~~

~~*Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h)*~~

~~Gateway College and Career Academy shall be located on the Riverside City College campus, within the geographic boundaries of the Riverside County Office of Education. The Charter School will co-use college academic and student service facilities including classrooms, labs, library, dining, parking, and restroom facilities. The charter school will explore opportunities to expand student access by seeking agreements to operate on other RCCD college campuses and learning centers, and other community college campuses within Riverside County. The Charter School will seek dedicated classroom and office space at each expansion site.~~

ELEMENT 4: FACILITIES

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h)

Gateway College and Career Academy (GCCA) is currently located on the Riverside City College (RCC) campus at 4800 Magnolia Avenue, Riverside, California 92506, within the geographic boundaries of the Riverside County Office of Education. GCCA co-uses RCC classrooms, laboratories, libraries, dining areas, parking, and student support facilities. This long-standing partnership provides students with full immersion in a college environment and seamless access to higher education resources while they complete high school and college coursework.

The RCC campus has served as the anchor of GCCA's early-college model since the school's inception and remains central to its mission. This embedded, college-based approach has enabled GCCA to operate efficiently, minimize fixed facility costs, and maximize instructional and student-support investments—contributing to the school's long-term fiscal stability and programmatic success.

During the 2026–2031 charter term, GCCA will build upon this foundation by expanding its early-college model through strategic, phased growth across Riverside County. Each expansion is intentionally sequenced to align with enrollment demand, staffing capacity, and multi-year financial projections, ensuring that facilities growth is sustainable and operationally sound.

Phase I: Jurupa Valley Expansion (Fall 2026 Launch)
Beginning in Fall 2026, GCCA will expand operations into an RCCD satellite facility in Jurupa Valley. While this expansion was initially anticipated for Spring 2026, GCCA intentionally adjusted the launch to Fall 2026 to allow sufficient time for facility readiness, staffing, student recruitment, and coordination with RCCD partners.
The Jurupa Valley facility will fall within GCCA's existing Memorandum of Understanding with Riverside Community College District, under which instructional and support space is provided at a nominal cost of $1 per year. This arrangement substantially mitigates facility cost risk and allows GCCA to allocate resources toward instruction, counseling, and student support rather than long-term lease obligations.
The Jurupa Valley expansion will:

- Serve students from Jurupa Valley, Rubidoux, and surrounding western Riverside County communities.
- Reduce commute barriers and improve access to dual-enrollment opportunities.
- Provide a fully college-aligned instructional environment that supports concurrent high school and college coursework.

The site will include dedicated space for classroom instruction, counseling, and student support services. Staffing will be phased in alongside enrollment growth and will include instructional staff, counseling personnel, and site-level administrative oversight. Personnel costs and operational expenses associated with the Jurupa Valley site are reflected in GCCA's multi-year budget projections and are supported by projected LCFF revenue growth and existing unrestricted reserves.
GCCA intends to establish a stable and enduring presence at the Jurupa Valley site in partnership with RCCD, ensuring students have access to the full range of GCCA pathways—Transfer, Career Technical Education (CTE), Direct-to-Workforce, and Blended—within a college-based setting.

Phase II: Moreno Valley Expansion (Target: Fall 2027 Launch)
Building upon GCCA's long-standing dual-enrollment partnership with Moreno Valley College (MVC), the next phase of growth will focus on opening a dedicated Moreno Valley site by Fall 2027. This later launch date reflects GCCA's commitment to careful planning related to facilities acquisition, financing, and staffing prior to opening.
Due to limited space availability on the MVC campus, the Moreno Valley expansion is not expected to be fully located on campus. GCCA will continue to collaborate with MVC to explore potential shared-use or satellite options; however, it is anticipated that GCCA may need to lease or potentially acquire a charter-managed facility within the City of Moreno Valley. Preference will be given to locations near the MVC campus to ensure students can easily access dual-enrollment coursework, college facilities, and student services.
The Moreno Valley site will:

- Expand access to GCCA's early-college model for students in Moreno Valley, Perris, and surrounding communities.

- Strengthen alignment with MVC workforce and CTE programs, particularly in healthcare, public safety, skilled trades, and technology-related fields.
- Provide a stable, college-connected learning environment that supports re-engagement, persistence, and postsecondary transition.

Facility decisions for the Moreno Valley site will be informed by enrollment demand, proximity to MVC, transportation accessibility, zoning considerations, and long-term cost sustainability. GCCA's leadership team is actively consulting with charter school legal counsel and facilities experts to ensure compliance with all applicable facility, safety, and financing requirements. Staffing for the Moreno Valley site will be phased in alongside enrollment growth and will include instructional staff, counseling and student support personnel, and site-level administrative oversight. These costs are incorporated into GCCA's multi-year projections, which demonstrate the capacity to absorb incremental facility and personnel expenses while maintaining strong reserves

Countywide Partnership and Facility Development Strategy

Consistent with its mission and authorizing statute, GCCA's facilities strategy for the 2026–2031 charter term emphasizes expansion through college partnerships wherever possible, supplemented by charter-managed facilities when necessary to meet community need. Required 30-day notification letters to JUSD and MVUSD can be referenced in Appendix O.

GCCA will:

- Seek formal agreements with RCCD colleges—including Riverside City College, Moreno Valley College, and Norco College—as well as other regionally accredited partners to secure instructional and administrative space.
- Prioritize college-embedded or college-adjacent facilities to preserve student access to dual-enrollment coursework, libraries, tutoring, and student services.
- Lease or develop charter-managed facilities when college-based space is unavailable, ensuring locations remain closely connected to partner campuses.
- Maintain dedicated instructional, counseling, and administrative spaces at each site to ensure safety, operational stability, and compliance with all applicable facility standards.
- Align facility expansion decisions with conservative enrollment assumptions, staffing plans, and multi-year budget projections to support long-term fiscal health.

Facilities Risk Assessment and Mitigation Strategies

GCCA approaches facilities expansion with a proactive risk-management framework designed to ensure operational continuity and fiscal sustainability.

Facility Availability and Cost Risk:

GCCA mitigates facility cost exposure at the Jurupa Valley site through its $1-per-year RCCD MOU, significantly reducing fixed facility obligations. For Moreno Valley, GCCA is pursuing a dual-track strategy that includes continued collaboration with MVC alongside early identification of charter-managed facilities near the college campus, ensuring expansion is not dependent on a single facility outcome.

Fiscal Sustainability and Cash Flow Risk:

GCCA's Interim Financial Report and multi-year projections demonstrate strong unrestricted reserves and conservative growth assumptions throughout the projection period. These reserves

provide flexibility to address start-up costs, lease expenses, and tenant improvements associated with new sites without compromising instructional quality or financial stability.

The phased launch schedule—Jurupa Valley in Fall 2026 followed by Moreno Valley in Fall 2027—allows facility and staffing costs to scale gradually alongside enrollment and LCFF revenue growth.

Staffing and Operational Readiness Risk:
GCCA aligns facility openings with multi-year staffing projections that anticipate incremental growth in certificated, classified, and support personnel. This phased approach ensures appropriate supervision, student support, and compliance at each site.

Enrollment Demand Risk:
Expansion decisions are grounded in demonstrated regional demand, existing dual-enrollment participation patterns, and community outreach data. Targeted expansion into Jurupa Valley and Moreno Valley reflects areas of need for alternative, early-college pathways and reduces the risk of underutilized facilities.

Summary
GCCA's facilities plan for the 2026–2031 charter term reflects a deliberate, phased, and fiscally responsible approach to growth. The combination of its established Riverside City College campus, the Jurupa Valley expansion launching in Fall 2026 under a cost-effective RCCD agreement, and the planned Moreno Valley site targeted for Fall 2027 represents a balanced expansion strategy grounded in partnership, financial discipline, and operational readiness. This approach enables GCCA to extend its proven early-college model across Riverside County while remaining responsive to community need and fully aligned with its founding purpose: to re-engage opportunity youth and accelerate their pathway to high school completion, college success, and meaningful career outcomes.

~~**ELEMENT 5: GOVERNANCE**~~

~~*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)*~~

~~Nonprofit Public Benefit Corporation~~

~~The Charter School is a directly funded independent charter school and is operated by Riverside Gateway to College Early College High School, a California nonprofit public benefit corporation, pursuant to California law.~~

~~The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-~~

profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code of the Charter School.

The Charter School is governed pursuant to the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Charter School shall maintain in effect general liability and Board errors and omissions insurance policies.

Board of Directors

The Charter School's Board of Directors, which will include up to seven members, will be formally appointed through a Charter School Board of Directors facilitated nomination process in which members will be strategically recruited by the Board of Directors to provide expertise to the Charter School. Nominations from RCC, RCCD and other partners will be sought.

Directors are elected for a term of two (2) years and may be re-elected without limitation. Preferable areas of expertise, which may be expressed in one or more individual members, may include but are not limited to:

1. Legal
2. Fiscal; Educational finance
3. Business/Industry
4. Career Technical Education
5. Broad Community College Expertise
6. Broad K-12 Expertise

In accordance with Education Code Section 47604(b), the County may appoint a representative to the Board of Directors. If the County chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of directors.

Board of Directors Meetings

The Board of Directors of the Charter School meet regularly in locations within the County that will give equal opportunities for access to all future school site stakeholders. Currently, the meetings are held at Riverside City College (4800 Magnolia Ave., Riverside Ca, 92507) and are conducted as open public meetings in accordance with the Brown Act.

~~Board of Directors Duties~~

~~The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:~~

~~Guide and oversee:~~

- ~~School policies~~
- ~~School fiscal management and operations, including approval of the annual school budget, monthly financial and cash flow statements, memorandums of understanding, and service contracts.~~
- ~~School recruitment and involvement within the local community~~
- ~~School fundraising initiatives~~
- ~~Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Director of the Charter School.~~
- ~~Approve all contractual agreements above $10,000.~~
- ~~Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.~~
- ~~Approve and monitor the Charter School's annual budget and budget revisions.~~
- ~~Act as a fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.~~
- ~~Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.~~
- ~~Establish operational committees as needed.~~
- ~~Regularly measure progress of both student and staff performance.~~

- ~~Involve parents and the community in school related programs.~~
- ~~Execute all applicable responsibilities provided for in the California Corporations Code.~~
- ~~Strategic Planning.~~
- ~~Approve the school calendar and schedule of Board meetings.~~
- ~~Review requests for out of state or overnight field trips.~~
- ~~Participate in the dispute resolution procedure and complaint procedures when necessary.~~
- ~~Approve charter amendments as necessary and submit material revisions as necessary for County consideration.~~
- ~~Approve annual fiscal audit and performance report.~~
- ~~Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.~~

~~The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with nor inconsistent with nor preempted by any law and which is not in conflict with the purposes for which charter schools are established.~~

~~The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the Conflicts Code is attached within Appendix C. As required, the Conflicts Code has been submitted to the County Board of Supervisors.~~

~~The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:~~

- ~~Be in writing,~~
- ~~Specify the entity designated;~~
- ~~Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates~~

of the delegation; and

- Require an affirmative vote of a majority of Board members.

Board Planning Committee

A standing 3-member Planning Committee assists the Board in fulfilling its fiduciary responsibilities in a timely manner. Planning Committee meetings are conducted in compliance with the Brown Act to provide board members and the public opportunities to review, discuss and advance the business of the Board and school. Committee members are appointed by the Board and must be current members of the Board. Supported by staff, the Committee meets monthly, on the first Friday of the month, unless appropriately notified of changes due to accommodate school holidays or other conflicts. Committee responsibilities reflect a broad definition of planning to enable the Committee to serve as a first-read, working body charged with reviewing, revising and forwarding items to the Board for further discussion and action. The Committee is also charged with continuing the non-profit's and school's strategic planning dialogue, monitoring progress toward achievement of the Board's and School's vision, and improving alignment across the School's planning processes.

The Director

The Director is the leader of the countywide benefit Charter School and executive director of the non-profit. The Director ensures that the curriculum is implemented in order to maximize student learning experiences. The Director reports directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Director is assigned to perform tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed; encourage and support teachers on on-going professional development
- Serve or appoint a designee to serve on any committees of the Charter School

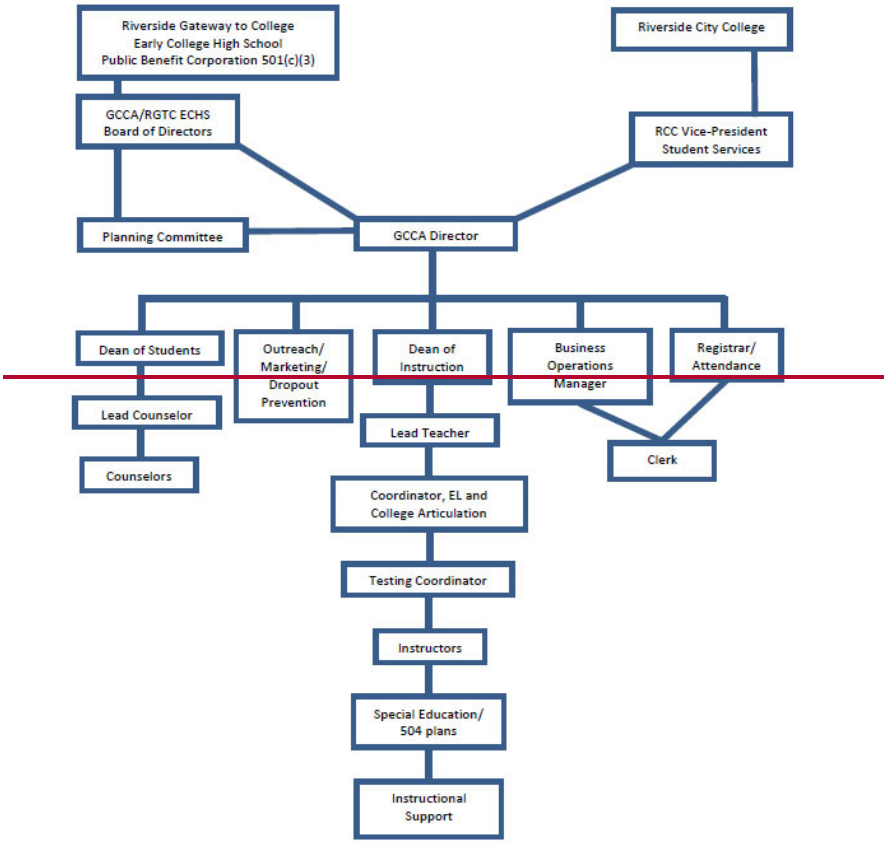
- ~~Interview and recommend employee hiring, promotion, discipline, and/or dismissal~~
- ~~Ensure compliance with all applicable state and federal laws and help secure local grants~~
- ~~Communicate with parents, recruit new families and students, and assure families of academic growth~~
- ~~Take responsible steps to secure full and regular attendance at the Charter School of the students enrolled in accordance with policies established by the Board of Directors~~
- ~~Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County~~
- ~~Identify the staffing needs of the Charter School and offer staff development as needed~~
- ~~Maintain up-to-date financial records~~
- ~~Ensure that appropriate evaluation techniques are used for both students and staff~~
- ~~Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables~~
- ~~Hire qualified substitute teachers as needed~~
- ~~Ensure the security of the school buildings and facilities~~
- ~~Promote the Charter School in the community and promote positive public relations and interact effectively with media~~
- ~~Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.~~
- ~~Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as agreed upon~~
- ~~Provide all necessary financial reports as required for proper ADA reporting~~

- ~~Develop the Charter School annual LCAP and SARC~~
- ~~Present fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education~~
- ~~Manage student discipline as necessary; participate in the suspension and expulsion process~~
- ~~Participate in special education meetings as necessary~~

~~The Charter School's Organizational Chart (attached as Appendix D) describes the distinction between centralized and individual school level responsibilities and includes a staffing plan to implement the activities at the designated level.~~

~~The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other employee, or to a third party provider. The governance structure for the Charter School will be as diagramed below:~~

Organizational Chart



~~RCC's Role.~~

~~While the Director serves at the pleasure of the Board, he/she is evaluated annually by a college administrator and the Board of Directors. This arrangement allows for the Director to be embedded in the RCC planning process and allows for seamless cooperation between the Charter School and the college. Nominations to the Board of Directors from RCC, RCCD and other partners are also sought as vacancies occur.~~

~~Student and Parent Involvement in Governance~~

~~GCCA students are both GCCA and RCC students. Most GCCA students mature to adult status while enrolled. They are encouraged to participate in both GCCA and RCC student governance, including the GCCA Student Advisory Council and RCC Associated Students.~~

~~In addition to participating in LCAP planning sessions and Board meetings, parents are encouraged to participate in and contribute to the culture of the Charter School by: volunteering in the classroom/school (including at home assistance); tutoring; attending parent-teacher conferences or similar meetings; attending Charter School Board meetings; participating in the planning of, or attending, fundraising or Academic/Arts Events; or, other activities.~~

ELEMENT 5: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)

Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school and is operated by Riverside Gateway to College Early College High School, a California nonprofit public benefit corporation, pursuant to California law.

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix C, please find Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code of the Charter School.

The Charter School is governed pursuant to the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Charter School shall maintain in effect general liability and Board errors and omissions insurance policies.

Board of Directors

The Charter School's Board of Directors ("Board"), which will include up to seven members, will be formally appointed through a Charter School Board of Directors-facilitated nomination process in which members will be strategically recruited by the Board of Directors to provide expertise to the Charter School. Nominations from RCC, RCCD and other partners will be sought.

Directors are elected for a term of two (2) years and may be re-elected without limitation. Preferable areas of expertise, which may be expressed in one or more individual members, may include but are not limited to:

1. Legal

2. Fiscal; Educational finance

3. Business/Industry

4. Career Technical Education
5. Broad Community College Expertise

6. Broad K-12 Expertise

In accordance with Education Code Section 47604(c), the County may appoint a representative to the Board of Directors. If the County chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board of Directors Meetings

The Board of Directors of the Charter School meet regularly in locations within the County that will give equal opportunities for access to all future school site stakeholders. Currently, the meetings are held at Riverside City College (4800 Magnolia Ave., Riverside CA, 92507) and are conducted as open public meetings in accordance with the Brown Act and Education Code Section 47604.1(c).

Board of Directors' Duties

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:

- Establishing school policies
- Approving budgets, contracts, and fiscal audits
- Overseeing recruitment, fundraising, and community partnerships
- Hiring, evaluating, and supporting the Executive Director
- Monitoring school performance and student outcomes
- Approving charter amendments and submitting material revisions as needed
- Acting as fiscal agent, including the receipt of funds and grants
- Approving academic calendars and field trips requiring out-of-state or overnight travel
- Engaging in long-term strategic planning

The Board may delegate certain duties to staff but retains ultimate fiduciary responsibility. Delegations must be in writing, specify scope and duration, and be approved by majority vote.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with nor inconsistent with nor preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Section 1090, *et seq.* as set forth in Education Code Section 47604.1, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted above, the Conflict of Interest Code is attached within Appendix C. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Planning Committee

A 3-member Planning Committee comprised of RGTCECHS Board members assists the Board in fulfilling its fiduciary and strategic responsibilities in a timely manner. Planning Committee meetings are conducted in compliance with the Brown Act to provide board members and the

public opportunities to review, discuss and advance the business of the Board and the Charter School. Committee members are appointed by the Board and must be current members of the Board. Supported by staff, the Committee meets monthly (or as scheduled), unless appropriately notified of changes to accommodate school holidays or other conflicts. Committee responsibilities reflect a broad definition of planning to enable the Committee to serve as a first-read, working body charged with reviewing, revising and forwarding items to the Board for further discussion and action. The Committee is also charged with continuing the nonprofit's and the Charter School's strategic planning dialogue, monitoring progress toward achievement of the Board's and Charter School's vision, and improving alignment across the Charter School's planning processes.

The Executive Director

In July 2020, GCCA's leadership structure was updated to replace the former Director role with the Executive Director position. The Executive Director is the chief executive officer of both the Charter School and its nonprofit corporation.

The Executive Director:

- Reports directly to the Board of Directors
- Ensures the mission of GCCA is enacted
- Oversees all instructional, operational, and fiscal aspects of the Charter School
- Supervises and evaluates all staff, including administrators, faculty, and classified personnel
- Manages school finances and ensures fiscal stability
- Develops the annual LCAP and School Accountability Report Card
- Serves as the Charter School's lead representative with RCCD, community partners, and authorizers
- Oversees compliance with state and federal laws, including Title I, ADA, IDEA, and Section 504
- Provides leadership for strategic planning, expansion, and program innovation

The Executive Director may delegate responsibilities to other administrators but remains accountable to the Board for overall performance and compliance.

The Charter School's Organizational Chart, attached as Appendix D, escribes the distinction between centralized and individual school level responsibilities and includes a staffing plan to implement the activities at the designated level.

The above duties, apart from personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other employee, or to a third-party provider.

Administrative Leadership

- Principal – Oversees instructional program and site operations.
- Assistant Principal of Curriculum & Instruction – Leads instructional staff, curriculum development, and assessment practices.
- Assistant Principal of Counseling & Student Services – Oversees counseling, student

support services, and holistic interventions.

- Chief Business Officer – Manages finance, compliance, and operations.
- Assistant Director of Family and Community Engagement – Leads family engagement, partnerships, and community outreach.
- Enrollment & Retention Counselor – Coordinates recruitment, enrollment, and student retention initiatives.
- HR/Operations Manager – Oversees human resources, staffing compliance, and operational systems.

Instructional and Student Support Teams

- Instructional Faculty (teachers across academic and CTE subject areas)
- Counseling Team (academic and specialized counselors, including 504, foster/homeless, and graduation support)
- Special Education Department (Special Education Coordinator, Resource Specialists, Instructional Aides)
- Instructional Aides & Academic Coaches (support student learning across classrooms)
- Student Information, Attendance, and Operations Support Staff

Advisory and Partnership Role of RCC in GCCA Governance

GCCA's partnership with RCC and RCCD is integral to its mission. The Executive Director and RCC leadership maintain regular collaboration to align academic planning, facilities use, and student services. RCC, RCCD, and community representatives are encouraged to participate in governance through Board nominations and advisory input.

Student and Parent Involvement in Governance

GCCA students are both GCCA and RCC students. Most GCCA students mature to adult status while enrolled. They are encouraged to participate in both GCCA and RCC student governance, including the GCCA Student Advisory Council and RCC Associated Students, and provide feedback through YouthTruth and school climate surveys.

In addition to participating in LCAP planning sessions and Board meetings, parents are encouraged to participate in and contribute to the culture of the Charter School by: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences or similar meetings; attending Charter School Board meetings; serving on advisory committees, participating in the planning of, or attending, fundraising or Academic/Arts Events; or, other activities.

~~**ELEMENT 6: EMPLOYEE QUALIFICATIONS**~~

~~*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)*~~

~~Charter School employees meet all applicable legal requirements. The Charter School retains or employs teaching staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Each student transitioned into~~

college classes meets daily with a certificated teacher or counselor to gain support and services for academic instruction. Transitioned students' academic programs are supervised by a highly qualified counselor.

The Charter School utilizes administrative, instructional support and non-instructional support staff that have demonstrated experience or expertise in the issues and work tasks required of them and are be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All administrators, instructional support staff and non-instructional support staff possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies. A copy of the personnel policies and school staffing plan are available upon request. Attached as Appendix E, please find the current GCCA Employee Handbook.

Employee Qualifications

Director

- Credential/Education: Master's degree from an accredited institution is required. Professional administrative services credential preferred.

- Experience: One year of formal training, internship or leadership experience reasonably related to the Charter School and K-12 administrative experience; experience developing and implementing programs for at-risk populations in an alternative setting; operational knowledge of California charter schools and 501c3 tax exempt organizations.

- Minimum Qualifications: Must have ability to implement and monitor compliance with state K-12 and public charter school statutes per Education Code which include CEO responsibilities for the Charter School's budget and finances; accounts receivable/payable and including payroll; attendance accounting including non-classroom-based accounting finances; instructional program; Special Education; state and federal mandated testing and accountability; governance which includes coordinating Board level strategic planning; human resources; and categorical programs; work in a leadership capacity with the executive team of the Gateway to College National Network and as an active member of Early College High School Initiative, which includes policy advocacy and participation as a model demonstration site for national research initiatives that models best practices, provides mentoring and guidance to peers throughout the National Network.

Dean of Students

- Education: Master's degree in Counseling, Educational Leadership or related field. Valid California Pupil Personnel Services credential or ability to obtain proper credential

- Experience: Demonstrated experience working in an educational or social service environment; working with at-risk and culturally diverse populations; working with students or clients in advising and developing goals; assessing student needs and

coordinating educational and community-based services; managing caseload and case files is desirable. Fluency in a second language is desirable.

- Minimum Qualifications: The Dean of Students will work cooperatively with the Director and administrative team to support school-wide goals and initiatives. Considerable knowledge of local high school completion requirements, and state and local college eligibility requirements; available college and community resources and/or programs; subject area and faculty issues; ethnic and cultural issues; and assessment, testing, and the interpretation and application of test results.

Teacher

- Credential/Education: Valid California Teaching Credential authorizing service at the proper grade level and/or subject area. Master's degree in discipline or related field preferred. Degree must be from an accredited institution.

- Experience: At least one year classroom experience teaching courses at the secondary level required.

- Minimum Qualifications: Demonstrated experience developing curriculum. Ability to integrate curriculum with experiential teaching methods. Knowledge of the relationship among curriculum, instruction, assessment and learning theory. Understanding of student learning outcomes and state content standards. Familiarity with standardized tests and high-stakes assessment. Ability to use technology and social media for instructional purposes. Able to supervise large and small groups of students in a classroom setting.

- Responsible for high school level core, college preparatory courses: Foundation English, Foundation Math, Expository Reading and Writing, World History, United States History, Government, Economics.

- All GCCA delivered courses require a credentialed teacher.

- The school does not offer any non-core and non-college preparatory courses. All college level courses are taught by faculty who meet their college district minimum qualifications.

Counselor

- Credential/Education: Master's degree in Counseling or related field. Valid California Pupil Personnel Services Credential preferred.

- Experience: Demonstrated experience working in an educational or social service environment; working with at-risk and culturally diverse populations; working with students or clients in advising and developing goals; assessing student needs and coordinating educational and community-based services; and managing caseload and case files is desirable. Fluency in a second language is desirable.

- ~~Minimum Qualifications: Considerable knowledge of local high school completion requirements, and state and local college eligibility requirements; available college and community resources and/or programs; subject area and faculty issues; ethnic and cultural issues; and assessment, testing, and the interpretation and application of test results.~~

ELEMENT 6: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)

GCCA employs staff who meet all applicable state and federal requirements for charter school employment. All teaching staff hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. College-level coursework is delivered by Riverside Community College District faculty who meet minimum qualifications established by the California Community Colleges Board of Governors.

The Charter School employs administrators, counselors, teachers, instructional aides, and classified professionals who have demonstrated both the qualifications and expertise required for their roles, as well as a deep commitment to serving at-promise, culturally diverse, and first-generation college-bound youth. Professional development is provided regularly to ensure all staff remain current on state law, educational best practices, and GCCA's mission to prepare students for high school graduation, college success, and career pathways.

A copy of the GCCA Employee Handbook and staffing plan are maintained on file and available upon request.

Employee Qualifications:

Administrative Leadership

- Executive Director
  - Master's degree required; administrative services credential preferred. Brings experience in K–12 and higher education leadership, charter school operations, fiscal management, compliance, and community partnerships. The Executive Director serves as the Charter School's CEO, overseeing all programs, finances, governance, and compliance with state and federal law.
- Principal
  - Master's degree and California administrative services credential required. Oversees the instructional program, curriculum development, teacher supervision, and site operations to ensure fidelity to GCCA's mission.
- Assistant Principal; Counseling and Apex Program
  - Supports daily instructional and student support operations, with emphasis on school climate, culture, and attendance. Holds appropriate credential and leadership experience.
- Assistant Principal of Instruction & Curriculum
  - Provides instructional leadership, curriculum alignment to State Standards, professional development, and classroom support. Master's degree required; administrative credential preferred.

- Assistant Director of Family and Community Partnerships
    - Oversees parent, family, and community engagement efforts, ensuring that GCCA maintains strong external partnerships and family-school connections. Brings experience in outreach, communications, and partnership building.
- Chief Business Officer
    - Oversees fiscal operations, budgeting, grants management, audits, and financial compliance. Demonstrated expertise in nonprofit and educational finance is required.
- HR & Operations Manager
    - Responsible for human resources, compliance with labor law, benefits administration, and daily operational support for the school and its multiple campuses.

Student Support Leadership

- Lead Counselor
    - Master's degree in Counseling and PPS credential required. Oversees the counseling team and ensures that caseloads are managed equitably, while building strong relationships with students to support academic progress, attendance, and postsecondary planning.
- Counselors
    - Master's degree in Counseling or related field required; Pupil Personnel Services("PPS") credential preferred. Counselors are responsible for advising students on academic and career planning, monitoring attendance and progress, and connecting students to needed resources.
- CTE Pathways Coordinator/Counselor
    - Holds a Master's degree or PPS credential with demonstrated experience in CTE program coordination. Provides career counseling, manages CTE dual enrollment opportunities, and builds partnerships with employers and RCC industry programs to expand pathway access.
- Recruitment & Retention Coordinator
    - Responsible for outreach to districts, middle schools, and community agencies, while monitoring retention strategies to ensure students are supported through completion. Bachelor's degree required; experience in counseling, social work, or education preferred.

Special Education Team

- Special Education Coordinator
    - Holds a valid California teaching credential with Cross-cultural, Language and Academic Development ("CLAD") certification; Master's degree preferred. Oversees compliance with IDEA and Section 504, facilitates IEPs, supervises the special education team, and ensures services are delivered in alignment with LRE requirements.
- Resource Specialists (3)
    - Provide SAI and case management for students with IEPs. Each holds the CTC certificate, permit, or other document required for the teacher's certificated

assignment in special education.

- Special Education Instructional Aides (2)
  - Support SAI delivery, small group interventions, and classroom accommodations under the direction of the Resource Specialists and Coordinator.

Instructional Staff

- Lead Teacher/Instructor
  - Serves as a mentor to teaching staff, supports curriculum development, and ensures alignment with GCCA's instructional vision. Holds the CTC certificate, permit, or other document required for the teacher's certificated assignment, and Master's degree preferred.
- Teachers
  - All GCCA-delivered high school courses are taught by teachers with the CTC certificate, permit, or other document required for the teacher's certificated assignment. Teachers demonstrate skill in curriculum development, instructional design, integration of technology, and differentiation for at-risk and diverse learners.
- College Faculty
  - All RCCD faculty teaching dual enrollment courses meet the minimum qualifications set by the California Community Colleges Board of Governors.

Support Staff

GCCA employs classified professionals, instructional aides, and administrative support staff who bring expertise in student support, technology, data management, and school operations. These positions include academic coaches, instructional aides, office assistants, and outreach staff. All staff are provided professional development in equity, trauma-informed practices, and compliance with state and federal mandates.

Summary

Through this staffing model, GCCA ensures that all employees are appropriately qualified for their roles and share in the mission of preparing students for academic success, college transition, and career pathways. Administrators provide strategic and instructional leadership; teachers deliver rigorous and standards-aligned instruction; counselors and coordinators ensure personalized student support; and classified staff provide the operational backbone that sustains the program.

~~**ELEMENT 7: HEALTH AND SAFETY PROCEDURES**~~

~~*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)*~~

~~In order to provide safety for all students and staff, the Charter School shall maintain full health and safety procedures and risk management policies at its school site in consultation with its~~

insurance carriers and risk management experts. These policies are incorporated into the Charter School's student and staff handbooks and shall be reviewed on an ongoing basis by the Director and Board. The Charter School shall ensure that staff are trained annually on the health and safety policies. Attached as Appendix F are the GCCA staff risk management and safety training matrix and emergency evacuation plan.

The following are the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the Charter School monitors compliance with this policy and reports to the Charter School Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by local school districts. The Charter School provides mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School adheres to Education

Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

The Charter School adheres to the RCCD Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

The Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug -, Alcohol -, and Smoke-Free Environment

The Charter School functions as a drug -, alcohol -, and smoke-free environment.

Facility Safety

The Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race,

~~religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed and shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.~~

ELEMENT 7: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

a. *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
b. *The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*
c. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G)*

In order to provide safety for all students and staff, the Charter School shall maintain full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Gateway College and Career Academy is committed to maintaining a safe, supportive, and inclusive school environment for all students and staff. Health and safety policies are codified in the Gateway College and Career Academy Comprehensive School Safety Plan, the Employee Handbook, and the Student and Parent Handbook.

The following are the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School monitors compliance with this policy and reports to the Charter School Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by local school districts. The Charter School provides mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whopping cough) vaccine booster.

Upon the student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. The Charter School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.
Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The

information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 9-12, at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5 and 47605.6
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School functions as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed and shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite

employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Documentation and Accessibility

- ***Appendix B*** *– Student and Parent Handbook (2025–26)*
- ***Appendix E*** *– Employee Handbook (2025–26)*

Appendix F *– GCCA Comprehensive School Safety Plan*

~~**ELEMENT 8: RACIAL AND ETHNIC BALANCE**~~

~~*Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H)*~~

~~The Charter School will continue to implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the County:~~

- ~~An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.~~
- ~~The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the County.~~
- ~~The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.~~
- ~~The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the County.~~
- ~~Outreach meetings in several areas of the County to reach prospective students and parents.~~

~~Expanding the reach of the Charter School as a countywide charter has allowed the school's diversity to better reflect the demographic makeup of the RCOE and Riverside County. Expansion to Moreno Valley College will allow for further reflection if the County demographics. Current student demographic information is as follows (2016-17 Enrollment by Ethnicity, GCCA School Report, CDE DataQuest):~~

~~Characteristic~~	~~GCCA~~	~~RCOE~~	~~Riverside County~~
~~African American~~	~~4.8%~~	~~6.0%~~	~~6.2%~~
~~American Indian or Alaska Native~~	~~0.0%~~	~~0.6%~~	~~0.5%~~
~~Asian~~	~~0.6%~~	~~1.3%~~	~~3.1%~~
~~Filipino~~	~~1.8%~~	~~1.1%~~	~~1.9%~~
~~Hispanic or Latino~~	~~61.3%~~	~~48.3%~~	~~63.3%~~
~~Pacific Islander~~	~~0.0%~~	~~0.3%~~	~~0.4%~~
~~White~~	~~22.6%~~	~~37.3%~~	~~21.4%~~
~~Two or More Races~~	~~6.0%~~	~~5.0%~~	~~3.0%~~

ELEMENT 8: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52604.5, that is reflective of the

general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H)

Commitment to Diversity and Equity

GCCA affirms its commitment to serving a student body that reflects the rich racial, ethnic, linguistic, and cultural diversity of Riverside County. As a countywide benefit charter authorized by RCBOE, GCCA actively designs its recruitment and enrollment practices to ensure access and equity for all student populations, with a focus on historically underserved communities.

Recruitment and Outreach Strategies

To achieve and maintain a racial and ethnic, special education, English learner, and redesignated fluent English proficient pupils balance that mirrors the County, GCCA implements the following strategies:

- Broad-Based Enrollment Process: An open enrollment process with timelines published well in advance to allow maximum participation and equitable access across communities.
- Inclusive Promotional Materials: Development of print, digital, and video materials that are culturally relevant and reflect the diversity of Riverside County communities.
- Multilingual Access: All key materials, including enrollment applications, handbooks, and promotional flyers, are translated into Spanish and other languages as needed, ensuring meaningful access for families with limited English proficiency.
- Community Partnerships: Collaboration with community-based organizations, school districts, social service agencies, workforce development boards, and faith-based institutions to distribute information to a wide variety of racial and ethnic groups.
- Specialized outreach to high-need populations: Engagement of students who are under-credited, off-track to graduate with their cohort, former dropouts, foster youth, homeless youth, and English Learners.
- Countywide Outreach Events: Hosting and participating in outreach meetings, parent information sessions, college nights, and student recruitment fairs across Riverside, Moreno Valley, Jurupa Valley, Perris, Hemet/San Jacinto, and other regions of the County.
- Targeted Expansion:
    - Riverside City College Campus (historic base): Continuing presence and recruitment across RCCD's service area.
    - Moreno Valley College (new dual enrollment partnership): Expansion provides greater access for students in Moreno Valley, Perris, and surrounding communities.
    - Jurupa Valley RCCD Satellite (planned Spring 2026): A new site will extend GCCA's reach into western Riverside County, enhancing opportunities for students in Jurupa Valley and adjacent regions.

Monitoring and Accountability

- GCCA monitors racial and ethnic, special education, and English Learner enrollment annually, comparing its student demographics to those of RCOE and Riverside County using California Department of Education DataQuest and Dashboard reports, in addition to local demographic reports in the fall and spring of each academic year.
- Enrollment and recruitment reports are presented to the Board of Directors and included in GCCA's annual LCAP and SARC.

- Adjustments to recruitment strategies are made each year to ensure equitable representation.

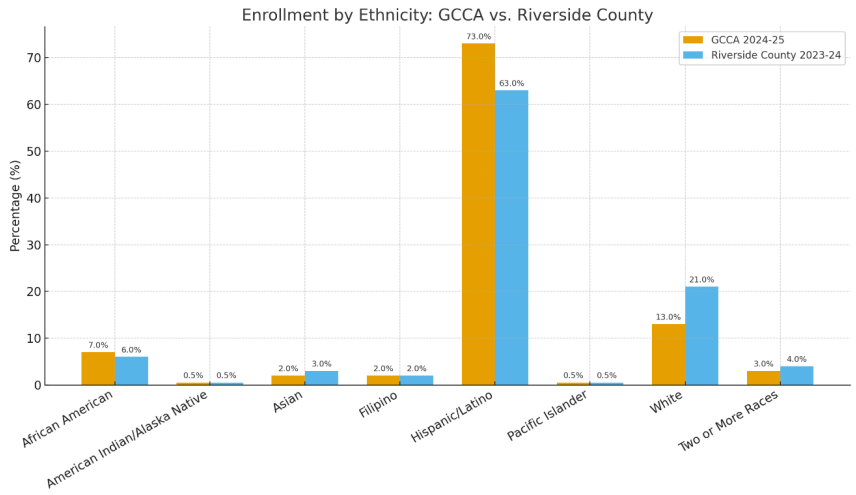
Current Demographics

As of Fall 2025–26, GCCA students reside in 23 school districts and 47 ZIP codes, with concentrations in Riverside, Moreno Valley, Jurupa Valley, and Alvord Unified School Districts. Enrollment reached 426 students in 2024–25, the highest in school history.

Enrollment by Demographic, 2024–25 (rounded to nearest percent):

Characteristic	GCCA 2024–25	Riverside County (2023–24)
African American	7%	6%
American Indian/Alaska Native	<1%	<1%
Asian	2%	3%
Filipino	2%	2%
Hispanic or Latino	73%	63%
Pacific Islander	<1%	<1%
White	13%	21%
Two or More Races	3%	4%
Students with Disabilities	8.7%	47.4%
English Learners	20%	26%

Source: GCCA Student Information System (Fall 2024 snapshot) & CDE DataQuest (Riverside County, 2023–24).



Through its countywide charter, expansion into new RCCD facilities, multilingual outreach, and intentional recruitment strategies, GCCA ensures that its student body not only reflects but also

embraces the diverse racial and ethnic composition of Riverside County. This approach is aligned with GCCA's mission to serve opportunity youth and to provide equitable access to early college and career pathways for all.

~~**ELEMENT 9: INDEPENDENT FINANCIAL AUDIT**~~

~~*Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)*~~

~~An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The individual sites of the Charter School will be appropriately included in the audit process because their books and records will be reviewed and evaluated as a part of the whole Charter School.~~

~~The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.~~

~~The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.~~

~~The independent financial audit of the Charter School is a public record to be provided to the public upon request.~~
~~Attached as Appendix G, please find a copy of Riverside GCCA's 2015-16 independent financial audit.~~

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting

procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The individual sites of the Charter School will be appropriately included in the audit process because their books and records will be reviewed and evaluated as a part of the whole Charter School.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Supporting Policies and Documents

GCCA's financial oversight and compliance are further reinforced through the following governing documents, attached in the appendices:

- Amended Bylaws (2025) – outlining Board authority and fiscal oversight responsibilities.
- Board Policy No. 701: Travel and Itemized Expense Reimbursement – establishing rules for reimbursement of travel and business-related expenses.
- Board Policy No. 702: Fiscal Policies and Procedures – codifying internal fiscal controls and procedures.
- Fraud Questionnaire (2025) – completed by the Executive Director to support audit risk assessment and compliance.
- Independent Audit Reports (most recent year) – demonstrating GCCA's track record of compliance.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

2. *Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*
   (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
   (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
      (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
      (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605.6(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq*. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for

student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off

the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force of violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

    l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable

person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate

violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school

employee, with the Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing

present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed

inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or

parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taking during closed session consistent with the requirements of

the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- ~~Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;~~

- ~~If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and~~

- ~~Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.~~

~~If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.~~

~~Due Process Appeals~~

~~The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.~~

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent and the Charter School agree otherwise.~~

~~In accordance with 20 USC 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.~~

~~In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a~~

child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- ~~The parent has requested an evaluation of the child.~~

- ~~The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.~~

~~If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA eligible children with disabilities, including the right to stay put.~~

~~If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.~~

~~The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.~~

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) *Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a*

homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) *A foster child's educational rights holder, attorney, and county social worker and in Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J)*

Policy

The Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq*. which describe the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal

punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[17] are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal.

[17] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force of violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but

is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntary disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the

circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to student in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or

privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the pupil and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to

suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which

includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 9 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person

of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:
The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to

or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student l shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an

expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in confidential session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the

testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taking during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the

IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

~~**ELEMENT 11: RETIREMENT SYSTEMS**~~

~~*Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)*~~

~~Non-certificated staff at the Charter School participate in the federal social security system and have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the Charter School's employee policies. Certificated staff at the Charter School participate in the State Teachers' Retirement System ("STRS"). The Director is responsible for implementation of the retirement system requirements at the Charter School, including making appropriate arrangements for coverage. The County shall cooperate as necessary to forward any required payroll deductions and related data to STRS. The Charter School pays the County a reasonable fee for the provision of such services.~~

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)*

Gateway College and Career Academy provides access to retirement benefits that align with staff roles and certifications, ensuring compliance with Education Code and alignment with Board-adopted personnel policies:

- Certificated Staff: Teachers and other certificated employees of the Charter School who are eligible participate in the State Teachers' Retirement System ("STRS"). GCCA works with the Riverside County Office of Education to ensure payroll reporting, contributions, and other requirements are met in full compliance with STRS regulations.
- Non-Certificated Staff: Classified employees and other non-certificated positions are enrolled in the Public Agency Retirement Services ("PARS") retirement savings program, pursuant to the Board's adoption of the PARS Trust Agreement, Plan Document, and related resolutions (see Appendix H). The PARS plan provides a defined contribution retirement savings benefit as an alternative to CalPERS, with contributions made on a pre-tax basis in accordance with the plan documents.
- All Employees: All non-certificated staff also participate in the federal Social Security system as required by law and may access supplemental school-sponsored retirement savings plans, such as 403(b) or 457(b) plans, in accordance with GCCA personnel policies.

The Executive Director is responsible for implementation of all retirement system requirements, including ensuring that employee enrollment, payroll deductions, employer contributions, and reporting are conducted accurately and on time. The Charter School collaborates with RCOE and PARS to maintain compliance and provide staff with accurate information about their retirement benefits.

ELEMENT 12: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Internal Disputes

The Charter School has an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process through the Employee handbook (Appendix E), Student and Parent Handbook (Appendix F), GCCA's Board Policies (Appendix H), and at enrollment/orientation meetings. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Internal Complaint Review (Board Policy No. 508):

Staff, students, or families may initiate complaints about school operations or practices using the internal complaint review process. Complaints are investigated promptly, documented, and resolved consistent with timelines in policy.

Whistleblower Protection (Board Policy No. 601):
Consistent with Education Code and GCCA Board Policy, all stakeholders are protected against retaliation when raising complaints or participating in investigations. Employees are encouraged to report unlawful or unethical activity without fear of retaliation.

Discipline and Termination of Employment (Board Policies Nos. 507 & 510):
Employee-related disputes, including disciplinary actions, are addressed in accordance with board-approved procedures and the Employee Handbook.

Student Discipline and Involuntary Removal:
As outlined in Element 10, the Student & Parent Handbook, and Board Policy No. 316, all disciplinary processes provide due process protections. No student may be involuntarily removed without written notice and opportunity for appeal.

Use of School Technology (Board Policy No. 606): Disputes arising from improper use of e-mail, internet, or school technology are addressed through established staff discipline and complaint processes.

~~**ELEMENT 13: ADMISSION POLICY AND PROCEDURES**~~

~~*Governing Law: Admission policy and procedures, consistent with subdivision (e). Education Code Section 47605.6(b)(5)(M)*~~

~~The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.~~

~~The Charter School will actively recruit a diverse student population from the County and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission to the Charter School shall be open to any resident of the State of California who meets the criteria listed below. No student otherwise eligible to enroll shall be denied admission due to a disability or the Charter School's inability to provide necessary services. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and will be informed of the Charter School's student-related policies. The Charter School will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) a random public admissions lottery if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.~~

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The following admissions criteria will be used to recruit and admit students to the Charter School's program:

- The student has dropped out of high school or is on the verge of dropping out of high school.
- The student is behind in high school credits (for age and grade level).
- An assessment of accumulated high school units and continuous enrollment status indicates that the student may reasonably complete a diploma or GED while enrolled at the Charter School.
- The student resides in California.
- The student has an expressed goal to complete a high school diploma.
- The student will attend and participate in the Gateway College and Career Academy comprehensive orientation and intake process.

Public Random Drawing

Applications shall be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School shall hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to residents of the county.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants, applicants' parents/guardians and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

~~The Charter School will conduct the lottery in the summer for enrollment in fall of that year.~~

ELEMENT 13: ADMISSION POLICY AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School will actively recruit a diverse student population from the County and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Admission to the Charter School shall be open to any resident of the State of California who meets the criteria listed below. No student otherwise eligible to enroll shall be denied admission due to a disability or the Charter School's inability to provide necessary services. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and will be informed of the Charter School's student-related policies. The Charter School will establish an annual recruiting and admissions cycle, which shall include reasonable time for all

of the following: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admission application period, (4) a random public admission lottery if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using a waiting list.

Admission to the Charter School shall be open to any resident of the State of California who is age-eligible to attend a California public high school and who demonstrates interest in completing a high school diploma and pursuing postsecondary education or training. No student otherwise eligible to enroll shall be denied admission due to disability, academic performance, or the Charter School's perceived or actual ability to provide necessary services.
The Charter School will actively recruit a diverse student population reflective of the communities served within Riverside County, consistent with its mission to serve students who are under-credited, off-track to graduate, or at risk of dropping out of school. Recruitment efforts will include outreach to districts, schools, and community organizations across the county; informational sessions for students and families; and the distribution of multilingual promotional materials.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

While GCCA is open to all California residents, it is designed as a countywide dropout recovery and early college program. As such, prospective students typically demonstrate one or more of the following:

- The student has dropped out of high school or is on the verge of dropping out of high school.
- The student is behind in high school credits (for age and grade level).
- An assessment of accumulated high school units and continuous enrollment history indicates that the student may reasonably complete a diploma while enrolled at the Charter School.
- The student resides in California.
- The student has an expressed goal to complete a high school diploma and transitioning to postsecondary education, training, or employment.
- The student will attend and participate in the Gateway College and Career Academy comprehensive orientation and intake process.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[18]

Public Random Drawing

Gateway College and Career Academy (GCCA) is a public school of choice and enrolls all learners who wish to attend, space permitting. Enrollment is open to any student residing within Riverside County, and the school does not use academic, behavioral, credit-completion, or other evaluative criteria to determine eligibility. No test, interview, or minimum GPA is required.
Continuous, Term-Based Enrollment
Unlike traditional semester-only admissions, GCCA enrolls new students at the start of each academic term throughout the year. GCCA does not allocate seats by grade level. Instead, enrollment is determined solely by the number of open seats available schoolwide for the upcoming enrollment period.
GCCA publicly posts the number of available seats, upcoming enrollment periods, and key steps to complete the enrollment process on its website and in community outreach materials.

Enrollment Process
To join GCCA, students follow a simple, open-access sequence:

1. **Submit an Interest Form**
   Students and families submit an interest form indicating their desire to enroll.
2. **Attend an Information Session**
   Prospective students and families participate in a required information session describing the school model, supports, expectations, and dual-enrollment opportunities.
3. **Submit Enrollment Documents**
   After attending an information session, families complete the enrollment form and required documents.
4. **Confirmed Enrollment (Space Permitting)**
   Enrollment is confirmed once required documents are submitted *and* seats remain available for the upcoming enrollment period.

If the number of students who complete all enrollment steps exceeds the number of available seats, a public lottery is conducted.

Lottery Trigger
GCCA conducts a public random lottery when the number of students who have completed all enrollment steps is greater than the number of seats available for the upcoming term.
This process may occur at multiple points throughout the school year, aligned with GCCA's term-based enrollment cycles.

[18] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Lottery Process

- The lottery is publicly noticed with date, time, and location.
- Members of the public may attend and observe.
- Each student who completed the enrollment steps is assigned a unique identifier.
- Identifiers are drawn at random to determine confirmed enrollment and numerical waitlist order.
- Documentation of the process, attendance, and results is maintained for transparency and compliance.

Enrollment Preferences

When a lottery is required, the following preferences are applied in the order listed, consistent with Education Code sections 47605 and 47605.6:

1. Students currently enrolled (continuing students) – guaranteed continued enrollment.
2. Siblings of currently enrolled students.
3. Students referred through formal MOU-based agreements with Riverside Community College District, including RCC student-support offices.
4. Youth meeting DASS-eligible criteria, including students who are credit-deficient, off-track for graduation, have dropped out or are at risk of doing so, foster youth, probation-involved students, and students needing alternative pathways.
5. Children of GCCA employees (not to exceed 10% of enrollment).

Preferences do not limit enrollment eligibility for any student and are applied only when a lottery is necessary.

Waitlist

Students not drawn for immediate placement are placed on a numerical waitlist in the order in which their identifier was drawn.

- The waitlist remains active only for the enrollment period in question.
- Seats that become available are offered in waitlist order.
- Families must attend the information session and submit required documents to maintain eligibility.

~~**ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**~~

~~*Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)*~~

~~No student may be required to attend Gateway College and Career Academy. Students who reside within any school district in which the Charter School operates a school site who choose not to attend Gateway College and Career Academy may attend school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school (or program) of the local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.~~

ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the county*

who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)

GCCA is a countywide benefit charter. Enrollment is open to all eligible students in the State of California, with priority given to Riverside County residents. Attendance at GCCA is strictly voluntary; no student is required to attend the Charter School.

Students who reside within Riverside County and choose not to attend GCCA may instead enroll in another public school operated by their school district of residence or seek placement in another school through that district's intra- or inter-district transfer policies. The responsibility for providing such alternatives to students who do not choose to attend GCCA rests with the student's district of residence.

Parents/guardians are informed during the application and admissions process that:

- Enrollment in GCCA does not guarantee enrollment in any specific school or program of the student's district of residence.
- Should they decline or exit GCCA, their child will be entitled to attend their local district school or pursue transfer options under district policy.
- This information is clearly communicated in GCCA's admission forms, enrollment agreements, and family handbooks.

Through these practices, GCCA ensures that families are fully aware of their attendance options and that students who choose not to attend GCCA have access to appropriate public school alternatives.

~~**ELEMENT 15: EMPLOYEE RETURN RIGHTS**~~

~~*Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school. Education Code Section 47605.6(b)(5)(O)*~~

~~No public school district employee shall be required to work at the Charter School. Employees of RCOE and any school district who choose to leave the employment of RCOE and a school district to work at the Charter School will have no automatic rights of return to RCOE or a school district after employment by Riverside Gateway to College Early College High School unless specifically granted by RCOE or a school district through a leave of absence or other agreement. Charter School employees shall have any right upon leaving RCOE or a school district to work in the Charter School that RCOE or a school district may specify, any rights of return to employment in a county office of education or school district after employment in the Charter School that RCOE and a school district may specify, and any other rights upon leaving employment to work in the Charter School that RCOE or a school district determine to be reasonable and not in conflict with any law.~~

~~All employees of Riverside Gateway to College Early College High School will be considered~~

~~the exclusive employees of Riverside Gateway to College Early College High School and not of RCOE or a school district, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at RCOE or any school district will not be transferred to the Charter School. Employment by Riverside Gateway to College Early College High School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.~~

ELEMENT 15: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)*

No public school district employee shall be required to work at the Charter School. Employees of RCOE and any school district who choose to leave the employment of RCOE and a school district to work at the Charter School will have no automatic rights of return to RCOE or a school district after employment by Riverside Gateway to College Early College High School unless specifically granted by RCOE or a school district through a leave of absence or other agreement. Charter School employees shall have any right upon leaving RCOE or a school district to work in the Charter School that RCOE or a school district may specify, any rights of return to employment in a county office of education or school district after employment in the Charter School that RCOE and a school district may specify, and any other rights upon leaving employment to work in the Charter School that RCOE or a school district determine to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at RCOE or any school district will not be transferred to the Charter School. Employment by Riverside Gateway to College Early College High School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

~~**ELEMENT 16: CLOSURE PROCEDURES**~~

~~*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)*~~

~~Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.~~

~~The Charter School will promptly notify parents and students of the Charter School, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the~~

effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and upon the dissolution of the non-profit public benefit corporation, shall be

~~distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

~~On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.~~

~~As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

~~As specified by the Budget in Appendix H, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.~~

ELEMENT 16: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have

completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the

corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

~~**MISCELLANEOUS PROVISIONS**~~

~~Budget and Financial Reporting~~

~~*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).*~~

~~Attached, as Appendix H, please find the following documents:~~

- ~~A projected budget including cash flow~~
- ~~Budget assumptions~~
- ~~Financial projections for three years of operation~~

~~These documents are based upon the best data available to the Petitioners at this time.~~

~~The Charter School provides reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:~~

1. ~~By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(h) will satisfy this requirement.~~

2. ~~By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.~~

3. ~~By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.~~

4. ~~By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.~~

5. ~~By September 15, a final unaudited report for the full prior year. The report submitted to~~

the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School provides reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), SARC, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Insurance

The Charter School maintains appropriate property and liability insurance coverage in the amounts required for an enterprise of similar purpose and circumstance. Property insurance addresses business interruption and casualty needs, including flood, fire, and other hazards with replacement cost coverage for all assets listed in the Charter School's Property Inventory and consumables. Board and Officer errors and omissions liability insurance is also kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $3 million per occurrence. The Charter School's Director and other staff who manage funds are placed under a fidelity bond. The County Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverages is provided to the County.

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

The Charter School shall maintain in effect principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the Charter School's funds are managed and held in a manner that provides a high degree of protection of the Charter School's assets, and (3) all transactions are recorded and documented in an appropriate manner. The Charter School does not intend to hire an Education Management Organization ("EMO") to manage all of the Charter School's operations, but may contract with EdTec or a similar services provider to provide business and back office services to the Charter School. For any contract services, the Charter School may consider a bid process; criteria for selection of any contractor include, but are not limited to: experience in the field; experience with public schools; experience with charter schools; recommendations from similarly situated entities; cost and value; appropriate credentials and

background clearance if applicable; and benefit to GCCA's educational program.

The same academic program will exist at individual school sites; responsibilities for financial administration, facilities and school operations, governance, legal and programmatic compliance and decision-making authority will remain centralized with the Charter School Board of Directors and the Director.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School works diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County may enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The Charter School Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

~~CONCLUSION~~

~~By approving this charter, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five-year term from July 1, 2018 through June 30, 2023.~~

MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

Attached, as Appendix H, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School provides reports to the County Superintendent of Schools as follows in accordance with Education Code Sections 47604.33 and 47605.6(m), and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605.6(h) will satisfy this requirement.

2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and California Department of Education.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School provides reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), SARC, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Insurance

The Charter School maintains appropriate property and liability insurance coverage in the amounts required for an enterprise of similar purpose and circumstance. Property insurance addresses business interruption and casualty needs, including flood, fire, and other hazards with replacement cost coverage for all assets listed in the Charter School's Property Inventory and consumables. Board and Officer errors and omissions liability insurance is also kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $3 million per occurrence. The Charter School's Executive Director and other staff who manage funds are placed under a fidelity bond. The County Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverages is provided to the County.

Insurance coverage includes, but is not limited to:

- General liability insurance with the County Board of Education named as an additional insured,
- Property insurance covering business interruption and replacement cost for all assets,
- Directors and Officers liability insurance with minimum coverage of $3 million per occurrence,
- Errors and omissions insurance for Board members and senior staff,
- Fidelity bonding for the Executive Director, Chief Business Officer, and all staff handling funds.

Insurance levels are reviewed annually by the Board of Directors in consultation with the school's broker and adjusted to ensure adequate protection against foreseeable risks.

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners

provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

The Charter School shall maintain in effect principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the Charter School's funds are managed and held in a manner that provides a high degree of protection of the Charter School's assets, and (3) all transactions are recorded and documented in an appropriate manner. The Charter School does not intend to hire an Education Management Organization ("EMO") to manage all of the Charter School's operations, but may contract with EdTec or a similar services provider to provide business and back office services to the Charter School. For any contract services, the Charter School may consider a bid process; criteria for selection of any contractor include, but are not limited to: experience in the field; experience with public schools; experience with charter schools; recommendations from similarly-situated entities; cost and value; appropriate credentials and background clearance if applicable; and benefit to GCCA's educational program.

Academic programming is consistent across all GCCA sites. The same academic program will exist at individual school sites; responsibilities for financial administration, facilities and school operations, governance, legal and programmatic compliance and decision-making authority will remain centralized with the Charter School Board of Directors and the Executive Director.

Selection of contractors follows a transparent process and considers factors such as cost-effectiveness, experience with charter schools, qualifications, and recommendations from other schools. Financial administration, governance, facilities, compliance, and operational authority remain centralized under the Board of Directors and the Executive Director.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

GCCA is operated by Riverside Gateway to College Early College High School, a California nonprofit public benefit corporation organized under Section 501(c)(3) of the Internal Revenue Code. The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School works diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-

requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County may enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The Charter School Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

To protect the County and other entities, GCCA will:

- Enter into a memorandum of understanding with the County addressing oversight, liability, and indemnification;
- Maintain bylaws that provide indemnification for Board members, officers, and employees;
- Maintain robust insurance coverage as described above;
- Follow board-adopted fiscal and risk management policies, including internal controls, employee screening, and codes of conduct;
- Maintain dispute resolution and whistleblower policies (see Employee Handbook and Policy Appendices).

Through these practices, GCCA minimizes potential civil liability exposure for the County, local school districts, and itself, while ensuring accountability as a publicly funded educational institution.

CONCLUSION

By approving this renewal, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education, create innovative approaches to teaching, and provide parents and students with meaningful choices in public education. and following the directive of law to encourage the creation of charter schools.

GCCA represents one of the most unique and necessary educational models in Riverside County and the State of California. As a countywide-benefit charter school, GCCA has demonstrated an extraordinary capacity to serve students who are older, credit-deficient, or at risk of dropping out, and to place them on accelerated pathways to both high school graduation and college success. No other school in the region

so directly combines the rigor and expectations of early college with the safety net and holistic supports required by this population.

The success of this model has not gone unnoticed. GCCA has received national recognition from the Gateway to College National Network and Achieving the Dream, including being featured at the 2025 K–14 Dual Enrollment Summit for our pioneering role in aligning dual enrollment with career pathways. Regionally, Growing Inland Achievement has honored GCCA for innovation and impact in expanding postsecondary opportunity. These recognitions underscore not only the quality of GCCA's work, but its necessity in addressing pressing regional workforce, equity, and educational attainment goals.

Through the continued support of the County, GCCA will remain a laboratory of innovation and a lifeline for students who need a second chance to thrive. Our program leverages strong partnerships with Riverside Community College District campuses—including Riverside City College, Moreno Valley College, and Jurupa Valley's forthcoming RCCD space—to expand opportunities for first-generation, foster, English Learner, and underserved students. GCCA graduates not only complete high school at higher rates than comparable peers, but also accumulate significant college credit, preparing them for family-sustaining careers and lifelong success.

The Petitioners reaffirm their pledge to work independently, yet cooperatively with the Riverside County Office of Education to ensure full transparency, legal compliance, and excellence in program delivery. By renewing this charter for a five-year term from July 1, 2026 through June 30, 2031, the County will be sustaining a proven, nationally recognized model that is advancing equity, transforming lives, and fulfilling the promise of the Charter Schools Act.

Appendix A

Academic Calendar

Gateway College & Career Academy
2025-2026 Academic Calendar

Jun-25

S	M	T	W	TH	F	S
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Jul-25

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Aug-25

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Oct-25

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Nov-25

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Jan-26

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Feb-26

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Mar-26

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May-26

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Jun-26

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Summer 2025
GATEWAY: June 23-July 17
RCC: June 23 - July 31

Fall 2025
August 22 - December 19

Winter 2026
January 5 - February 12

Spring 2026
February 17 - June 12

Classes Not In Session: 7/29-8/16,11/10, 11/24-11/28, 12/22-1/2, 4/13-4/17

Legal Holidays: 6/19,7/4, 9/1, 11/11, 11/27, 12/25, 1/1, 1/19, 2/13, 2/16, 3/31, 5/25, 6/19

Staff Development Days
Gateway Classes Not In Session: 10/10, 11/07, 01/05, 02/17, 03/30, 04/20, 05/22, 6/12

175 days of Instruction

RCC Graduation
June 12

GCCA Graduation
June 13

Approved by the RGTCECHS Board of Directors on: 05/16/2025

Appendix B

Student/Parent Handbook

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

Student & Parent Handbook

You Belong *Here*

Be H.E.R.E

Approved by the Board of Directors on:

Updates in Red

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You Belong ***Here***
Be H.E.R.E

GENERAL INFORMATION

Introduction

The goal of Gateway College and Career Academy (Gateway), a California public charter high school, is to provide you with the opportunity to achieve your academic and personal goals while working toward a high school diploma and college success. We provide classes, support, and assistance which will foster your academic, intellectual, and personal development and success. To support this goal, Gateway maintains a set of policies which describe the charter school's expectations and method of operation.

Student Handbook and Verification of Student/ Acknowledgement of School Policies

Gateway will develop and maintain a comprehensive set of student discipline policies. These policies will be distributed as part of the school's student and parent handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student, and his or her parent or guardian if the student is under 18 years old, will be required to verify in writing that they have reviewed, understand, and agree to follow the Gateway College and Career Academy and the Riverside Community College District standards of student conduct prior to enrollment.

School Calendar:

There are six (6) scheduled pupil-free staff development days in the 25/26 school year. Please see the attached school calendar for those dates.

Gateway College & Career Academy
2025-2026 Academic Calendar

Jun-25

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Jul-25

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Aug-25

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Sep-25

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Oct-25

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Nov-25

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Dec-25

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Jan-26

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Feb-26

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Mar-26

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Apr-26

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May-26

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Jun-26

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175 days of Instruction

RCC Graduation
June 12

GCCA Graduation
June 13

Approved by the RGTCECHS Board of Directors on: 05/16/2025

Custody Issues

Custody disputes must be handled by the courts; it is not the obligation of the school to enforce family law agreements and order. However, the school will comply with any valid court orders provided to the office. Should any family dispute become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Digital Communication with School: Gateway Counselors and Teachers routinely communicate with students via email, the remind app, and via phone calls to help address student support and accountability. Through these communication channels, students have direct access to support. Counselors and Teachers are encouraged to reply to student messages during school hours. Messages received outside of school hours will be communicated next school day.

Early Release Protocol

If a parent needs to pick up a student early, they will need to call the front office (951) 743-0798. The office staff will notify the student's teacher so they can release the student from class.

Lost or Damaged School Property Ed. Code section 48904

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment or monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Parent Portal: Gateway will be using Aeries Parent Portal which allows parents to monitor students' progress in school. This website will provide parents with access to their student's academic progress, attendance, school communications, and other helpful information. Login information was sent to every parent and student. If you have not received this communication or need help accessing Parent Portal, please contact the school office at (951) 222-8934.

School Visiting Procedures: EC 51101(a)(12)
Visitors to GCCA must check in with our school clerk in Lovekin Portable L5 upon entering the campus for the safety of our staff and students. The school secretary will require all visitors to sign in and provide a photo ID. Visitors will be issued a visitor lanyard to be used during their time on campus.

Transcript Requests: A current student or former student may request a transcript. The registrar has 7 business days to complete the transcript request, except during the beginning and ending weeks of each semester, when more processing time is required. Student may make this request in person, or via email at Gateway@rcc.edu.

Attendance Expectation

Consistent and reliable attendance is expected. This includes classroom attendance and all scheduled meetings. A student is required to contact the school as soon as possible in the event of illness or an emergency. The student may be required to bring documentation to excuse and verify the absence. Please note that the College has departmental and campus standards for class attendance. All pupils enrolled in college classes are subject to those standards. Be sure to attend all RCC class sessions and consult the course syllabus.

Gateway College & Career Academy urges parents/students to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The school also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a student will learn and the greater the amount of funding that the school will receive from the state to provide academic programs for students. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Excused Absence Reasons -Ed code Section 48205

- A pupil shall be excused from school when the absence is:
    - Due to the pupil's illness; including an absence for the benefit of the pupil's mental or behavioral health. Added to Ed Code section 48205 pursuant to SB14
    - Due to quarantine under the direction of a county or city health officer
    - For the purpose of having medical, dental, optometric, or chiropractic services rendered.
    - For the purpose of attending the funeral services of a member of the pupil's immediate family,(as determined by the parent) for no more than 5 days for each incident. In addition, a student ***seeking grief support, victim services, and safety planning can be excused for up to three days***, with any additional time based upon the discretion of the school administrator; and ***removed reference to a person having been killed due to an act of force as a condition of accessing grief support or victim services***. ***[EC 48205]***

- Participation in religious instruction or exercises as follows: The student shall be excused for this purpose on no more than 1 school day.
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal Per ed. C B 2289 (2018) amendment to EC§ 48205(a)(6).
    - For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code

- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Executive Director of the school

- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen

- For the purpose of attending cultural ceremonies or events (AB 215). For the purpose of this section , " cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. Ed code Section 48205 pursuant SB955. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
    - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:

    - Appearance in court.
    - Observance of a holiday or ceremony of the pupil's religion.
    - Attendance at religious retreats.
    - Attendance at an employment conference.
    - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.
- A pupil absent from school due to an excused absence shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period.

Method of Verifying an Excused Absence

When a student returns to school after an absence, the student MUST present a satisfactory explanation verifying the reason for the absence within 2 days. After 2 days without verification of an excused reason, the absence will be considered unexcused, and the student will be considered truant. Excused/unexcused absences do not apply to RCC classes. Please consult your RCC course syllabus for college course attendance policies. The following may be used to verify absences:

1. Written note (hard copy or electronic) from parent/guardian, or student if 18 or older
2. Physician's note

    a. When excusing students for confidential medical services or verifying such appointments, staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
3. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student
    b. Name of parent/guardian or parent representative
    c. Name of verifying employee
    d. Date(s) of absence
    e. Reason for absence
4. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined in #3 above.
5. Any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written record shall be made, including information outlined in #3 above.

Tardiness

Students are expected to arrive at class on time. A student is required to contact the school as soon as possible in the event of an emergency. The student may be required to bring documentation to excuse and verify the tardy. A student who has a minimum of three unexcused tardies from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian.

Please note that the College has departmental and campus standards for tardiness. All pupils enrolled in college classes are subject to those standards. Be sure to be on time to all RCC class sessions and consult the course syllabus. Repeated tardies of more than 30 minutes lead to the student being designated as truant.

Chronic Absenteeism Definition

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement**.**

Truancy Definition

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within ^{the} list of excused absences above.

Arrest of Truants/School Attendance Review Boards

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Truant Consequence-

Any student who is identified as "Truant" may be assigned as a ward of the court by a Probation Officer or Deputy District Attorney if the available community resources do not resolve the students' continued problem of truancy. The intent of these laws is to provide intensive guidance to meet the special needs of students with school attendance problems or school behavior problems pursuant to *EC* Section 48320. These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of students who drop out of school.

GCCA Attendance Policy: Gateway has implemented a tiered system for re-engaging chronically absent students. Counselors, Teachers, and staff will all work towards supporting re-engagement strategies. We believe attendance is key to student success. By attending regularly and participating actively, students can stay on course with their

academic goals. Students who do not comply with our daily work completion requirement, regardless of attending daily in-person or online, will still be tiered as they are not complying with the full attendance policy, as it states students must attend in person or online ***and*** submit work daily. All students who attend GCCA must sign a Master Agreement, sign a work log and submit a work sample for each class the student is enrolled in at the conclusion of every log period.

2025-2026
GCCA Attendance Policy

This policy provides students and families with a step-by-step guide of the interventions we make when re-engaging a student to attend classes and complete work.

You Belong **Here**
Be **H.E.R.E**

Tier 1

Attendance Clerk Outreach

No work completion for 3 days within a month: Students are required to attend class/log into their GCCA/Apex course(s) daily and complete work to remain in good academic standing. After 3 school absences*, the attendance clerk will send an automatic alert to the student and parent, alerting them of their Tier 1 status. Students have 48 hours to attend/log into class/Apex, and submit work.

Tier 2

Attendance Clerk Outreach

No work completion for 4 days within a month: After 4 school absences*, GCCA's Attendance Clerk will notify the student and parent/guardian via email, ParentSquare, and/or phone call. Students will have 48 hours to attend/log into class/Apex, and submit work.

Did you know

excessive absences negatively impact academic achievement and student engagement? Findings suggest that chronic absenteeism reduces math and reading achievement outcomes, reduces educational engagement, and decreases social engagement.

Tier 3

Counselor Meeting

No work completion for 5 days within a month: After 5 school absences*, the attendance clerk will reach out and schedule a mandatory meeting with the student's counselor and invite the parent/guardians. Communication will be sent via email, ParentSquare, and/or phone call within 48 hours after receiving the Tier 3 notice, to schedule a Growth Plan. This meeting will focus on creating goals for ***attendance engagement.*** Attendance engagement means daily participation in schoolwork, including attending class/logging into Apex, completing assignments on time, keeping communication with teachers and their assigned counselor, and any other requirements outlined in the Growth Plan. ***A work sample will be requested at this meeting. Please note you are only allowed 1 reschedule should you miss your original meeting date and time.***

Tier 4

Notice of Possible Involuntary Removal

If the student fails to meet attendance/work engagement expectations as outlined in the Growth Plan, and or exceeds 7 days of missed school within the log period month, without responding to Tier 1-3 interventions, Tier 4 communication will be sent home by the attendance clerk requesting an admin meeting. This letter will detail the tiered intervention attempts made to re-engage the student. The student has **5** days from the date of the letter to schedule an admin meeting if they wish to stay enrolled. If we do not hear back from the student or parent of a minor, the student will be involuntarily removed for failing to comply with GCCA's attendance policy. **Please note you are only allowed 1 reschedule should you miss your original meeting date and time.** *A student or the parent (if the student is a minor) has a right to appeal this decision through a hearing process. Gateway must receive a written request so the appeal process can begin.*

If the student communicates within the 5-day window, admin will proceed with scheduling an Admin Growth Plan meeting to address the student's attendance issues and create a plan for success. Progress will be checked within a week of this meeting, if at that point substantial progress has not been made, the student will be disenrolled.

*Absences** as defined at Gateway, means the student has not participated in their zoom or in-person GCCA classes and has not logged onto canvas independently to complete work within the log period (usually within a month). If the student only has Apex courses, an absence means the student has not logged into their Apex account and completed work. If the student is taking all college courses, an absence means the student has failed to attend counselor progress checks and provided work samples for their classes.

Behavior Expectations

Gateway College & Career Academy expects students to conduct themselves as responsible members of the school and college community. At enrollment, all students are required to sign the RCCD-GCCA Dual Enrollment Agreement which outlines the standards of conduct, that are expected for Gateway students while duallly enrolled at Riverside City College. This agreement must also be signed by the parent/guardian or minor students. which are appropriate to the pursuit of educational goals. It is assumed that the conduct will enhance the educational experience, not disrupt it. RCCD has a code of student conduct that the student must follow. This policy covers attendance, grading, conduct violations, such as cheating, plagiarizing, alcohol, drug, and tobacco or tobacco- like products, including "vaping" with E-cigarettes (or any electronic smoking device designed to resemble a cigarette, cigar, cigarillo or pipe) use, disruptive conduct and dismissal. These policies are discussed in the *Riverside City College Student Handbook,* which is updated annually *(*Reference *Riverside Community College District Regulations for Policy 6080, Student Discipline and Due Process).* Both Gateway and the Riverside Community College District will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances.

Gateway expects the student to demonstrate a commitment to maintain enrollment in the school by:

- Attending all classes and labs regularly - 100% attendance is expected. This includes attending as scheduled all Gateway classes, labs, and counselor meetings, as well as college classroom/lab attendance.
- Attending all classes and educational activities on time
- Completing all assignments, tests, and required lab hours according to instructors' standards.
- Communicating with instructors and Counselor regularly
- Contacting the instructor and counselor if the student is going to miss class or already missed class
- Turning off and putting away all cell phones and electronic devices during class time
- Respecting the instructor and peers by not carrying on side conversations during class
- In addition, students are expected to conduct themselves in a manner that does not disrupt the educational process, including such behaviors as
    - Coming to class under the influence of alcohol and/or drugs
    - Possession of alcohol and/or drugs
    - Smoking on campus; including vaping and electronic cigarettes
    - Possession of vape pens, electronic cigarettes, e-liquids/vape juice (nicotine containing or non-nicotine containing) by students under 21
    - Riding skateboards, scooters, skates, and bicycles anywhere on campus including parking lots
    - Cheating or plagiarizing
    - Stealing or theft of personal or school or college property
    - Damaging personal or school or college property, including vandalism and graffiti
    - Acts of discrimination, harassment, violence, intimidation, or bullying

Gateway's PBIS Behavioral Expectations

Electronic Nicotine Delivery Systems (e-cigarettes)

Gateway College & Career Academy prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.
Section 119405 of the Health and Safety Code prohibits the sale of e-cigarettes to anyone under the age of 21 which mean that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging, or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Acceptable Use of Technology

One of the adopted goals of Gateway College & Career Academy is to assist in advancing the use of technology to enhance student learning. Access to Gateway College & Career Academy/RCCD technology is a privilege, not a right, and students enrolled in school programs or activities must follow the guidelines and procedures regarding acceptable use of technology. All Gateway College & Career Academy students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using school technological resources. These agreements will be kept in the student files. The Gateway College & Career Academy shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or

harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

There is growing evidence that unrestricted use of smartphones by pupils during the school day interferes with the educational mission of the schools, lowers pupil performance, particularly among low-achieving pupils, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide. The charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while under the supervision of an employee of the school or district. A pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances: (1) in case of an emergency, or in response to perceived threat of danger. (2) When a teacher or administrator grants permission. (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil. (4) When the possession or use of a smartphone is required in a pupil's individualized education program. (AB- 272).

Student Social Media Policy – BP 2011-01 Students

Gateway recognizes its responsibility to make and enforce all rules and regulations governing student behavior to bring about the safest and most conducive learning environment possible. Gateway recognizes that many of its students use social media such as Facebook, Twitter, LinkedIn, YouTube and Instagram, to name a few.

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites and that their online actions can have serious real-life repercussions. As such, students should use good judgment and common sense in all their online activities. As a result, employees and students must use social media within the following guidelines. If you are uncertain about the appropriateness of a social media posting, check with the principal.

Student Social Media Guidelines

- Students are responsible and may be held accountable for negative or hostile comments, insults, and/or harassment on social networking sites or through other electronic acts. If a student or employee is harassed online, causing the student or employee to feel uncomfortable at Gateway, the Charter School has the right to take disciplinary action to safeguard the wellbeing of its students and employees. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- If a threat is made against a Gateway student or employee, against Gateway's facilities, or generally in relation to the school, Gateway has the right to become involved. A threat is a threat regardless of the medium in which it is made. Gateway will always err on the side of safety. If there is a perceived safety threat, Gateway will investigate.
- Student behavior should be in line with the Gateway policies related to acceptable behavior.
- On many social networking websites, such as Facebook, privacy settings are set to a minimum by default. Students are recommended to access and strengthen their privacy settings to the most private. Update the settings frequently for purposes of safety and discretion. Remember that even if you make your information private, you cannot control what others do with our information.
- For safety purposes, students should not publicly post private information such as location, address, or phone numbers. Furthermore, students should be aware that people they meet or befriend online may not be who they say they are.
  Students should show proper courtesy to others in their online actions. For example, if someone could be harmed by the posting of a certain photo, or specifically tells you they do not want it posted, do not post it

- Background Checks: Students should be aware that colleges and potential employers frequently run background checks on applicants through social networking websites. Proof of involvement in objectionable activity can easily disqualify otherwise solid candidates.

Consequences for Violation of the social media Policy

- Extracurricular Ineligibility and Removal: Students should be aware that they are responsible for images that depict them engaging in objectionable, scandalous, or illegal behavior. Students may be considered ineligible for and removed from Gateway extracurricular activities if there is documented proof that they have engaged in activities that violate the code of conduct required for participants. Participation in extracurricular activities is a privilege, not a right.
- Notifying Parents of Substance Use: Gateway and its employees shall inform parents if presented with evidence that students are engaging in illegal substance use, and may be obligated to inform law enforcement.
- Scholastic and Legal Repercussions: In addition to the information presented above, students must keep in mind that sexual harassment, harassment, bullying, and other threatening or illegal activities are punishable not only by the school but by law enforcement. Consequences for unacceptable behavior may include, but are not limited to, detention, suspension, expulsion, criminal prosecution, and imprisonment based on the severity of the offenses committed.

Students and parents/guardians will review, agree to and abide by the Gateway College and Career Academy and the Riverside Community College District (RCCD) Media Use Policy. A copy of this signed agreement will be kept with the official student file.

Dress Code – Board Policy No.318

Students enrolled at Gateway College and Career Academy shall be dressed and groomed according to the standards that will NOT substantially interfere with or detract from the school environment or disrupt the educational process. Students are expected to dress appropriately when participating in meetings, campus events, and class sessions. GCCA is first and foremost an educational environment. To avoid distractions in the classroom, and to create a positive learning environment, a dress code must be followed. The following types of clothing accessories are NOT ALLOWED:

- Items promoting alcohol, tobacco, drugs or violence.
- Writing or images that promote racial, sexual, ethnic, or religious prejudice.
- Items containing vulgar or offensive language.
- Pants or shorts that are sitting too low below the waistline.
- Shorts, dresses, and skirts that are not appropriate. All skirts, dresses and shorts must cover the legs at least mid-high.
- Attire that is sheer or exposes any of the following (chest, stomach, and undergarments)

Any student wearing inappropriate clothing will be required to change immediately. Administration has final say in what is deemed appropriate for school.

Student Support and Accountability

Students will meet with their Counselor to discuss the student's educational progress and goals outlined in the student's education plan. Students are expected to remain in good standing in the areas of attendance, academics, and conduct. Interventions/consequences that result when students do not meet expectations for attendance, academics, or conduct range from:

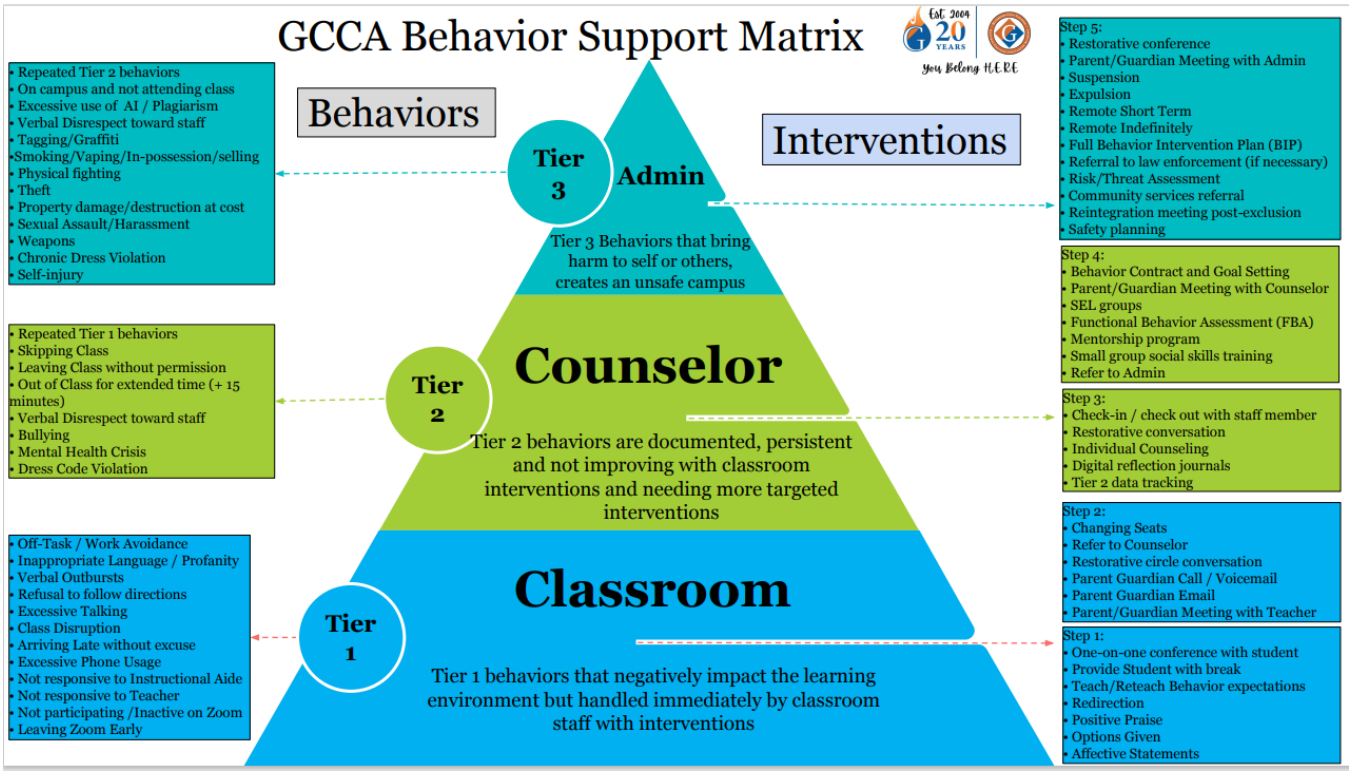
- Verbal warning

- Student-Teacher Agreement
- Growth Plan
- Student Support Meeting/ Admin Meeting
- GCCA Attendance Policy
- GCCA Incident Report
- Referral to a Gateway administrator
- Provisional Enrollment Agreement (Behavior)
- Referral to the Dean of Student Services of RCCD, according to College policy
- Involuntary removal from Gateway and/or RCCD
- Suspension or expulsion from Gateway and/or RCCD

- The school and the College will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances

Steps for Managing Student Behavior

Disciplinary sanctions may be applied according to the Gateway Student Policies. This is outlined in **GCCA's Behavior Matrix**. The Behavior Matrix outlines the tiered intervention steps when addressing behaviors at Gateway. The first tier is completed by teachers. The next step is counselor interventions, and finally, admin interventions. Emergency situations will require admin support right away. Minor behavior infractions should follow a Tier 1, Tier 2 and Tier 3 path.



Growth Plan

A Growth Plan is a goal setting tool. The Growth Plan is an agreement between the student and his/her counselor that outlines academic/behavior/attendance expectations that the student must meet, what the student will do, and the timelines for the student to achieve the expected results. The student and the counselor will meet regularly to review the student's progress.

Reasons the student may be placed on a *Growth Plan*:

- Not meeting program attendance requirements (absences, tardies, etc.)
- Not meeting academic performance expectations (i.e., not submitting class work, homework, taking exams, etc.) or behavioral expectations
- Failing one or more classes in a semester
- Receiving a D or lower in a class
- Having a cumulative or semester GPA that falls below a 2.0 GPA
- Being placed on academic alert, probation, or suspension by the college
- Withdrawing from a class with or without prior documented approval from the student's counselor

Admin Meeting:

Admin Meetings are conducted with Parent/Student/Counselor to determine an appropriate plan of action to redirect the student to get back on track. Under the Dual Enrollment Student and Parent Consent Form.docx - Google Docs, if a student violates RCC/Gateway's Code of Conduct while in-person, the admin has a right to remove in-person privileges by making the student remote for a period of time that may include a semester, a year, or during the time they are enrolled at Gateway.

In alignment with Gateway's values, the school encourages students to involve their parents in communication and support. Students who are 18 or older and wish to restrict parent or legal guardian communication must provide GCCA with documentation verifying independent living status.

Involuntary Removal Policy and Procedure

This Involuntary Removal Policy has been established to ensure that all students are provided with due process prior to being involuntary removed from Gateway College and Career Academy ("GCCA" or "Charter School") for any reason. In creating this policy, GCCA has reviewed Education Code Section 47605(b)(5)(J)(iii), which describes the procedures required to involuntarily remove a student from the charter school. The full policy is located under the appendix sections.

As used herein, "involuntarily removal" (or any form of this phrase) includes circumstances resulting in the student being disenrolled, dismissed, transferred, or terminated for reasons unrelated to student discipline. It does not include removal for disciplinary reasons, which is governed by the suspension and expulsion procedures of the Charter School.

- **Authority to Initiate Involuntary Removal** - a student may be involuntarily removed by GCCA if the student:
    - Fails to comply with reasonable requests to improve attendance, consistent with the Chronic Attendance Policy.

Any such involuntary removal shall be in accordance with the following procedures:

- **Notice of Involuntary Removal** - No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to involuntarily remove the student at least five (5) school days before the effective date of the action.
  The written notice shall be in the native language of the student or the student's parent or guardian or, if the

student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The written notice shall inform the student and/or parent(s)/guardian(s) of the following:

- The charges or reasons the student is to be involuntarily removed from the Charter School
- The effective date of the student's removal from the Charter School
- An explanation of the student's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate
- The date by which the student must provide his/her written request to initiate the hearing procedures indicated above. This date must be at least five (5) school days prior to the effective date of the student's removal action
- That if the Charter School does not receive the student's written request to initiate the hearing procedures by the date set forth in the written notice, the student will be deemed to have waived any such hearing procedures and may be involuntarily removed accordingly.

If the student's parent, guardian, or educational rights holder initiates the hearing procedures specified below, the student shall remain enrolled, permitted to attend school, and shall not be involuntarily removed until the Charter School issues a final decision.

As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Behavioral Restraints Posted Annually

LEA's are now required to post the restraints and seclusion data tha is submitted to the CDE annually on their website [EC 49006]

ACADEMICS

Being in good academic standing is defined as passing all classes with a C or better. A student is expected to maintain a minimum 2.0 grade point average (GPA). Students are encouraged to maintain a full-time status, which is a minimum of 3 classes per semester and 1 class per intersession.

A student may not withdraw from a college class without the approval of the student's counselor and then only in the event of an emergency. The student will be given the opportunity to retake the class the next term it is offered by the College if it is line with student's educational plan.

If a student does not meet academic expectations, the student may be placed on a *Growth Plan* at any time during the semester. If the student does not improve his/her GPA and does not meet the terms of his/her Growth Plan/Admin Support Meeting , the student risks aging out or being on academic or progress probation at RCC and/or not being able to enroll in college courses.

GCCA Graduation Requirement

Graduation Requirements For All GCCA Students

Total Credits Needed for GCCA Graduation Status: 173 Credits	

English/Language Arts - 30 Credits Total (10 credits need to be earned at GCCA)

GCCA Classes Offered:

- Foundation English (11th/12th grade standards/10 credits)
- Expository Reading and Writing (12th grade standards/10 credits)
- English Language Development (ELD 1/ELD 2/5 credits per semester)
  *Please note: All EL students who enroll at GCCA need to complete one year of ELD courses to graduate.

GCCA Apex Classes Offered:

- English 9, English 10, English 11, and English 12 (5 credits per semester term/Can be taken as a year course with counseling administrator approval.

RCC Classes Offered:

- RCC English 1A (13 credits/4 college units)
- RCC English 1B (13 credits/4 college units)
- RCC ESL-46 (10 credits/3 college units)
- RCC ESL-47 (10 credits/3 college units)
- RCC ESL-48 (10 credits/3 college units)
- RCC ESL-49 (10 credits/3 college units)
- RCC ESL-50 (10 credits/3 college units)

Social and Behavioral Sciences - 30 Credits Total

GCCA Classes Offered:

- World History (Only offered during the Winter term)/10 credits
- US History/10 credits
- American Government and Economics/10 credits

Apex Classes Offered:

- World History, US History, Government, Economics (5 credits per semester term/Can be taken as a year course)

RCC Classes Offered:

- RCC History-2 (Satisfies World History graduation requirement/10 credits/3 college units)
- RCC Art Appreciation-1 (Satisfies World History graduation requirement/10 credits/3 college units)
- RCC History-7 (Satisfies US History graduation requirement/10 credits/3 college units)

- RCC Political Science-1 (Satisfies American Government/Econ graduation requirement/10 credits/3 college units)

Humanities - 43 Credits Total
Visual Performing Arts, Foreign Language, or Career/Technical Education (10 credits)
GCCA Apex Classes: Various options; please meet withthe student's assigned counselor to select a class.
RCC Classes Offered: Various options by term; please meet withthe student's assigned counselor to select a class.
RCC/GCCA Classes Offered:

- RCC Guidance 45: Introduction to College (3 credits/1 college unit)
- RCC Guidance 48: College Success Strategies (10 credits/3 college units)
- RCC Guidance 47: Career Exploration and Life Planning (10 credits/3 college units)

Note: Students can petition to take an RCC course in place of a guidance course or guidance cours Students must meet with their assigned counselor to complete the class petition form. The petition is only granted by the student's assigned GCCA counselor. The RCC course must fulfill an IGETC, AA/AS, or RCCD CTE college requirement to qualify for the petition.

Mathematics - 20 Credits Total (10 credits in Algebra; 10 credits in Mathematics above Algebra 1 level)**
GCCA Classes Offered:

- GCCA Algebra 1** (10 credits)
- GCCA Financial Literacy (10 credits)

GCCA Apex Classes Offered: Math 1, Math 2, Algebra 1, Algebra 2, Geometry (5 credits per semester term/Can be taken as a year course)
RCC Classes Offered (varies each term; some courses may require a prerequisite):

- RCC Mat-52 (Elementary Algebra) (10 credits/3 college units)
- RCC Mat-35 (Intermediate Algebra) (10 credits/3 college units)
- RCC Mat-25 (Math for Liberal Studies) (10 credits/3 college units)
- RCC Mat-37 (Algebra for Statistics) (20 credits/6 college units)
- RCC Mat-11 (College Algebra) (13 credits/4 college units)
- RCC Mat-12 (Statistics) (13 credits/4 college units)
- RCC Mat-36 (Trigonometry) (13 credits/4 college units)
- RCC Mat-10 (Pre-Calculus) (17 credits/5 college units)
- RCC Mat-1A (Calculus) (13 credits/4 college units)

Communication and Analytical Thinking - 10 credits
GCCA Apex Courses Offered: Principles of Information Technology (5 credits per semester term/Can be taken as a year course)
RCC Courses Offered (varies by term):
RCC Com 1 (10 credits/3 college units)
RCC Com 9 (10 credits/3 college units)
RCC Com 12 (10 credits/3 college units)
RCC Phi 11 (10 credits/3 college units)
RCC CIS 1A (10 credits/3 college units)

RCC Math 1-49 (credits/units vary by class)
RCC Eng 1B (13 credits/4 college units)
RCC ESL 46 (10 credits/3 college units - if not used for English credits)
RCC ESL-47 (10 credits/3 college units - if not used for English credits)
RCC ESL-48 (10 credits/3 college units - if not used for English credits)
RCC ESL-49 (10 credits/3 college units - if not used for English credits)
RCC ESL 50 (10 credits/3 college units - if not used for English credits)

Electives - 30 Credits Total
GCCA Classes Offered:
Student Leadership (5 credits per semester)
GCCA Apex Classes Offered: Various options; please meet with the student's assigned counselor to select a class.
RCC Classes Offered: Various options; please meet with the student's assigned counselor to select a class.

Important Things to Know:

- Students can transfer up to 20-25 English credits from their former high school(s). Course grades equals 2.0 or above to transfer for English credit.
- Students can transfer up to 20 credits of high school Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus, or Integrated Math. Course grades must be at least a 2.0 to transfer for math credit.
- A student's individualized Educational Plan will outline what credits the student has left to complete at GCCA. The student's assigned counselor will create the student's educational plan and go over it with the student/parent at any time, and the parent/student can request their educational plan at any time.
- We encourage all GCCA students to take RCC courses so they, as dual enrollment students, can experience the culture and knowledge that only a college course can provide. Students will be assisted by their assigned counselor to register for college courses for the following term.
- If a student is interested in earning a RCC CTE certificate, please contact your assigned counselor and let them know you are interested. From there, the counselor will refer the student to Ms. Jasmine De La Trinidad, the GCCA CTE Coordinator.
- Not all RCC course lists will be available each semester or term. Students will work with their assigned counselor to confirm which courses are being offered in each term and see if the selected course(s) have room to add students.
- **Students can only be considered Grads if they are on track to complete their coursework by the summer of the current academic year. No more than 1 course may be completed during the final summer term.**
- A combined 2.0 Grade Point Average (GPA) from Gateway College and Career Academy and Riverside Community College District courses is required for a cleared Graduation Status.***

******Cleared Graduation Status will vary with GCCA students that have an IEP (Individualized Education Plan).***

For all other questions or concerns, please contact the student's assigned counselor and/or GCCA counseling Administrator..

Counselors can be contacted via email at:
Students' Last Name: A - Jasmine De La Trinidad, jasmine.guerrero@rcc.edu

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Students' Last Names: B-C - Andrea Puente, andrea.puente@rcc.edu
Students' Last Names: D-E - Beatriz Perez, beatriz.perez@rcc.edu
Students' Last Names: F-I - Tamara Roe, tamara.roe@rcc.edu
Students' Last Name: J-N, Christopher Sherman, Christopher.Sherman@rcc.edu
Students' Last Names: O-R, Jacquelyne Vargara, jacquelyne.vargara@rcc.edu
Students' Last Names: S-Z - Christopher Ornelas, christopher.ornelas@rcc.edu

The Counseling Administrator can be contacted via email at:
Andrea Zacarias, andrea.zacarias@rccd.edu

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. For a copy of the prospectus, please contact:
Miguel Contreras
4800 Magnolia Ave
Riverside, CA 92506 miguel.contreras@rcc.edu

California High School Proficiency Exam

The California High School Proficiency Exam is a voluntary exam used to measure a student's proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

Common Core State Standards and Smarter Balanced Assessments-EC60615, 5 CCR 852

The Common Core State Standards are designed to prepare students for the future by teaching them the real- world skills needed for career and college. Students will learn more and in a more coherent way.
One major benefit of the Common Core is to have each state's goals for English and math be similar enough, grade by grade, so that if families move from one state to another, their children will have access to the same lessons.
The Smarter Balanced Assessment (CAASPP) was adopted by California in 2010 to monitor progress on the Common Core State Standards (CCSS). Students will be participating in the testing in Spring. The law requires that students are to be tested in Mathematics, English Language Arts, and Literacy in History/Social Studies, Science and Technical Subjects. Schedule accommodations will be made to allow all students to test without infringing on other classes.
English Learners (EL) take the Smarter Balanced Assessments along with their classmates. Parents may opt to exempt their student from participation in the CAASPP.

English Learners/Long Term-English Learners (EC 312.2, EC 440)

The Charter School is committed to the success of its English Learners and Long-Term English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for

English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Under current law, parents and guardians shall be notified if their child will be assessed for English language proficiency within 30 days after the start of the school year. Gateway's EL Coordinator will utilize the home language questionnaire located in the enrollment packet to determine a student's home language. The letter will include this assessment as well as ELPAC information. Currently students are completing the ELPAC Assessment and the Initial Assessment when required. Students can also participate in Gateway's ELD 1 Class and will receive translation support in all GCCA classes including apex courses.

School Accountability Report Card –

Can be found on the school's website: http://www.riversidegcca.com

College and Career Preparation

Students at GCCA have the opportunity to advance in their college and career exploration while taking advantage of dual enrollment at Riverside City College. During their time at GCCA, students complete at minimum of 3-4 college courses. Counselors work closely with students to identify college courses that align with a student's career interest. Students must be in good academic standing to take additional college courses outside of those required under the graduation requirements. Students will fill out a form outlining their college expectations.

Career Counseling & Course Selection

Commencing grade 9, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions

Career Technical Education

An annual notification will be sent out to parents/students with the following information:

- A brief explanation of the college admission requirements
- A list of the current UC and CSU web sites to help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
- A brief description of what career technical education is, as defined by the CDE
- The internet address for the portion of the web site of the CDE where students can learn more about career technical education
- Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

Cal Grant Program EC 69432.9.

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any

University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA's will be sent to CSAC by October 1.

Information Regarding Federal Student Aid or California Dream Act

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

Gateway counselors invite students to participate in Gateway-led FAFSA workshops or those conducted by RCC Financial Aid Department. At these workshops, an RCC Financial Aid Advisor will provide step-by-step instructions on how to complete this application. Parents/Guardians are invited to attend the session as well. Gateway's Grad Coordinator, Andrea Puente, also facilitates information sessions with parents and students. Students have a right to opt out of completing the FAFSA or Dream Act. All family and student personal information will be protected according to state and federal privacy laws and regulations.

STUDENT HEALTH & SAFETY

Student Safety- Gateway has partnered with Gaggle to help support student safety and well-being when using school-provided devices and platforms. Gateway will use the Gaggle Safety Management solution to keep watch over content students produce through their school-issued accounts to help us identify those who are in need of help.
Gaggle uses a powerful combination of technology and human intelligence to review students' use of online tools and provide real-time analysis of potentially concerning behavior or content. Gaggle alerts school officials if students show signs of self-harm, depression, thoughts of suicide, substance abuse, cyberbullying, credible threats of violence against others, or other harmful situations. With Gaggle, Gateway is better equipped to proactively identify students who are struggling, provide support where needed, and foster a safer school environment. Gaggle is automatically installed in every student's school-issued account. In addition, we will be using Gaggle's Speak Up; a student safety tip line where students can identify and report concerning behaviors. Tip Line Contact: speakup@riversidegcca.com. Phone (Text & VM): (951) 400-4550

About Gaggle: Since 1999, Gaggle has been the leader in helping K-12 districts manage student safety on school-provided technology. Using an effective combination of artificial intelligence and trained safety experts, the solution proactively assists districts 24/7/365 in the prevention of student suicide, bullying, inappropriate behaviors, school violence, and other

harmful situations. Most importantly, Gaggle continues to help hundreds of districts across the country avoid tragedies and save lives. For more information, visit www.gaggle.net and follow Gaggle on Twitter at @Gaggle_K12.

Administration of Prescribed Medication for Pupils EC 49423 and EC 49423.1
Any pupil who is required to take, during the regular school day, medication prescribed by a qualified healthcare provider, may be assisted by the school nurse or other designated school personnel and/or may carry and self-administer auto- injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the qualified healthcare provider detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the charter school assist the pupil with prescribed medication as set forth in the healthcare provider statement.

Emergency Treatment for Anaphylaxis, Medication Regimen, Administration of Epilepsy Medication and Administration of Medical Cannabis can be found in Gateway's Board Policy 206 upon request.

Child Abuse and Neglect Reporting
Gateway College & Career Academy is committed to protecting all students in its care. All employees of the school are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e. Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the school of an incident. Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

To stop a disturbance threatening physical injury to people or damage to property;

- For purposes of self-defense
- To obtain possession of weapons or other dangerous objects within control of a student
- To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning

Dangers of Synthetic Drugs- AB-889

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here

Disaster Preparedness Educational Materials EC 49452.9
Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, school, at work, and in the community. The California Department of Education is required to electronically distribute disaster preparedness educational materials to school districts and county offices of education in, at least, the three most dominant primary languages spoken by English learners in California.
Documents are posted on the CDE website at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp

Electronic Listening or Recording Device EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited, as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Emergency Treatment for Opioid Overdose

NARCAN, an opioid antagonist is available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. At Gateway, designated personnel who have received training will administer emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. (Education Code 49414.3)

Human Trafficking Prevention AB 1861 (Ed Code 51934)

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request to the student's counselor. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on upon request to the Guidance 48/45

instructor. Students in Guidance 48/45 are automatically enrolled in a Health Class. Human Trafficking is a topic that is addressed in one of the health lectures.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Megan's Law

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Mental Health Services- AB 2022 Ed Code 49428

The charter recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Gateway and in our community is not only critical to

improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact their Gateway counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 951-222-8934.Our Gateway counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Alvin Osegueda at Alvin.Osegueda@rcc.edu to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Liz Laher or Andrea White at 951-222-8934.

Available in the Community:

- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more. To schedule a FREE session call 951-640-1375
- RCC Health and Psychological Services where students can receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. Students can call **(**951) 222-8151
- RCC has also partnered with Care Solace, which offers students 24/7/365 mental health care. For services students can call (888) 515-0595

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386** or visit https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Student Emergency Fund: The Student Emergency Fund (SEF) at Gateway College and Career Academy is designed to provide limited, short-term financial assistance to currently enrolled GCCA students who are experiencing an unexpected emergency that could impact their ability to attend school or stay on track academically. As a tuition-free public charter high school, GCCA is committed to ensuring all students have equitable access to support during times of crisis. While GCCA is proud to offer direct assistance through the SEF, students will also be connected to additional support services through our network of community partners. These community resources should be considered and, when appropriate, accessed prior to awarding SEF funds to ensure a sustainable and coordinated response to student needs. Students need to meet certain criterias to be eligible and must also complete a request form. The full board policy is located under the appendix. For more information, connect with a GCCA counselor.

Physical Examinations and Right to Refuse Ed Code Section 49451
A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. At Gateway, students can visit RCC's Health Clinic and there is a parent notification and signature request for opt into these services in the enrollment packet. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pupil Safety: Swimming Pools: Adult Presence: CPR
Alex's Law: If a school district or charter school elects to sponsor or host, in or around a swimming pool, an on-campus event that is not part of CIF which already require PR-trained coaches on hand, then at least one adult with a valid certification of CPR training is to be present throughout the duration of the event.

Safe Storage of Firearms Ed Code 49392
The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

Sexual Health Education/California Healthy Youth Act EC 51930-51939

The Charter School offers comprehensive sexual health education to its students in grades 9-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 9-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

To request an opt out, a parent/guardian will need to e-mail the principal or the Lead Counselor. Principal's contact information: Elena.Bautista@rcc.edu , Lead Counselor: Jasmine.Guerrero@rcc.edu

Social Security Numbers – EC 49076.7 and 56601
Prohibits a local educational agency from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents.

Student Support Services

Education of Foster and Mobile Youth Ed Code 51225.2

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
  1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
  2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
     a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
     b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
     c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth."

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Christopher Sherman
Counselor- Foster and Homeless Youth Liaison
Gateway College and Career Academy -4800 Magnolia Ave, Riverside, CA 92506
Christopher.Sherman@rcc.edu

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: EC 512251 (d)(1)(a)Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption. The student's counselor will schedule a meeting with the student, parent, or guardian and where applicable, the student's social worker or probation officer to go over the Reduction in Graduation Requirement for Eligible Students (RGE) Form. This document will be completed to determine student's eligibility.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth

year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation, requirements by the end of the student's fifth year of high school, after completing the RGE , then the Charter School shall do the following:

1. Consult with the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2) Provide written notice to the pupil, the educational rights holder, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:

i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options through the completion of the RGE form. The pupil (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative

from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and is also located in Gateway's Interest Form.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Christopher.Sherman@rcc.edu
Counselor- Foster Youth and Homeless Liaison
4800 Magnolia Avenue Riverside, CA 92506 Christopher.Sherman@rcc.edu

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire (AB 27 Ed Code 48851, 48852.5, 48857) **:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.) At Gateway, this questionnaire will be provided on an annual basis with Enrollment and Continuing Enrollment paperwork.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption. This will be done through the completion of the Reduction in Graduation Requirements for Eligible Students (RGE) form. This form will be completed with the student's counselor.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Free of Reduced-Price Meals EC 49564.3

On or before June 30, 2022, EC 49564.3 requires local educational agencies (LEA's) with high poverty schools to adopt a federal universal meal service provision, such as the Community Eligibility Provision (CEP) or Provision 2. A school is considered high poverty of their identified student percentage (ISP) is over 40 percent. Meaning 40 percent of enrolled students are determined eligible for free or reduced-price school meals through direct certification, or identification as homeless, migrant, foster or runaway. As such Gateway began offering students access to FREE breakfast and lunch beginning Fall 2022. Currently, students receive a $10 daily meal ticket to be used at RCC's Cafeteria.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical

disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Andrea White, HR Manager
Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 Andrea.White@rcc.edu Tel. (951) 855-3194.

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Pregnant and Parenting Pupils EC 221.51, 222.5, 46015, 482-5 and 48980
The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Miguel Contreras, Executive Director
Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 miguel.contreras@rcc.edu Tel. (951) 222-8089

A copy of the UCP is available upon request at the main office and website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no student shall, on the basis of race, religion, creed, color, marital status, sex, sexual orientation, national or ethnic origin, or disability, be excluded from participation in, or be denied the benefits of, any district educational program or activity, or otherwise subjected to discrimination under any program of the Charter School. The Charter School has specific responsibilities under the Rehabilitation Act of 1973 that include identifying, evaluating, and if the child is determined to be eligible under Section 504, providing access to and participation in curriculum, buildings, programs and activities.

Section 504 requires the Charter School provide a Free Appropriate Public Education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 defines a person with a disability as one of the following: has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment; and/or be regarded as having such an impairment. A substantial limitation is defined as a limitation that affects a person's ability to perform an activity in relation to the average person in the general population. Major life activities are basic activities that the average person in the general population can perform with little or no difficulty. This may include, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, standing, lifting, thinking, concentrating, interacting with others, sleeping, bending, communicating, reading and writing.

The parent of any student suspected of needing or qualifying for accommodation under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office. If you believe your child may be eligible for Section 504 services, please contact Beatriz Perez, 504 Coordinator, at beatriz.perez@rcc.edu.

Special Education

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Alvin Osegueda, SpEd Teacher at Alvin.Osegueda@rcc.edu.

GCCA uses Child Find to help properly identify students with special needs. GCCA actively works to identify, locate, and evaluate students with suspected disabilities. Bi-weekly cohort meetings held with counselors, the Instructional Support Coordinator (ISC) and Gen Ed teachers are utilized to identify students who are struggling and to brainstorm solutions. The team documents areas of concern (behavior, academic, attendance), goals, plans of action, interventions, and follow-up dates.

Written documentation typically begins with the GCCA Instructor Agreement, which is completed by the general education teacher who initiates a 1:1 meeting with the student. If there are still areas of concern at the follow-up meeting, more individuals may be invited to the student meeting (counselor, parent, ISC, etc.). Written documentation may continue on the GCCA Instructor Agreement, or the team may choose a Growth Plan or Student Success Team format. Depending on the difficulties that the student is experiencing and the results of documented interventions, the following may occur at subsequent meetings: Growth Plan, referral for 504 Plan development, or a Special Education (SPED) assessment.

Student Records and Privacy

Protection of Undocumented Students

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of the immigration status of the student or of the student's family members. For the purposes of this policy, "School personnel" includes all School employees, counsel for the School, and any agencies contracting with the School. School personnel shall not take any steps that would deny students access to education based on their immigration status or any steps that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and any other applicable state and federal law.

If any member of the GCCA community (including students, families, or staff) has questions about their immigration status, School personnel shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, School personnel shall refer them to local non-profit immigration law organizations. A list of such organizations shall be compiled by the Executive Director or designee and widely disseminated at school sites and on the School's website. The Executive Director is also encouraged to increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources for families of students or School employees who are facing deportation or other adverse immigration consequences.

It is the general policy of the School not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. Because the Governing Board believes that ICE activities in and around schools, early education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students, any request by ICE to any School personnel to visit a school site shall be immediately forwarded to the Executive Director for review and consultation with legal counsel, to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

All requests for documents by ICE to the School or any School personnel shall be immediately forwarded to the Executive Director for review and consultation with legal counsel and the Governing Board (in closed session if necessary), to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws. The Executive Director or designee shall ensure that copies of this Policy are distributed to all School and school sites.

The Executive Director or designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully

inform them of their rights in the School. The Executive Director shall forward a copy of this policy to the office of the U.S. Representative for California's 13th congressional district, as well as the office of each of California's representatives in the United States Senate.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility

for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at miguel.contreras@rcc.edu or Tel. (951) 222-8934
A copy of the complete Policy is available upon request at the main office.

Pupil Records: Name and Gender Changing – AB 711, EC 49062.5

(a) If a school district, charter school, or county office of education receives government-issued documentation, as described in subdivision (b), demonstrating that a former pupil's legal name or gender has been changed, the school district, charter school, or county office of education shall update the former pupil's records to include the updated legal name or gender. If requested by the former pupil, the school district, charter school, or county office of education shall reissue any documents conferred upon the former pupil with the former pupil's updated legal name or gender. Documents that may be reissued by the school district, charter school, or county office of education include, but are not limited to, a transcript, a high school diploma conferred pursuant to Section 51410, a high school equivalency certificate issued pursuant to Section 51420, or other similar documents conferred upon the former pupil. This section does not

require the school district, charter school, or county office of education to modify records that the former pupil has not requested for modification or reissuance.
(b) The documentation provided by a former pupil demonstrating legal name or gender change may include, but need not be limited to, any of the following:
(1) State-issued driver's license.
(2) Birth certificate.
(3) Passport.
(4) Social security card.
(5) Court order indicating a name change or a gender change, or both.
(c) If a former pupil requests that the former pupil's name or gender be changed and the requested records are reissued, the school district, charter school, or county office of education shall add a new document to the former pupil's file that includes all of the following:
(1) The date of the request.
(2) The date the requested records were reissued to the former pupil.
(3) A list of the records that were requested by, and reissued to, the former pupil.
(4) The type of documentation provided by the former pupil in order to demonstrate the legal name or gender change.
(5) The name of the school district, charter school, or county office of education staff person that completed the request.
(6) The current and former name or gender of the former pupil.
(d) The process to request a change to pupil records described in Section 49070 is separate from the process described in this section. Former pupils who are unable to provide the government-issued documentation described in subdivision (b) may request a name or gender change, or both, to the former pupil's records through the process described in Section 49070 (in pupil records section above).

Surveys About Personal Beliefs
Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Use of Student Information Learned from Social Media- EC 49073.6(c)(3)(B)
The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Principal.

Complaints and Accountability

Uniform Complaint Procedures
The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and

procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- School Safety Plans; and/or

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

[Andrea White, HR Manager
Gateway College & Career Academy 4800 Magnolia Avenue, Riverside CA 92506 Andrea.White@rcc.edu Tel. (951) 855-3194.

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and our website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

WILLIAMS COMPLAINT 5 CCR 4600-4687; EC 35186, 35292.6; (BP 1312.4)

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair. Each school serving grades 6 to 12 will stock, at all times, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present. Complaints must be filed with the principal at the school in which the complaint arises, and may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint if they indicate that a response is requested. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed ten (10) working days, to the appropriate District compliance officer. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received.

APPENDIX A: ANNUAL NOTIFICATIONS

Apprenticeship Programs and Pre-Apprenticeship Programs EC 48980, 48980.5

Apprenticeships have the opportunity to offer students the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-job training. Registered pre-apprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Students may search by county and occupation and find out about a program's requirements (*e.g.,* minimum age, educational and physical requirements, testing, English proficiency) by visiting the website of the California Department of Industrial Relations, Division of Apprenticeship Standards.

Additionally, GCCA recommends students go to the following cites for more information:

Launch Apprenticeship Network: Connects high school students to paid apprenticeships in healthcare, IT, business, and more. Earn wages, college credit, and real experience while in high school **Link: launchapprenticeship.org**

CA Department of Industrial Relations (DAS): Statewide directory of registered apprenticeships. Search by trade or region, including local Riverside option. **Link: dir.ca.gov/databases/das/aigstart.asp**

California College Guidance Initiative – EC 60900.5, 51229

LEAs are required to annually notify parents and guardians of data sharing with the CCGI, including the use of California Pupil Achievement Data System (CALPADS) data and the use of the CaliforniaColleges.edu tools designed to help students plan for and apply to California public colleges and universities.

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The student Aid Commission for the purposes of admissions and academic placement

The California College Guidance Initiative (CCGI) is a key component of the state's effort to smooth the path to college for California students and to unify the efforts of the institutions that serve them. By combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensures that all California students—especially those who have been historically underrepresented in higher education—can transition seamlessly from K-12 to college and career. CCGI manages **CaliforniaColleges.edu**, the state's official college and career planning platform, which is **free to all California students in grades 6-12 and their families**. The platform offers a suite of tools that helps students plan for and apply to California public colleges and universities.

To support these efforts, **data for all public-school students enrolled in grades 6-12 will**

1. **Be shared with CCGI**:

2. **Be used to provide students and families with direct access to online tools and resources.**
3. **Enable a student to transmit information shared with CCGI to both of the following:**
    a. Postsecondary educational institutions for purposes of admissions and academic placement.
    b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Through this integrated approach, CCGI strengthens college and career readiness across California and empowers students to make informed, personalized decisions about their futures.

Pupil Safety: Parental Notification: Synthetic Drugs AB 2690

Requires LEA's to post information on their website about the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl. [EC 48940 and 48985.5]
Gateway has partnered with YVAPE (Youth Vaping Alternative Program). YVAPE is a free educational and alternative means of correction intervention with phone and video coaching support for students who have been found with or under the influence of nicotine and/or marijuana at school. YVAPE is available to California schools with students 12 years and older. YVAPE is provided in English and Spanish. VAPE is operated by Kick It California at UC San Diego and is funded by the California Department of Education and the California Department of Public Health. For more information visit YVAPE .ORG.

Menstrual Health Education: AB 2229 (Wilson)- This update requires schools to add menstrual health to the content in comprehensive sexual health education. This information is included in the Health course currently offered by Planned Parenthood in GCCA's Guidance courses.

School Safety Plan (AB1858)

Gateway College & Career Academy/RCC has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at the school office and are also located on the school's website under Important School Information. Fire and emergency and **active shooter drills** are held periodically at each school.

APPENDIX B: COMPLETE POLICIES

Acceptable Use of Technology Board Policy 304

Purpose & Scope: Gateway College & Career Academy (GCCA) is committed to fostering a safe, productive, and responsible digital learning environment. Access to GCCA and Riverside Community College District (RCCD) technology, including computers, networks, and internet resources, is a privilege, not a right. This policy outlines acceptable use, student responsibilities, and consequences for misuse to ensure technology enhances student learning while maintaining safety, security, and compliance with all applicable laws. All students and their parents/guardians must review, sign, and comply with this policy before using school-issued technology or engaging in school-related online activities.

Acceptable Use of Technology Students must use GCCA technology resources ethically, responsibly, and lawfully in alignment with the school's educational mission.

a. Permitted Uses

- Accessing educational content, assignments, and research materials
- Communicating with teachers and classmates for learning purposes
- Using school-approved learning management systems and tools
- Completing coursework and engaging in structured digital learning

b. Prohibited Uses

- Accessing or distributing inappropriate, harmful, or explicit content
- Engaging in cyberbullying, harassment, or hate speech
- Attempting to bypass security settings or access restricted websites
- Engaging in unauthorized downloads, hacking, or illegal activities
    - o Using technology in a manner that disrupts school operations or student learning
    - o Using another student's account, password, or identity Recording or distributing images, videos, or personal information without consent

c. School-Issued Device Use

- Devices are school property and must be returned upon request
- Students must keep devices in good condition; damages may result in repair or replacement fees.
- Personal use of school devices must comply with school policies.
- GCCA may remotely monitor and manage all school-issued devices.

d. Internet Filtering & Monitoring :GCCA actively monitors student online activity through GoGuardian and Gaggle.

GoGuardian: Monitors student web activity in real-time, ensuring focus and safety.

Gaggle: Uses AI-powered tools and human review to identify self-harm, cyberbullying, violence, or explicit content.

Anonymous Reporting: Students can report concerns through Gaggle SpeakUp

Email: speakup@riversidegcca.com

(Phone (Text & Voicemail): 951) 400-4550

Student Social Media Policy

Social media is a powerful tool, but students must use it responsibly. Online actions can have real-life consequences, including disciplinary actions and impact on college/career opportunities.

a. Student Responsibilities

- Think before posting—your digital footprint matters.
- Respect privacy—do not share personal information publicly.
- Do not engage in cyberbullying, threats, or inappropriate conduct.
- Report any online harassment, bullying, or threats to school officials.
- Adjust privacy settings on accounts for maximum security.
  Avoid communicating with strangers or suspicious accounts.

b. Prohibited Social Media Behavior

- Posting harmful, defamatory, or offensive content about students, staff, or the school.
- Using social media to bully, harass, or intimidate others.
- Posting, sharing, or engaging in illegal or inappropriate activities online.

- Threatening school safety or engaging in disruptive behavior online.
- Sharing or reposting misinformation that could cause harm.

c. Consequences for Violations

- Violations of this policy may result in disciplinary action, including:
  Suspension or restriction of technology access
- Ineligibility for extracurricular activities
- Parental notification and potential law enforcement involvement
- Expulsion or other school disciplinary measures for serious infractions

Smartphone & Personal Device Use

To minimize distractions and enhance learning, GCCA has established smartphone guidelines:

Restricted Use: Students may not use smartphones during instructional time unless authorized by a teacher.
Exceptions:
-Emergencies or safety concerns
-Required for medical reasons (with documentation)
-IEP or 504 plan accommodations

Misuse of smartphones may result in confiscation, parental notification, or disciplinary actions.

Agreement & Compliance

Student & Parent Acknowledgment
All students and parents/guardians must sign and return the Technology & Social Media Agreement before accessing school technology. This document will be kept in student records.

By signing, students agree to:

- Follow all acceptable use guidelines
- Use school technology for educational purposes only
- Take responsibility for device care and ethical online behavior
- Adhere to all digital safety policies

On-campus Immigration Enforcement Policy BOARD POLICY NO. 215

Health and Safety

Responding to Immigration Enforcement at Gateway College and Career Academy

Purpose: Gateway College and Career Academy (GCCA) is committed to providing a safe and inclusive learning environment for all students, regardless of immigration status. This policy outlines procedures for staff to follow in the event of immigration enforcement activities on school grounds, ensuring compliance with federal and state laws while upholding the rights and dignity of our students. Scope This policy applies to all GCCA employees, volunteers, contractors, and visitors.

Policy :

1. Non-Discrimination: GCCA prohibits discrimination, harassment, intimidation, and bullying based on a student's actual or perceived immigration status. All students are entitled to equal access to educational programs and activities.

2. Protection of Student Information: Staff shall not inquire about or record any information regarding a student's or their family's immigration status. Student records containing personal information shall be protected in accordance with the Family Educational Rights and Privacy Act (FERPA) and California state law. Requests for student information by immigration enforcement officers must be referred to the Executive Director or their designee for review and response.

3. Access to School Grounds: Immigration enforcement officers seeking access to school grounds must present valid identification and a judicial warrant. Absent exigent circumstances, staff shall deny access to school grounds to any immigration enforcement officer without a valid judicial warrant. Staff must immediately notify the Executive Director or their designee upon receiving such a request and, if possible, consult with legal counsel before responding.

4. Notification Procedures: In the event of immigration enforcement activity or a request for information, the Executive Director or designee shall notify the student's parents or guardians as soon as possible, unless prohibited by law. The Executive Director or designee shall report any requests for access or information by immigration enforcement officers to the GCCA Board of Directors and the California Attorney General's Office of Immigrant Assistance.

5. Training and Resources: GCCA will provide regular training to staff on how to respond to immigration enforcement actions, including the handling of requests for information and access to school grounds. "Know Your Rights" information and resources will be made available to students and families in multiple languages.

6. Emergency Contact Information: Parents and guardians are encouraged to keep emergency contact information up to date, including identifying alternative caregivers authorized to pick up their children in case of a parent's or guardian's unavailability.

Implementation: The Executive Director is responsible for implementing this policy, ensuring that all staff are informed and trained, and that students and families are aware of their rights and

Adopted: 03/21/2025

Staff/Student Interaction Policy

GCCA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;

5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)
1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Executive Director along with the rationale, therefore.
(b) Kissing of ANY kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) “Dating” or “going out with” a student.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.
(d) Sending emails, text messages or letters to students if the content is not about school activities.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Being alone in a room with a student at school with the door closed.
(b) Remarks about the physical attributes or development of anyone.
(c) Excessive attention toward a particular student.
(d) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct, a high priority.
(s) Touch required under IEP or 504 Plan
(u) *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Executive Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to the authorities for potential legal action.

Student Mobile Device Use (Adopted December 16, 2022)

Purpose: The purpose of this policy is to create an environment that minimizes distractions, promotes engagement, and encourages students to take responsibility for their learning by following a structured mobile device usage protocol.

Policy:

- Check-In Requirement: Upon entering the classroom, each student must demonstrate that their phone is securely stored.

Options for Storage:

- Mobile device Pouch: Place the phone in a designated classroom pouch.
- Mobile device Hotel: Each student has an assigned cubby for phone storage.
- APEX Classrooms: Place the phone in a backpack stored out of sight.

· School-Wide No Mobile device Policy: All classrooms follow a consistent no-cell-phone policy. The administration communicates this policy during enrollment and in letters home to students and parents.

Tiered Consequences for Mobile device Policy Violations

Step 1: Initial Warning and Teacher-Managed Interventions

- 1st Offense: Verbal warning from the teacher, reminding the student of the no-cell-phone policy.
- Counselor is notified of the behavior.

Step 2: Parent Contacted with Behavioral Interventions Discussed

- 2nd Offense: Parent/Guardian contacted and that communication would be documented.

Documentation: The student's behavior is documented, and the parent/guardian would be contacted to discuss additional strategies and inform them of the behavior.

Step 3: Intensive Interventions with Counseling Support

- 3rd Offense: Counseling session and review of the behavior expectations (in the syllabus).

Mandatory Counseling: The student meets with their counselor to discuss the impact of mobile device use on their learning and identify strategies for adherence to the policy.

Documentation: The student's behavior is documented, and the counselor may contact the parent/guardian to discuss additional strategies and inform them of the behavior.

Step 4: Administrative Meeting and Possible Further Consequences

- 4th Offense: Administrative Response: Administration contacts the student's parent or guardian to discuss the recurring issue and document the write-up.
- Behavior Intervention: Student is placed on a class schedule to attend class from their counselor's office in L6. Administrative meeting involving the student, parent/guardian, counselor, and administrator.

Outcomes: The student and parent/guardian meet with school administration to discuss compliance and outline potential consequences for ongoing violations, including disciplinary actions or additional restrictions. This may result in the student checking in their phone with their counselor before they go to class, or attend class from their counselor's office.

Mobile Device Usage Agreement:Students and parents/guardians will be asked to read the policy and sign a consent form indicating that they understand and agree to the terms outlined in the Gateway College and Career Academy mobile device policy.

Student Emergency Fund: The Student Emergency Fund (SEF) at Gateway College and Career Academy is designed to provide limited, short-term financial assistance to currently enrolled GCCA students who are experiencing an unexpected emergency that could impact their ability to attend school or stay on track academically. As a tuition-free public charter high school, GCCA is committed to ensuring all students have equitable access to support during times of crisis. While GCCA is proud to offer direct assistance through the SEF, students will also be connected to additional support services through our network of community partners. These community resources should be considered and, when appropriate, accessed prior to awarding SEF funds to ensure a sustainable and coordinated response to student needs.

Eligibility Criteria: To qualify for support through the SEF, students must meet the following criteria:

- Currently Enrolled: Must be actively enrolled at Gateway College and Career Academy at the time of a application.
- Immediate and Unexpected Hardship: Must be facing a sudden financial crisis or emergency that poses a risk to the student's continued education or well-being.
- Community Resources First: Must have explored or accessed available assistance through GCCA's Coordination of Services Team (COST), when appropriate.
- Exhausted Other Options: Must show that other available funding (e.g., support from family, payment plans, school-based or COST services) has been explored or is not available in a timely manner.
- Documentation: Must submit documentation verifying the emergency and related financial need.
- Academic Standing: Must be in good academic standing or demonstrate consistent effort toward satisfactory progress.

Allowable Uses of Funds Student Emergency Fund awards are intended to help with critical, short-term needs that directly impact a student's ability to stay in school, such as:

- Educational Expenses: Books, lab materials, essential school supplies, technology for coursework (e.g., C chromebook replacement).
- Basic Needs: Emergency shelter, food insecurity, utility assistance. 18
- Health & Safety: Medical, dental, or mental health costs not covered by other sources.
- Personal Crisis: Costs resulting from incidents such as theft, fire, or natural disaster that result in loss of essential belongings.

Non-Allowable Uses Funds will not be used for:

- Routine, expected, or recurring costs such as rent, cell phone bills, or car payments not connected to an emergency.
- Non-essential items or elective expenses (e.g., travel, entertainment).

- Costs already covered or reimbursed by another agency, program, or school-based fund.
- Retroactive expenses from previous semesters.

Award Amounts

- Maximum Award: Generally capped at $250 per incident, depending on the student's documented need and availability of funds.
- Repeat Requests: Students may apply more than once during their enrollment at GCCA but must show a new and different emergency each time. Total annual disbursements per student may be limited based on fund capacity.

Application Process

1. Application Submission: Students must complete a SEF application form and submit it to GCCA's Counseling or COST team.
2. Include Documentation: Applications must include documentation of the hardship (e.g., utility shutoff notice, police report, eviction notice, medical bill, etc.).
3. Community Partner Referral: COST will assess whether any community partner resources should be accessed before SEF funds are awarded.
4. Review and Determination: COST will assess the application and make a funding decision within 5–10 school days.
5. Disbursement: If approved, funds will be disbursed via the most appropriate method (gift card, check, or payment to a third-party vendor). No cash will be distributed directly to students.

Confidentiality: All application materials and personal information shared through this process will be kept confidential and shared only with staff involved in reviewing and administering SEF support.

Oversight and Equity

- The SEF is administered by GCCA leadership in coordination with COST and Counseling staff.
- A log of SEF requests and awards will be maintained to ensure accountability, support future fundraising, and monitor trends in student need.

GCCA is committed to equitable access and will make every effort to ensure that the fund supports students from diverse backgrounds and experiences

Board Policy approved April 25, 2025

Student Social Media Policy

Social media is a powerful tool, but students must use it responsibly. Online actions can have real-life consequences, including disciplinary actions and impact on college/career opportunities.

a. Student Responsibilities

- Think before posting—your digital footprint matters.
- Respect privacy—do not share personal information publicly.
- Do not engage in cyberbullying, threats, or inappropriate conduct.
- Report any online harassment, bullying, or threats to school officials.
- Adjust privacy settings on accounts for maximum security.
- Avoid communicating with strangers or suspicious accounts.

b. Prohibited Social Media Behavior

- Posting harmful, defamatory, or offensive content about students, staff, or the school.
- Using social media to bully, harass, or intimidate others.
- Posting, sharing, or engaging in illegal or inappropriate activities online.
- Threatening school safety or engaging in disruptive behavior online.
- Sharing or reposting misinformation that could cause harm.

c. Consequences for Violations

- Violations of this policy may result in disciplinary action, including: Suspension or restriction of technology access
- Ineligibility for extracurricular activities
- Parental notification and potential law enforcement involvement
- Expulsion or other school disciplinary measures for serious infractions

Smartphone & Personal Device Use: To minimize distractions and enhance learning, GCCA has established smartphone guidelines:

Restricted Use: Students may not use smartphones during instructional time unless authorized by a teacher.
Exceptions:

-Emergencies or safety concerns

-Required for medical reasons (with documentation)

-IEP or 504 plan accommodations

Misuse of smartphones may result in confiscation, parental notification, or disciplinary actions.

Agreement & Compliance

Student & Parent Acknowledgment All students and parents/guardians must sign and return the Technology & Social Media Agreement before accessing school technology. This document will be kept in student records. By signing, students agree to:

- Follow all acceptable use guidelines
- Use school technology for educational purposes only
- Take responsibility for device care and ethical online behavior
- Adhere to all digital safety policies

Revised: January 13, 2005, October 26, 2011, July 16, 2020, February 21, 2025

Suspension and Expulsion Policy

Board Policy #: 331
Adopted/Ratified: July 2018
Revision Date: March 18, 2022

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according

[2] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12,

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of

school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with

Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically/virtually able to return to school for the conference. Penalties shall not may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension- AB 982, EC 48913.5 and 47606.2

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before

it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding the Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy-AB 1360, EC 47605(b)(5)(J)(iii)

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are

involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities AB 1360, EC 47605(b)(5)(J)(iii)

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Board Policy #: 607
Adopted/Ratified: March 18, 2022
Revision Date: July 25, 2024

Gateway College and Career Academy and the Title IX Coordinator are up to date regarding trainings associated with Title IX regulation updates issued by the U.S. Department of Education on May 6, 2020. The School will continue to update board polices and administrative regulations pending updates in additional federal legislation.

On June 23, 1972, the President signed Title IX of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681-1688, into law. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity, regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities.

The U.S. Department of Education's Office for Civil Rights ("OCR") enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Pursuant to Education Code § 221.61, all educational institutions in California subject to Title IX must ensure their websites include the specific Title IX information as set forth.

Starting August 1, 2024, the Title IX grievance procedures will apply to all complaints of discrimination on the basis of sex in the school's education programs or activities.

Notice of Nondiscrimination and Contact Information for the Title IX Coordinator

Andrea White, HR/Operations Manager/ Title IX Coordinator

Tel: (951) 855-3194.; Email: andrea.white@rcc.edu

Rights of Students Pursuant to Title IX

No person in the United States of America shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.

The following is a summary of the rights of students pursuant to Title IX as set forth in Education Code section 221.8:

1. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.

2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.

3. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.

4. You have the right to apply for athletic scholarships.

5. You have the right to receive equitable treatment and benefits in the provision of all of the following:

a. Equipment and supplies,

b. Scheduling of games and practices,

c. Transportation and daily allowances,

d. Access to tutoring,

e. Coaching,

f. Locker rooms,

g. Practice and competitive facilities,

h. Medical and training facilities and services, and

i. Publicity.

6. You have the right to have access to a Title IX Coordinator to answer questions regarding gender equity laws.

7. You have the right to contact the State Department of Education and the California Interscholastic

Federation (CIF) to access information on gender equity laws.

8. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.

9. You have the right to pursue civil remedies if you have been discriminated against.

10. You have the right to be protected against retaliation if you file a discrimination complaint.

For more information regarding student rights pursuant to Title IX, please visit:

• The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp

• The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

Definition of Discrimination and Harassment Based on Sex Under Ed. Code Section 220, 230

The term "sexual harassment" is replaced with the term "sex-based harassment," covered by Title IX includes unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity. (34 C.F.R. § 106.30.)

Sex-based harassment includes "hostile environment harassment," which uses some of the same terms from the previous definition but is now broader. Sex-based harassment will now include "unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment)." There are factors for schools to consider on a case-by-case basis to determine if this standard is met. (34 C.F.R. § 106.2.)

Harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

(a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity.

(b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others.

(c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. "Equivalent" means equal or equal in effect.

(d) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.

(e) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

(f) On the basis of sex, discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Protections for Pregnancy

Ensuring equal access for pregnant and parenting students and staff, such as class breaks, lactation space, intermittent absences to attend medical appointments, and other supports based on individualized needs. Schools are also required to inform pregnant and parenting student of their rights related to pregnancy or related conditions. (34 C.F.R. §§ 106.40, 106.57.)

Responsibilities of Gateway College and Career Academy under Title IX

The responsibilities of Gateway College and Career Academy and other education programs or activity receiving Federal financial assistance shall provide all students the right to participate in all education programs or activities free of discrimination based on their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin.

As part of the obligations under Title IX, all recipients of Federal financial assistance must designate at least one (1) employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX and must notify all students and employees of that employee's contact information. This employee is referred to as the "Title IX Coordinator."

For more information regarding the responsibility of educational institutions under Title IX, please visit the following:

• The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp

• The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

How to File a Complaint Pursuant Under Title IX

Individuals who have been subject to discrimination prohibited under Title IX may file a complaint with the School as well as the Office for Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department. Individuals may pursue one or all of these avenues at the same time. Below is a summary of each process.

• School Complaint - Individuals may file a complaint pursuant to the Uniform Complaint Procedure (UCP), which can be found at: https://secureservercdn.net/45.40.150.47/w8u.94c.myftpupload.com/wp-content/uploads/2018/11/ucpcomplaintformcharterschoolsnotice-english.pdf.

Please contact the Title IX Coordinator, as identified above, if you have any questions.

• Time Requirement - In order to file a complaint with the School, individuals must file the complaint as discussed above within six months of the discrimination occurring or awareness of the discrimination (5 CCR 4630(b). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

• OCR Complaint - For more information regarding filing a complaint with OCR, please see: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

OCR requires that the complaint be filed within 180 calendar days after the discrimination. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.

• Police Report - If you are a victim of a crime, call 911. To file a police report, please contact local law enforcement at:

Riverside Community College District Police Department
4800 Magnolia Avenue
Riverside, CA 92506
Tel: (951) 222-8171

• Investigation Procedure - Upon receipt of any complaint related to a potential Title IX violation, the School will ensure every allegation is investigated promptly, adequately and impartially. The School will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the School's investigation process. As part of its Title IX obligations, the School will also take steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The Title IX Coordinator will be required to identify any barriers to reporting discrimination at the school and take steps reasonably calculated to address them. (34 C.F.R. § 106.44(b).)

The school must offer its grievance procedures to address all complaints of discrimination on the basis of sex, including, but not limited to, complaints about "sex-based harassment," failure to provide equal athletic opportunity, sex discrimination in a school's courses and programs, and discrimination based on pregnancy. (34 C.F.R. § 106.45(a)(1).) Also, a school must offer Title IX grievance procedures to address discriminatory conduct on the basis of sex that is otherwise subject to the school's disciplinary authority (i.e., if the conduct is covered by the school's discipline policies, then it is covered by Title IX). (34 C.F.R. § 106.11.)

For information regarding OCR's investigation process, please see: http://www2.ed.gov/about/offices/list/ocr/complaints-how.html

OCR enforces Title IX to ensure that institutions that receive federal financial assistance comply with the law.

• OCR provides an online complaint filing system at https://ocrcas.ed.gov/

• OCR can also be contacted through the California regional office at:

Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Tel: (415) 486-5555

Email: ocr.sanfrancisco@ed.gov

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GCCA.

GCCA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student [3] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GCCA.

[3] "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in GCCA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GCCA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in GCCA's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures: Ed code section 234.4 (AB 2291)

GCCA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

GCCA advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

GCCA informs Charter School employees, students, and parents/guardians of GCCA's policies regarding the use of technology in and out of the classroom. GCCA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

GCCA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GCCA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GCCA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and status) and about the negative impact of bullying other students based on protected characteristics.

GCCA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GCCA informs GCCA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. **Professional Development**

GCCA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GCCA employees who have regular interaction with students.

GCCA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GCCA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GCCA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GCCA's students.

Grievance Procedures

1. Scope of Grievance Procedures

GCCA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;(GCCA will assist students that are unable to write the

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the GCCA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GCCA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Andrea White, HR Manager/ Title IX Coordinator
Tel: (951) 855-3194. Email: Andrea.White@rcc.edu

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GCCA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

GCCA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GCCA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive

sexual harassment training and/or instruction concerning sexual harassment as required by law. Currently, GCCA is using Vector Trainings to complete this requirement.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GCCA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GCCA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GCCA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GCCA to provide the supportive measures.

4. Investigation and Response EC 234.1

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GCCA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- <u>Notice of the Allegations</u>
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that GCCA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal
  - GCCA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GCCA's policies.
  - GCCA may remove a respondent from GCCA's education program or activity on an emergency basis, in accordance with GCCA's policies, provided that GCCA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, GCCA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GCCA offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - GCCA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. GCCA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, GCCA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in GCCA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GCCA policy.
  - GCCA may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at GCCA; or
    - The specific circumstances prevent GCCA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GCCA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- GCCA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of GCCA's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GCCA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GCCA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find GCCA's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of GCCA's decision or resolution, submit a written appeal to the President of the GCCA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GCCA will implement appeal procedures equally for both parties.
- Within five (5) business days of GCCA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GCCA's dismissal of a formal complaint or any allegations therein, on the following bases:
    - Procedural irregularity that affected the outcome of the matter;
    - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- GCCA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

GCCA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____

I hereby authorize GCCA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4865-0092-2159, v. 3

Youth Suicide Prevention Policy

College & Career Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of our school to protect the health, safety, and welfare of our students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly influences a school's attendance and educational success, this policy may be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, GCCA will develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies will include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as tutors, and coaches.

- **Overall Strategic Plan for Suicide Prevention**

  GCCA will work in conjunction with school-employed mental health professionals (e.g., RCC mental health counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, community organizations and other community supports to identify resources to develop and implement preventative strategies and intervention procedures.

  To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GCCA shall designate a team to serve as the suicide prevention point of contact for the school. This policy will be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/

- RCC Health and Psychological Services where students are able to receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. RCC has also partnered with Care Solace. C A R E S O L A C E . C O M / R C C S T U D E N T S.

- Additional support and information is available through Each Mind Matters http://www.eachmindmatters.org/ and Kognito https://ccc.kognito.com/

- Life Source- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more. To schedule a FREE session call 951-640-1375 and mention Gateway Referral.

Suicide Prevention Training and Education

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors
- How to talk with a student about thoughts of suicide
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
    - The impact of traumatic stress on emotional and mental health
    - Common misconceptions about suicide
    - School and community suicide prevention resources
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines)
    - The factors associated with suicide (risk factors, warning signs, protective factors)

- How to identify youth who may be at risk of suicide

- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about his/her thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines

- School procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed

- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention)

- Responding after a suicide occurs (suicide postvention)

- Resources regarding youth suicide prevention

- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment to the RCC Psychological Services while being constantly monitored by a staff member

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

    - Youth affected by suicide

    - Youth with a history of suicide ideation or attempts

    - Youth with disabilities, mental illness, or substance abuse disorders

    - Lesbian, gay, bisexual, transgender, or questioning youth

    - Youth experiencing homelessness or in out-of-home settings, such as foster care

    - Youth who have suffered traumatic experiences

Resources:

- SafeSchools has a staff training module titled Youth Suicide: Awareness and prevention. This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if he/she encounters a student who is threatening suicide, and best practices for intervention after a suicide ("postvention"). https://www.safeschools.com/courses/youth-suicide-awareness-and-prevention/

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

- The It's Up to Us campaign is designed to empower residents of Riverside County to talk openly about mental illness, recognize symptoms, utilize local resources and seek help. By raising awareness and providing access to local resources, we aim to inspire wellness, reduce stigma and prevent suicide. Recovery is possible and help is available. This campaign is developed through the Riverside University Health System – Behavioral Health, and funded by the Mental Health Services Act. http://up2riverside.org/

- RCC Health and Psychological Services where students are able to receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self-assessment as well as school wide mental health awareness events. RCC has also partnered with Care Solace. C A R E S O L A C E . C O M / R C C S T U D E N T S.

- Additional support and information is available through Each Mind Matters http://www.eachmindmatters.org/ and Kognito https://ccc.kognito.com/

- Life Source- Life Source Training Institute & Affordable Counseling is a federally registered 501(c)3 nonprofit organization that provides individual, family, and couples counseling, support and empowerment groups, co-parenting classes and trauma therapy. Gateway has partnered with lifesource this school year to offer FREE direct counseling services to students and staff. A Life Source therapist is available once a week on campus for in-person or virtual appointments. An appointment can also be scheduled throughout the week. Life Source will also be conducting staff professional development opportunities in the areas of trauma, suicide and more.To schedule a FREE session call 951-640-1375 and mention Gateway Referral.

Employee Qualifications and Scope of Services

Employees of the Gateway College & Career Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors) employed by Gateway College & Career Academy.

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Gateway College & Career Academy suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the Gateway College & Career Academy Web page and included in the student handbook.

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors
- How to talk with a student about thoughts of suicide
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

Student Participation and Education

In cooperation and in conjunction with our partner RCC Psychological Services, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures
- The content of the education shall include
    - Coping strategies for dealing with stress and trauma

- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others

- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help

- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Guidance classes, Mindfulness classes, etc.).

The Gateway College & Career Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, College Success Courses, and National Alliance on Mental Illness on Campus Clubs).

Intervention, Assessment, and Referral

Staff

Two Gateway College & Career Academy staff members who have received advanced training in suicide intervention shall be designated as the Suicide Prevention Liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify a member of the designated Suicide Prevention Liaison team. If a Suicide Prevention Liaison is unavailable, the administrator on duty will be notified.

- Under normal circumstances, the designated Suicide Prevention Liaisons shall notify the Director or other school administrator. The names, titles, and contact information of the Suicide Prevention Liaisons shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites

The director, other school administrator or school counselor shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification and that the student is a minor.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons

- Students experiencing suicidal ideation shall not be left unsupervised

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources

- The Director shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Gateway College & Career Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the student (non-minor) parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student

- If parents/guardians/caregivers (student if non-minor) refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (Riverside County CPS Hotline **1-800-442-4918**)

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed

- Move all other students out of the immediate area

- Immediately contact the administrator or suicide prevention liaison

- Call 911/RCCD PD and give them as much information about any suicide note, medications taken, and access to weapons, if applicable

- If needed, provide medical first aid until a medical professional is available

- Parents/guardians/caregivers should be contacted as soon as possible

- Do not send the student away or leave them alone, even if they need to go to the restroom
- Listen and prompt the student to talk
- Review options and resources of people who can help
- Be comfortable with moments of silence as you and the student will need time to process the situation
- Provide comfort to the student
- Promise privacy and help, and be respectful, but do not promise confidentiality
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Gateway College & Career Academy property, it is crucial that the school protects the privacy of the student and maintains a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct
- Designate a staff member to handle media requests
- Provide care and determine appropriate support to affected students
- Offer to the student and parents/guardians/caregivers steps for re-integration to school

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor his/her actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings

- Acknowledge the feelings and do not argue with the student

- Offer hope and let the student know he/she is safe and that help is provided. Do not promise confidentiality or cause stress

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by the student (non minor), parents/guardians/caregivers and providers

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation

- Inform the student's teachers about possible days of absences

- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student)

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood

- Work with parents/guardians/caregivers to involve the student in an aftercare plan

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The

designated Suicide Prevention Liaisons for the Gateway College & Career Academy, shall ensure that the school adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator)
- Identify a staff member to contact deceased's family (within 24 hours)
- Enact the Suicide Postvention Response Plan; include an initial meeting of the district/school Suicide Postvention Response Team
- Notify all staff members (ideally in person or via phone, not via e-mail or mass notification)
- Coordinate an all-staff meeting
- Notification (if not already conducted) to staff about suicide death
- Emotional support and resources available to staff
- Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration)
- Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students
- Review of protocols for referring students for support/assessment
- Talking points for staff to notify students
- Resources available to students (on and off campus)
- Identify students significantly affected by suicide death and other students at risk of imitative behavior
- Identify students affected by suicide death but not at risk of imitative behavior
- Communicate with the larger school community about the suicide death
- Consider funeral arrangements for family and school community
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered

- Identify skilled media spokesperson to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors

- Utilize and respond to social media outlets

- Identify what platforms students are using to respond to suicide death

- Identify/train staff and students to monitor social media outlets

- Include long-term suicide postvention responses

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

- Support siblings, close friends, teachers, and/or students of deceased

- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly impacted by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr021

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863

- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Lifesource text or call 951-640-1375

Appendix C

Articles of Incorporation, Bylaws, Board Policies

2712408

State of California

OFFICE OF THE SECRETARY OF STATE

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 4 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 27 2004

Kevin Shelley

Secretary of State

Sec/State Form CE-107 (rev. 1/03)

OSP 03 80510

2712408

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

NOV 19 2004

KEVIN SHELLEY
Secretary of State

ARTICLES OF INCORPORATION
OF
Riverside Gateway to College Early College High School
a California nonprofit public benefit corporation

Article I
Name

The name of the Corporation shall be Riverside Gateway to College Early College High School.

Article II
Purposes

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Riverside Gateway to College Early College High School pursuant to the Charter Schools Act of 1992, as amended.

Article III
Initial Agent for Service of Process

The name and address in the State of California of this Corporation's initial agent for service of process is:

Shelagh Camak
Dean of Workforce Development
Riverside Community College District
4800 Magnolia Avenue
Riverside, CA 92506

Article IV
Dedication and Dissolution

All corporate property is irrevocably dedicated to public and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code, and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to any of its directors, members, trustees, officers or other private persons.

On the dissolution or winding up of the Corporation, its assets remaining after payment of, or provision for the payment of, all debts and liabilities of the Corporation, shall be

distributed to Riverside Community College District or, at the option thereof to either a nonprofit fund, foundation, association, or corporation which is organized and operated exclusively for public and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law), or the federal government, or a state or local government, for public and educational purposes.

If the Corporation holds any assets in trust, or if the Corporation is formed for charitable purposes, then such assets shall be disposed of on dissolution in conformity with the Articles or Bylaws subject to complying with the provisions of any trust under which such assets are held. The disposition shall be in such manner as may be directed by decree of the Superior Court of the county in which the Corporation has its principal office, on petition therefore by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party. Such decree of the Superior Court may be waived if the Attorney General makes a written waiver of objections to the disposition

Article V
Limitation of Corporate Activities

The Corporation is organized and operated exclusively for public and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and otherwise pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Article VI
Amendment

These Articles of Incorporation may not be amended, restated, or modified without the consent of not less than two-thirds 2/3 of the Board of Directors of the Corporation.

Dated: 5/18/04

Shelagh Camak

Shelagh Camak
Incorporator

DECLARATION OF INCORPORATOR

I am the person whose name is subscribed below. I am the Incorporator of Riverside Gateway to College Early College High School, a California nonprofit public benefit corporation, and I have executed these Articles of Incorporation. The foregoing Articles of Incorporation is my act and deed.

Executed this 18th day of May, 2004, at Riverside, California.

I declare that the foregoing is true and correct.

Dated: 5/18/04

Shelagh Camak
Incorporator

A0738908

FILED
Secretary of State
State of California
APR 02 2013

2712408

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and the Secretary of **Riverside Gateway to College Early College High School**, a California nonprofit public benefit corporation.

2. **Article II** of the Articles of Incorporation of this corporation is amended to read as follows:

> The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 3/27/13

Michele Gracia, President

DATE: 3/27/2013

Jill Marks, Secretary

I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR 03 2013

Date: _____

Debra Bowen

DEBRA BOWEN, Secretary of State

BYLAWS
OF

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION

ARTICLE I
ORGANIZATION

1.1 Name. The name of this corporation is the Riverside Gateway to College Early College High School ("Corporation").

1.2 Purpose. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The primary purpose of this Corporation shall be to manage, operate guide, direct, and promote one or more California public charter schools ("Charter School") and to engage in other activities that support the education of students.

1.3 Statement of Non-Discrimination. The Corporation admits students of all races, nationalities, and ethnic origins to all privileges, programs and activities generally accorded or made available at the school. The Corporation does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) in administration of its educational policies, athletic and other school-administered programs.

1.4 Limitation on Corporate Activities. The Corporation is organized and operated exclusively for public and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time ("Internal Revenue Code"). The Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

1.5 Dedication of Assets. The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to Riverside Community College District or, at the option thereof to either a nonprofit fund,

foundation, association or corporation which is organized and operated exclusively for public and educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its exempt status under Internal Revenue Code section 501(c)(3) (or the corresponding provision of any future United States Internal Revenue Law), or the federal government, or a state or local government, for public and educational purposes.

1.6 Principal Office. The principal office of the Corporation shall be at 4800 Magnolia Avenue, Riverside, California 92506. The Board of Directors ("Board") (as that term is defined in Section 2.2(a) of these Bylaws) is hereby granted full power and authority to change the location of the principal office of the Corporation within the County of Riverside, California. Any such change shall be noted by the Secretary in these Bylaws, but shall not be considered an amendment of these Bylaws. The Corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board, from time to time, designate.

1.7 Members.

1.7.1 The Corporation shall have no "members" as that term is defined by Section 5056 of the California Corporations Code ("CCC"), and shall be governed solely by its Board in accordance with these Bylaws.

1.7.2 Pursuant to Section 5310 (b) of the CCC, any action which would otherwise require approval by a majority of all members, shall only require the approval of the Board.

ARTICLE II
DIRECTORS

2.1 Powers. Subject to the limitation of the Articles, these Bylaws and the laws of the State of California, all corporate powers shall be exercised by or under the authority of, and the business and affairs of this Corporation shall be controlled and conducted by the Board).

2.2 Designated Directors.

2.2.1 The number of Directors shall be no less than four (4) and more than seven (7), unless changed by amendments to these Bylaws. The exact number of Directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors.. All Directors shall have full voting rights, including any representative designated by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional Director to ensure an odd number of Board members. All Directors, except for the representative designated by the chartering authority, shall be designated by the existing Board of Directors.

2.3 Directors' Term.

2.3.1 Each Director shall hold office unless otherwise removed from office in accordance with these Bylaws for a term of three (3) years and until a successor Director has been appointed and

qualified. A Director may serve be appointed to subsequent terms subject to the Board's needs.

In the event that a Director, due to extenuating circumstances, including but not limited to health issues, relocation, or personal reasons, decides to resign from the Board, they shall provide as much advance notice as possible to facilitate a smooth transition. Upon such resignation, the departing Director shall collaborate with the remaining Board members and the GCCA Administration to identify and recommend potential candidates who would be well-suited to fill the vacant Board seat.

Further provisions regarding the filling of Board vacancies can be found in Section 2.4 of these Bylaws, which outlines the specific procedures to be followed in the event of a vacancy on the Board.

2.3.2 Directors shall be selected from community leaders who have expressed an interest in and commitment to the purposes of the Corporation. Directors will be strategically recruited by the Board of Directors to provide expertise to the Corporation.

2.3.3 Vacancies may be filled by the Board for the balance of the unexpired term and until a successor has been designated and qualified.

2.4 Vacancies on the Board.

2.4.1 A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of a Director to attend three (3) consecutive board meetings unless (1) the Board approves a Director's request for a leave of absence for a limited period of time, or (2) a Director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives this subsection.

2.4.2 Vacancies on the Board of Directors may be filled by approval of the Board of Directors.

2.4.3 No reduction in the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

2.5 Removal. Directors, except for the representative designated by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting is given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code)("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a Director shall be filled as provided in Section 2.4.2.

2.6 Resignation. Except as provided below, any Director may resign by giving written notice to the President of the Board, if any, or to the Executive Director, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

2.6.1. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director or Directors.

ARTICLE III
MEETINGS OF THE BOARD OF DIRECTORS

3.1 Meetings of the Board.

3.1.1 Notwithstanding any other provision in these Bylaws, all meetings of the Board shall be held in compliance with the requirements of the Ralph M. Brown Act as set forth in Section 54950 et seq. of the California Government Code and Education Code section 47604.1.

3.1.2 Meetings of the Board shall be held at the principal office of the Corporation, unless another place is stated in the notice of the meeting. Meetings shall be held within the physical boundaries of the Riverside County. A two-way teleconference location shall be established at each school site.

3.1.3 The annual meeting of the Board shall be held for the purpose of organization, adoption of a budget for the upcoming fiscal year, the election of officers, the adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting in May of each year, the exact date of which to be set by resolution of the Board.

3.1.4 Regular meetings of the Board shall be held at the place and time specified by resolution adopted by the Board at the annual Board meeting.

3.1.5 The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. Notice of all regular meetings of the Board shall be given. At least seventy-two (72) hours before the regular meeting, the Board shall post an agenda which contains a brief description of each item of business to be transacted or discussed at the meeting. The agenda shall specify the time and place of the regular meeting, and shall be posted in a location that is freely accessible to the public and on the Corporation's website. The President of the Board shall have the authority to reschedule a regular meeting as necessary to establish a quorum of Directors.

3.1.6 A special meeting of the Board may be called by the President of the Board or a majority of the Board of Directors. If a President of the Board has not been elected, then the Vice-President is authorized to call a special meeting in place of the President of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

3.1.7 In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

(a) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

(b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(c) The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

3.1.8 Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with1:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of Riverside County;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

1 The teleconferencing requirements of Section 3.1.8 shall not apply as provided in Section 54953(b)(4). Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]

(e) Members of the public must be able to hear what is said during the meeting; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

3.1.9 Meetings of the Board shall be presided over by the President of the Board, or in his or her absence, by the Vice President of the Board, or in the absence of each of these persons, by a person chosen by the majority of the Directors present at the meeting. The Secretary of the Board shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

3.1.10 A majority of the Directors then in office shall constitute a quorum of the Board for the transaction of business, except to adjourn. Should there be less than a majority of the Directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

3.1.11 A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

3.1.12 In accordance with the Charter, the Board will meet at least once a month during the school year.

3.2 Required Vote of Directors.

3.2.1 Every act or decision done or made by a majority of the Directors present at a meeting duly held at which quorum is present is the act of the Board, except as otherwise provided by the California Nonprofit Corporation Law.

3.3 Compensation of Directors. Directors shall receive no compensation for their services. However, they shall be entitled to receive such just and reasonable reimbursement of expenses as may be determined by the Board.

2 This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

3 The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

3.4 Inspection Rights of Directors. Every Director shall have the right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation during normal weekday business hours. If a Director wishes to be accompanied by an attorney during such inspection, then the inspection will be scheduled at a time when the Corporation's attorney will be present. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

3.5 Interested Persons. No persons serving on the Board may be interested persons.

3.5.1 As used in this section, an "interested person" means either:

(a) Any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full- or part-time employee, independent contractor, or otherwise; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

3.6 General Powers. The affairs of the Corporation shall be managed by the Board to the extent consistent with the Articles of Incorporation, these Bylaws, and applicable law.

3.7 Non-Liability of Directors. No Director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

3.8 Compliance with Laws Governing Student Records. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE IV
OFFICERS AND INVESTMENT TRUSTEE

4.1 Number and Titles of Officers. The officers of the Corporation shall be a President of the Board, Vice President, an Executive Director, Secretary, and Treasurer, and such other officers with such titles and such duties as shall be determined and deemed advisable by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the Board or the Executive Director. The officers, in addition to the corporate duties set forth in this Article IV, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

4.1.1 The Executive Director shall, subject to the control of the Board, have general supervision, direction and control all of its business and affairs and of its officers, employees and agents, including the right to employ, discharge and prescribe the duties and compensation of all officers, employees and agents of the Corporation, except where such matters are prescribed in the Bylaws or by the Board. The Executive Director is authorized to sign, with the Secretary or other

proper officers of the Corporation authorized by the Board as may be required, all contacts, notes, conveyances, and other papers, documents and instruments in writing in the name of the Corporation.

4.1.2. The President of the Board shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a President of the Board is elected, there shall also be a Vice-President. In the absence of the President of the Board, the Vice-President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

4.1.3The Vice President shall, in the absence of the President of the Board or inability or refusal of the President of the Board to act, carry on all duties and powers required by law or conferred by these Bylaws upon the President of the Board, including, but not limited to, presiding at all meetings of the Board.

4.1.4 The Secretary shall keep or cause to be kept the minutes of all meetings in the Minute Book of the Corporation as prescribed by Article VII of these Bylaws. The Secretary shall sign in the name of the Corporation with one or more other officers all documents authorized or required to be signed by the Secretary. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the Articles of Incorporation and Bylaws, amended, a book of minutes and a register showing the names and addresses of all Directors. The Secretary shall keep the seal and shall affix the seal to documents as appropriate or desired, but failure to affix it shall not affect the validity of any instrument. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall, in general, perform all duties incident to the office of Secretary and such other duties as may be required by law, the Articles of Incorporation of this Corporation, or by these Bylaws, or which may be assigned from time to time by the Board.

4.1.5 The Treasurer shall be responsible for the receipt, maintenance, and disbursement of all funds of the Corporation and for the safekeeping of all securities of the Corporation. The Treasurer shall provide a financial report at every meeting. The Treasurer shall keep, or cause to be kept, books and records of account and records of all properties of the Corporation. The Treasurer shall prepare or cause to be prepared annually, or more often if so directed by the Board or Executive Director, financial statements of the Corporation. The Board may, by resolution, authorize one or more Assistant Treasurers to perform, under the direction of the Treasurer, some or all the duties of the Treasurer. Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts promissory notes, orders for payment of money and other indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the Executive Director.

4.2 Appointment; Removal; and Term of Officers. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers shall hold such respective offices for terms of one (1) year.

4.2.1 Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

4.2.2 Any officer may resign at any time upon written notice to the Corporation without prejudice to the rights, if any, of the Corporation under any contract of employment to which the officer is a party. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

4.3 Investment Trustee. The Corporation may appoint an investment trustee responsible for the investment of property, both cash and in kind, of the Corporation; subject, however, to limitations as the Board may from time to time set forth in resolutions and any limitations established by law.

ARTICLE V
COMMITTEES

5.1 Committees.

5.1.1 Except as limited by Section 5.7 of these Bylaws, the Board may create standing or special committees for any purposes and delegate to such committees any of the powers and authorities of the Board to the extent permitted by Section 5212 of the CCC. Such committees shall have the power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Such committees shall consist of two (2) or more Directors and no one who is not a Director.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

5.1.2 The chairperson and members of each standing, special or advisory committee shall be selected by the Board, and may be removed by majority vote of the Directors then in office.

5.1.3 The chairperson and each member of each standing committee shall serve until his or her successor is appointed or until such committee is sooner terminated, or until such person is removed, resigns, or otherwise ceases to qualify as a chairperson or member, as the case may be, of the committee. Chairpersons and members of special committees shall serve for the life of the committee unless they are sooner removed, resign, or cease to qualify as a chairperson or member, as the case may be, of such committee. Vacancies on any committee may be filled for the unexpired portion of the term in the same manner as provided in the case of original appointment.

5.1.4 Each committee shall meet as often as necessary to perform its duties, at such times and places as directed by its chairperson or by the Board. A majority of the members of a committee shall constitute a quorum of such committee and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

5.1.5 Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

5.1.6 Any expenditure of corporate funds by a committee, other than the Governance Committee, shall comply with budget limitations established by the Board or, in the alternative, shall be subject to the prior written approval of the Board.

5.1.7 Standing advisory committees may be established by the Board as necessary. Current standing committees are:

5.1.7.1 Planning Committee. A standing 3-member Planning Committee assists the Board in fulfilling its fiduciary responsibilities in a timely manner. Planning Committee meetings are conducted in compliance with the Brown Act to provide Board members and the public opportunities to review, discuss and advance the business of the Board and school. Committee members are appointed by the Board and must be current members of the Board. Supported by staff, the Committee meets monthly, on the first Friday of the month, unless appropriately notified of changes due to accommodate school holidays or other conflicts.. Committee responsibilities reflect a broad definition of planning to enable the Committee to serve as a first-read, working body charged with reviewing, revising and forwarding items to the Board for further discussion and action. The Committee is also charged with continuing the non-profit's and school's strategic planning dialogue, monitoring progress toward achievement of the Board's and School's vision, and improving alignment across the School's planning processes.

5.1.8 Limitation on Delegation. In accordance with the CCC, the Board may not delegate any power of final action to any Board committee, and may not delegate to any committee the following powers:

(a) the filling of vacancies on the Board or on any committee which has the authority of the Board;

(b) the amendment or repeal of Bylaws or the adoption of new Bylaws;

(c) the amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(d) the appointment of committees of the Board or the members thereof;

ARTICLE VI
INDEMNIFICATION

6.1 Indemnification of Directors, Officers, and Employees.

6.1.1 The Corporation may indemnify a Director, officer, or employee and other persons described in Section 5238(a), including persons formerly occupying any such positions, under the provisions of Section 5238 of the CCC.

6.1.2 Expenses incurred in defending any proceeding may be advanced by the Corporation as authorized in Section 5238 of the CCC prior to the final disposition of such proceeding, upon receipt of an undertaking by or on behalf of the Director, officer, or employee to repay such amount unless it shall be determined ultimately that the Director, officer, or employee is entitled to be indemnified.

6.1.3 The Corporation may purchase and maintain insurance on behalf of any Director, officer, or employee of the Corporation against any liability asserted against or incurred by the Director, officer, or employee is such capacity or arising out of the Director's officer's, or employee's status as such, whether or not the Corporation would have the power to indemnify the Director, officer, or employee against such liability under the provisions of Section 5238 of the CCC, except as provided in subdivision (i) of Section 5238 of the CCC.

ARTICLE VII
RECORDS

7.1 Minute Book. The Corporation shall keep or cause to be kept a minute book which shall contain:

(a) the record of all meetings of the Board including date, place, those attending and the proceedings thereof, and the vote or abstention of each Board member present for each action taken, a copy of the notice of the meeting and when and how given, written approvals of minutes of meeting, and similarly as to meetings of committees of the Board established pursuant to the Bylaws and as to meetings or written consents of the incorporator of the Corporation prior to the appointment of the initial Directors;

(b) a copy of the Articles of Incorporation and all amendments thereof and a copy of all certificates filed with the Secretary of State; and

(c) a copy of these Bylaws as amended, duly certified by the Secretary.

7.2 Annual Report.

10.2.1 Financial statements shall be prepared as soon as reasonably practicable after the close of the fiscal year, but not later than 120 days after the close of said fiscal year. The financial statements shall contain in appropriate detail the following:

(a) the assets and liabilities, including trust funds, of the Corporation as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and

(d) the expenses or disbursements of the Corporation for both general and restricted purposes, during the fiscal year.

7.2.2 Any report furnished to Directors which includes the financial statements prescribed by Section 10.2.1 of these Bylaws shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

7.2.3 A report including the financial statements prescribed by Section 10.2.1 of these Bylaws shall be furnished annually to all Directors.

7.3 Report of Transactions; and Indemnifications. The Corporation will comply with Corporations Code section 6322.

ARTICLE VIII
MISCELLANEOUS

8.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30 of each year.

8.2 Bonding. All Directors, officers, or employees handling funds shall be properly bonded. The premium or premiums for such bonds shall be paid by the Corporation.

8.3 Gifts and Donations. The Board may accept on behalf of the Corporation any contributions, gifts, bequests, or devises for the general purpose or for any special purpose of the Corporation not violative of the Corporation's Articles of Incorporation.

8.4 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

8.5 Contracts. Unless otherwise set forth in these Bylaws the Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

8.6 Checks; Drafts; *etc*. Except as otherwise set forth in these Bylaws, all checks, drafts, or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of

the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

8.8 Conflicts of Interest. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's Directors are Directors and have a material financial interest).

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

8.9 Inspection of Articles and Bylaws. The Corporation shall keep at its principal executive office in California the original or a copy of its Articles and Bylaws as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by Directors at all reasonable times during office hours.

8.10 Inspection by Public. In accordance with Section 6104 of the Internal Revenue Code of 1986, as amended, copies of the Corporation's application for tax exemption and any papers submitted in support of such application shall be made available by the Corporation for inspection at the request of any individual during regular business hours at the Corporation's principal place of business and at any regularly maintained regional or district office of the Corporation having three or more employees.

8.11 Nondiscrimination. The Corporation shall not refuse service or employment to any person, nor in any other way discriminate against any person, solely because of such person's sex, race, color, religion, creed, ancestry, national origin, age, marital status, physical disability, mental disability, preexisting medical condition, or any other factor prohibited by law.

8.12 Interpretation and Construction. Any conflict between these Bylaws and the Articles shall be resolved in favor of the Articles. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws.

8.13 Dissolution. The Corporation shall not be voluntarily dissolved, except by approval of the Board. In the event of dissolution of the Corporation in any manner and for any cause, after the payment or adequate provision for the payment of all of its debts and liabilities, all of the remaining funds, assets and properties of the Corporation shall be paid or distributed as provided for in the Articles of Incorporation.

8.14 Rules of Order. To the extent that they are consistent with the Brown Act, Robert's Rules of Order shall be the parliamentary law of all proceedings of the Board and all Committees. Notwithstanding the foregoing, failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any corporate action otherwise in compliance with the CCC and this Corporation's Articles, Bylaws, and applicable corporate resolutions.

ARTICLE IX
AMENDMENT

9.1 Amendment of Articles. The amendment of the Articles of Incorporation of the Corporation is provided for by California state law and requires the unanimous consent of the Directors and the filing of a certificate of amendment in the Office of the Secretary of State.

9.2 Amendment of Bylaws. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

CERTIFICATION

I, the undersigned, do hereby certify:

1. That I am the duly elected and acting President the Riverside Gateway to College Early College High School, a California nonprofit public benefit corporation ("Corporation"); and

2. That the foregoing Bylaws, comprising fifteen (15) pages, constitute the Bylaws of said Corporation, as duly approved by the Board of Directors of said Corporation at a meeting duly held on _____.

IN WITNESS WHEREOF, I have hereunto subscribed my name this _____.

_____
Ozzie Villela, President of the Board

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 101

The School

THE CHARTER SCHOOL, ITS MISSION AND VISION

Reference(s):

The School

The school itself, Gateway College and Career Academy, was chartered in 2004 and operates under a duly formed CA Nonprofit Public Benefit Corporation (PBC) known as, Riverside Gateway To College Early College High School. The PBC acts as the school District and is governed by a seven (7) member Board of Directors. Gateway College and Career Academy is a public high school operated under the PBC and is fully accredited by the California Western Association of Schools and Colleges. The Charter is held by the Riverside County Office of Education and is renewed every five (5) years.

All Board Policies and/or Administrative Procedures pertain to the PBC and any and all schools under the PBC.

The Mission

GCCA will provide all learners with personal and academic success through equitable practices and individualized plans leading to a high school diploma and access to college and career pathways.

The Vision

Gateway; an early college high school providing all learners opportunities to reach their potential, transform their lives, and improve the well-being of their families and community.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 102

The School

GLOSSARY OF TERMS

Reference(s):

Following is a glossary of terms typically used in the CA K-12 school system, including charter schools and the CA Community College System.

AB	Assembly Bill
ACSA	Association of California School Administrators
ADA	Average Daily Attendance or Americans with Disabilities Act
AFDC	Aid to Families With Dependent Children
AP	Accounts Payable or Advanced Placement
AR	Accounts Receivable
A & R	Admissions and Records
ARRA	American Recovery and Reinvestment Act
ASB	Associated Student Body
ASC	Accounting Standards Codification
ASES	After School Education and Safety Program
CAHSEE	California High School Exit Exam
Cal/OSHA	California/Occupational Safety and Health Administration
CALPADS	California Longitudinal Pupil Achievement Data System
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers Retirement System
CalWORKS	California Work Opportunity and Responsibility to Kids
CARSNet	Charter Authorizers Regional Support Network
CASBO	California Association of School Business Officials
CASH	Coalition for Adequate School Housing
CBEDS	California Basic Educational Data System
CBO	Chief Business Officer
CCC	California Community Colleges
CCEE	California Collaborative for Educational Excellence
CCR	California Code of Regulations (Title 5)
CCSA	California Charter Schools Association
CDE	California Department of Education
CELDT	California English Language Development Test

CEO	Chief Executive Officer
CFO	Chief Financial Officer
CFR	Code of Federal Regulations
CFT	California Federation of Teachers
Charter Day 20	Charter School 20-Day Attendance Report
CLAD	Cross-cultural, Language and Academic Development
CMO	Charter Management Organization
CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
COLA	Cost of Living Adjustment
COP	Certification of Participation
CPA	Certified Public Accountant
CPI	Consumer Price Index
CPO	Chief Personnel Officer
CRB	California Research Bureau
CR	Credit
CSAM	California School Accounting Manual
CSBA	California School Boards Association
CSDC	Charter Schools Development Center
CSEA	California School Employees Association
CSFG	Charter Schools Facility Grant
CSIF	Comprehensive School Improvement Funding
CSIS	California School Information Services
CSR	Class Size Reduction
CSRO	Charter School-Related Organization
CST	California Standards Test
CTA	California Teachers' Association
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
CY	Current Year
DGS	Department of General Services
DIS	Designated Instruction and Services
DOF	Department of Finance
DR	Debit
DSA	Division of State Architect
EAAP	Education Audit Appeals Panel
EC	Education Code
EDD	Employment Development Department
Ed-Data	Education data website
EdSource	Nonprofit journalism website reporting on key education issues
EERA	Educational Employment Relations Act
EIA	Economic Impact Aid
EL	English Learners

ELA	English Language Arts
ELAC	English Language Advisory Committee
ELAP	English Language Acquisition Program
EMO	Education Management Organizations
EPA	Education Protection Account
ERAF	Education Revenue Augmentation Fund
ERISA	Employees' Retirement Income Security Act
ERT	Economic Recovery Target
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
ESY	Extended School Year
F/RPM	Free and Reduced-Price Meals
FAC	Federal Audit Clearinghouse
FAPE	Free Appropriate Public Education
FASB	Financial Accounting Standards Board
FCMAT	Fiscal Crisis and Management Assistance Team
FERPA	Family Educational Rights and Privacy Act
FPM	Federal Program Monitoring
FPPC	Fair Political Practices Commission
FTE	Full-Time Equivalent
GAAP	Generally Accepted Accounting Principles
GAAS	Generally Accepted Accounting Standards
GAO	Government Accountability Office (US)
GASB	Governmental Accounting Standards Board
GATE	Gifted and Talented Education
GC	Government Code (CA)
GO	General Obligation (Bond)
GSA	Grade Span Adjustment
HSA	Health Savings Account
HQT	Highly Qualified Teacher
IASA	Improving America's Schools Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IRS	Internal Revenue Service
IS	Independent Study
ISBN	International Standard Book Number
JPA	Joint Powers Authority
K-8	Kindergarten through grade 8
K-12	Kindergarten through grade 12
K-14	Kindergarten through grade 14 (incl. 2 yrs of community college)
K-16	Kindergarten through college undergraduate university
LAIF	Local Agency Investment Fund

LAO	Legislative Analyst's Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
M&O	Maintenance and Operations
MAA	Medi-Cal Administrative Activities
MOU	Memorandum of Understanding
MSA	Minimum State Aid
MTYRE	Multi-Track Year-Round Education
MYP or MYFP	Multiyear Projection or Multiyear Financial Protection
NCLB	No Child Left Behind
NPS/A	Nonpublic School/Agency
NSL	National School Lunch
NSS	Necessary Small School
OAG	Office of the Attorney General
OAL	Office of Administrative Law
OMB	Office of Management and Budget
OPEC	Other Post-Employment Benefits
OPSC	Office of Public School Construction
P-1	First Principal Apportionment
P-2	Second Principal Apportionment
PAR	Peer Assistance and Review
PBIS	Positive Behavior Integration Support
PENSEC	Pupil Estimates for New and Significantly Expanding Charter Schools
PEPRA	Public Employees' Pension Reform Act
PERB	Public Employment Relations Board
PERS	Public Employees' Retirement System
PKS	Particular Kinds of Services
PL	Public Law (Federal)
PL 81-874	Public Law 81-874 (Federal Impact Aid)
PO	Purchase Order
PRA	Public Reform Act
PTA	Parent Teacher Association
PY	Prior Year
QSCB	Qualified School Construction Bond
QZAB	Qualified Zone Academy Bond
R1, R2, R3	Annual Recertification – 1, 2, 3
RAN	Revenue Anticipation Note
RDA	Redevelopment Agency
REU	Reserve for Economic Uncertainties
RFA	Request for Application

RFP	Request for Proposal
ROC	Regional Occupational Center
ROP	Regional Occupational Program
ROTC	Reserve Officer Training Corps
RRMA	Routine Restricted Maintenance Account
RSP	Resource Specialist Program
RTI	Response to Intervention
S/C	Supplemental and Concentration Grant
SAB	State Allocation Board
SACS	Standardized Account Code Structure
SAIT	School Assistance and Intervention Team
SARD	School Attendance Review Board
SARC	School Accountability Report Card
SAS	Statement of Auditing Standards
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SBE	State Board of Education
SCO	State Controller's Office
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SERAF	Supplemental Education Revenue Augmentation Fund
SPI	Superintendent of Public Instruction
SPSA	Single Plan for Student Achievement
STEM	Science, Technology, Engineering and Mathematics
STRS	State Teachers' Retirement System
SWD	Students with Disabilities
TIN	Taxpayer Identification Number
TK	Transitional Kindergarten
TRANs	Tax and Revenue Anticipation Notes
UPC	Unduplicated Pupil Count
UPP	Unduplicated Pupil Percentage
WASC	Western Association of Schools and Colleges

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 202

Health and Safety

TUBERCULIN EXAMINATIONS

Reference(s): CA Education Code 49406, AB 1667

Tuberculin Examinations

~~1.~~ No person shall be employed by Gateway College and Career Academy unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed described in Education Code 49406.

2. This examination shall consist of an X-ray of the lungs, an approved intradermal tuberculin test, or a TB risk assessment (Pursuant to AB1667) which, if positive, shall be followed by an X-ray of the lungs.

3. All employees shall be required to undergo this examination at least once every four (4) years, with the exception of "food handlers" who shall be examined annually. The cost of the follow-up exam for employees/volunteers is borne by the employee/ Volunteer.

4. Once an employee/volunteer has a documented positive test for tuberculosis infection conducted pursuant to this policy, which has been followed by an X-ray of the lungs, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care.

5. After such examination, each employee shall file a certificate with the Charter School from the examining physician showing the employee was examined and found free from active tuberculosis. Results of these tests are strictly confidential.

~~6.~~ This policy shall also include volunteers and interns who have close contact with students at the school.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 203

Health and Safety

SAFE FACILITIES

Reference(s): California Bldg. Stds Code (Part 2, Section 101)
Field Act (Article 3, Section 17280, et seq. and Article 6, Section 17365, et seq)
California Education Code, Chapt. 3, Part 10.5

The Charter School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Riverside Community College will coordinate periodic inspections by Cal OSHA and Riverside County Fire for the Schools facilities.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 204

Health and Safety

IMMUNIZATIONS

Reference(s): **CA Health and Safety Code Sections 120325-120375**
Title 17, CA Code of Regulations, Secs. 6000-6075

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunization records for thee students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from school when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

The CA Department of Health and Safety shall develop and make available for use by licensed physicians and surgeons an electronic, standardized, statewide medical exemption certification that shall be transmitted directly to the California Immunization Registry (CAIR). The form shall be printed, signed and submitted directly to the school the child will attend. Commencing January 1, 2021, the standardized form shall be the only documentation of a medical exemption that the governing authority may accept.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 205

Health and Safety

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION

Reference(s):

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Gateway College and Career Academy Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

<u>COVID-19 (Effective January 1, 2021 and in effect until further notice)</u>

Any student or employee who has a Notification of Potential Exposure to COVID-19, or has received confirmation from a medical professional/laboratory that they have tested positive for COVID-19, will notify the school administration immediately, or as soon as practical thereafter, by phone, email or text.

Notice of Potential Exposure – This is defined as any of the following:

- Notification from a public health official or licensed medical provider than an employee or student was exposed to a qualifying individual at the school site;
- Notification from a student or an employee, or their emergency contact, that the student or employee is a qualifying individual;
- Notification through the school's testing protocol, if the school has such a protocol, that the student or employee is a qualifying individual; or
- Notification from a subcontracted employer that a qualifying individual was on the school site.

A "Qualifying Individual" is defined as any person who has any of the following:

- A laboratory-confirmed case of COVID-19, as defined by the California Department of Public Health;
- A positive COVID-19 diagnosis from a licensed health care provider;
- A COVID-19-related order to isolate provided by a public health official; or
- Died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county.

Within one (1) business day of receiving a "notice of potential exposure" to COVID-19 in the workplace, school administration shall take the following actions:

1. Provide written notice to all students and employees, employers of subcontracted employees, who were on the premises at the same worksite at the "qualifying individual" within the infectious period that they may have been exposed to COVID-19. Such notice must be provided in a manner the school normally uses to communicate employment-related information, such as via hand delivery or email. Notice must be in both English and the language understood by the majority of the employees;
2. Provide written notice to any exclusive representative (union) of employees;
3. Provide all employees who may have been exposed and any exclusive representative with information regarding COVID-19-related benefits to which the employees may be entitled under applicable law, including but not limited to, workers' compensation, COVID-19-related leave, sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to the employees; and
4. Notify all students and employees, and the employers of subcontracted employees and any exclusive representative, on the disinfection and safety plan that the school plans to implement and complete per the guidelines of the CDC.

To provide additional clarification, the term "infectious period" means the time a COVID-19-positive individual is infectious, as currently defined by the CDPH (e.g. 10 days). The term "school

site" is defined as the building, facility, or other location where a student or employee was during the infected period, but excludes buildings, floors, or other locations of the school that a qualified individual did not enter. If the school has multiple school sites, the school need only notify students and employees who were at the same school site as the qualified individual.

If the school is notified of the number of cases that meet the definition of a COVID-19 outbreak, as currently defined by the CDPH, the school administration must notify the local public health agency, within forty-eight (48) hours, of the names, number, occupation and work location of employees or school/classroom location of students, who meet the definition of a qualifying individual. CDPH current guidelines provide that an outbreak is defined as three (3) or more laboratory-confirmed COVID-19 cases in different households within a 14 day period with COVID-19 compatible symptoms. To be compatible with COVID-19, the cases must include "at least two of the following symptoms: fever (measured or subjective), chills, rigors, myalgia, headache, sore throat, new olfactory and taste disorder(s); or at least one of the following symptoms: cough, shortness of breath, or difficulty breathing.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Exposure Control Plan for Blood Borne Pathogens" Policy.)

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 206

Health and Safety

MEDICATIONS

Reference(s): CA Education Code Section 49423

Medication Regimen

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school Executive Director and RCC Student Health Services of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication if the school district receives both a written statement from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Administration of Epilepsy Medication

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the school to have one or more of its employees receive training in the administration of that medication in the event that the pupil suffers a seizure when a nurse is not available.

Administration of Medicinal Cannabis

Medicinal Cannabis may be administered at school by a parent according to district adopted policy which must include: no disruption of educational environment or exposure of cannabis to other students, parent administration only – no staff members to administer cannabis, removal of any remaining cannabis and packaging from school site, parent method to sign in and out for administration and medical recommendation to be kept on file according to confidential health records. The use of smoke or vape forms of cannabis is expressly forbidden on school campus. The school board may amend or rescind this policy.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 207

Health and Safety

DRUG/ALCOHOL FREE WORKPLACE

Reference(s):

It is the intent of GCCA to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
    - Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
    - Refusing to submit to an inspection or testing when requested by administration;

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or

- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Executive Director. Executive Director will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 208

Health and Safety

SMOKE FREE ENVIRONMENT

Reference(s):

The Charter School maintains a smoke-free environment.

Smoking, of any kind, including any form of E-Cigarettes, is not allowed anywhere on Charter School property. It is the responsibility of each staff member and student to adhere to this rule, and to inform his or her guests of our non-smoking policy.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 209

Health and Safety

FIRST AID, CPR, AND HEALTH SCREENING

Reference(s): CA Education Code, Section 49450, et seq.

The Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the Charter School or during school-sponsored activities. To this end, the Charter School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the Charter School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The Charter School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Head Lice

To prevent the spread of head lice infestations, Charter School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 210

Health and Safety

EXPOSURE CONTROL PLAN FOR BLOOD BORNE PATHOGENS

Reference(s): CA Code of Regulations, Section 8, Section 5193

The Executive Director, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The Executive Director shall determine which employees have occupational exposure to blood borne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Executive Director, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 211

Health and Safety

CONDITIONS FOR CLASSROOM AND CHARTER SCHOOL VISITATION

Reference(s): CA Penal Code, Section 627, et seq,

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the Charter School has established the following procedures, pursuant to California Penal Code Section 627, *et seq*., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.

3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the Charter School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor who is denied registration or has his/her registration revoked may request a hearing before the Principal or designee or the Gateway College and Career Academy Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or designee or the Board President within five days after the denial or revocation. The Principal or designee or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal or designee shall be held within seven days after the Principal or designee receives the request. A hearing before the Gateway College and Career Academy Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to the Charter School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the Principal or designee.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable

by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the Charter School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending Charter School activities for any purpose for a period of three (3) years.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 212

Health and Safety

YOUTH SUICIDE PREVENTION

Reference(s):

College & Career Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of our school to protect the health, safety, and welfare of our students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, GCCA will develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies will include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as tutors, and coaches.

Overall Strategic Plan for Suicide Prevention

GCCA will work in conjunction with school-employed mental health professionals (e.g., RCC mental health counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, community organizations and other community supports to identify resources to develop and implement preventative strategies and intervention procedures.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GCCA shall appoint a team to serve as the suicide prevention point of contact for the school. This policy will be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

- RCC Health and Psychological Services where students are able to receive free one-on-one counseling services with a mental health professional by appointment or walk-in. RCC also provides online tools for self assessment as well as school wide mental health awareness events.

  Additional support and information is available through Each Mind Matters http://www.eachmindmatters.org/ and Kognito https://ccc.kognito.com/ .

Prevention

A. Suicide Prevention Training and Education

The Gateway College & Career Academy along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

    - The impact of traumatic stress on emotional and mental health;

    - Common misconceptions about suicide;

    - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

- The factors associated with suicide (risk factors, warning signs, protective factors);

- How to identify youth who may be at risk of suicide;

- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

- School procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

- Responding after a suicide occurs (suicide postvention);

- Resources regarding youth suicide prevention;

- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment to the RCC Psychological Services while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

    - Youth affected by suicide;

    - Youth with a history of suicide ideation or attempts;

    - Youth with disabilities, mental illness, or substance abuse disorders;

- Lesbian, gay, bisexual, transgender, or questioning youth;

- Youth experiencing homelessness or in out-of-home settings, such as foster care;

- Youth who have suffered traumatic experiences;

Resources:

- SafeSchools has a staff training module titled Youth Suicide: Awareness and prevention. This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide ("postvention"). https://www.safeschools.com/courses/youth-suicide-awareness-and-prevention/

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

B. Employee Qualifications and Scope of Services

Employees of the Gateway College & Career Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors) employed by Gateway College & Career Academy.

D. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Gateway College & Career Academy suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the Gateway College & Career Academy Web page and included in the student handbook.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

E. Student Participation and Education

The Gateway College & Career Academy along with its RCC partner will promote the mental health model of suicide prevention and will not encourage the use of the stress model to explain suicide.

In cooperation and in conjunction with our partner RCC Psychological Services, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

    - Coping strategies for dealing with stress and trauma;

    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

  Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Guidance classes, Mindfulness classes, etc.).

  The Gateway College & Career Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, College Success Courses, and National Alliance on Mental Illness on Campus Clubs).

Intervention, Assessment, Referral

A. Staff

Two Gateway College & Career Academy staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal or other school administrator if different from the primary and secondary contact persons. The names, titles, and contact information of multi-

disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. (…..Suicide Prevention Liaisons).

The principal, other school administrator or school counselor shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification and that the student is a minor.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Principal shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt

D. Parental Notification and Involvement

Gateway College & Career Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the student (non-minor) parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers (student if non-minor) refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (Riverside County CPS Hotline **1-800-442-4918**).

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;

- Move all other students out of the immediate area;

- Immediately contact the administrator or suicide prevention liaison;

- Call 911/RCCD PD and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;

- If needed, provide medical first aid until a medical professional is available;

- Parents/guardians/caregivers should be contacted as soon as possible;

- Do not send the student away or leave them alone, even if they need to go to the restroom;

- Listen and prompt the student to talk;

- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Gateway College & Career Academy property, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;

- Listen actively and non-judgmental to the student. Let the student express his or her feelings;

- Acknowledge the feelings and do not argue with the student;

- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by the student (non minor), parents/guardians/caregivers and providers;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

- Inform the student's teachers about possible days of absences;

- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;

- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. (Team to be determined), Suicide Prevention Liaisons, for the Gateway College & Career Academy shall ensure that the school adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
    - Identify a staff member to confirm death and cause (school site administrator);
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:

    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
    - Identify what platforms students are using to respond to suicide death
    - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention

- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/yr14ltr021

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 213

General Institution

Notification of Dangerous Pupils

From California Penal Code Section 243(e) – Paragraphs 5 and 6

(5) … "Injury" means any physical injury which requires professional medical treatment.

(6) …"Custodial Officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Notice Regarding Student Crimes and Offenses
The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written school records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Executive Director or designee shall consult with the site director in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The site director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the site director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the site director or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The site director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's classroom teachers, special education teachers, and counselors.

The teacher shall initial the student's file when reviewing it in the school office. Once the school has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the school's liability.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 214

Health and Safety

Administration of Opioid Antagonist

Purpose:
The purpose of this policy is to establish guidelines for the administration of naloxone hydrochloride or another opioid antagonist in the event of an opioid overdose emergency within the school setting at Gateway College and Career Academy (GCCA). This policy aims to ensure a prompt and effective response to such emergencies while providing appropriate training and protection for qualified personnel.

Authority:
This policy is enacted pursuant to Education Code Section 49414.3, which grants school districts, county offices of education, and charter schools the authority to provide and administer naloxone hydrochloride for opioid overdose emergencies.

Definitions:

1. Auto-Injector: A disposable device designed for automatic injection of a premeasured dose of an opioid antagonist.
2. Opioid Antagonist: Naloxone hydrochloride or another FDA-approved drug that negates or neutralizes the effects of opioids in the body.
3. Qualified Supervisor of Health: Includes a school nurse or another qualified individual.
4. Volunteer/Trained Personnel: Employees who voluntarily offer to administer naloxone and have received proper training.

Implementation:

1. Voluntary Participation:
    - Each school may decide, on a voluntary basis, whether to make emergency naloxone available.

- Consideration of emergency medical response time is encouraged in the decision-making process.

2. Volunteer Training:
    - GCCA may designate one or more volunteers for naloxone training.
    - Training includes recognition of opioid overdose symptoms, storage procedures, emergency follow-up, and CPR.
    - Training is provided at no cost to the volunteer during regular working hours.
3. Training Standards:
    - The Executive Director shall establish and review, every five years, minimum standards for naloxone administration training.
    - The Executive Director shall consult with relevant organizations to ensure adherence to up-to-date guidelines.
4. Notification:
    - A notice shall be distributed annually to all GCCA staff containing information about volunteer opportunities, training, the right to rescind offers, and protection against retaliation.
5. Medication Distribution:
    - Qualified supervisors of health, or administrators if no supervisor is available, shall obtain naloxone to keep in stock.
    - Responsibilities include stocking and restocking naloxone within two weeks of use or before expiration.
6. Administration of Naloxone:
    - Qualified supervisors of health or trained volunteers may administer naloxone using nasal spray or auto-injector.
7. Liability Protections:
    - Volunteers are provided defense and indemnification by the school for civil liability.
    - Good-faith administration of naloxone protects volunteers from professional review, civil liability, and criminal prosecution.
8. Gifts and Donations:
    - The district may accept gifts, grants, and donations to support the implementation of this policy.

Review and Revision:
This policy shall be reviewed periodically to ensure compliance with state regulations and to incorporate any necessary updates. Revisions, if required, shall be made in consultation with relevant stakeholders.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 215

Health and Safety

Responding to Immigration Enforcement at Gateway College and Career Academy

Purpose

Gateway College and Career Academy (GCCA) is committed to providing a safe and inclusive learning environment for all students, regardless of immigration status. This policy outlines procedures for staff to follow in the event of immigration enforcement activities on school grounds, ensuring compliance with federal and state laws while upholding the rights and dignity of our students.

Scope

This policy applies to all GCCA employees, volunteers, contractors, and visitors.

Policy

1. **Non-Discrimination**

GCCA prohibits discrimination, harassment, intimidation, and bullying based on a student's actual or perceived immigration status. All students are entitled to equal access to educational programs and activities.

2. **Protection of Student Information**
    - Staff shall not inquire about or record any information regarding a student's or their family's immigration status.
    - Student records containing personal information shall be protected in accordance with the Family Educational Rights and Privacy Act (FERPA) and California state law.
    - Requests for student information by immigration enforcement officers must be referred to the Executive Director or their designee for review and response.
3. **Access to School Grounds**

- Immigration enforcement officers seeking access to school grounds must present valid identification and a judicial warrant.
- Absent exigent circumstances, staff shall deny access to school grounds to any immigration enforcement officer without a valid judicial warrant.
- Staff must immediately notify the Executive Director or their designee upon receiving such a request and, if possible, consult with legal counsel before responding.

4. **Notification Procedures**
    - In the event of immigration enforcement activity or a request for information, the Executive Director or designee shall notify the student's parents or guardians as soon as possible, unless prohibited by law.
    - The Executive Director or designee shall report any requests for access or information by immigration enforcement officers to the GCCA Board of Directors and the California Attorney General's Office of Immigrant Assistance.
5. **Training and Resources**
    - GCCA will provide regular training to staff on how to respond to immigration enforcement actions, including the handling of requests for information and access to school grounds.
    - "Know Your Rights" information and resources will be made available to students and families in multiple languages.
6. **Emergency Contact Information**
    - Parents and guardians are encouraged to keep emergency contact information up to date, including identifying alternative caregivers authorized to pick up their children in case of a parent's or guardian's unavailability.

Implementation

The Executive Director is responsible for implementing this policy, ensuring that all staff are informed and trained, and that students and families are aware of their rights and protections.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 301

Student Centered

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Reference(s): 42 USC 11434a
42 U.S.C Section 11432(g)(3)(A)
42 USC 11432(g)(1)(J) & (e)(3)(C)(iv)
(42 USC 11432(g)(1)(J))
42 USC 11432(g)
42 USC 11432(g)(3)(C)
42 USC 11432(g)(3)(E)

The Gateway College and Career Academy Board of Directors desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Education for Homeless Youth/McKinney-Vento Homeless Assistance Act- 42 U.S.C 11431-11435

In accordance with the McKinney-Vento Homeless Assistance Act, the Gateway College and Career Academy Board of Directors desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

The McKinney-Vento Homeless Assistance Act is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. The policy statement in Section 11431 explains that each homeless child shall have “equal access” to the same education as other students. Subsection 11432(e)(3) prohibits segregating homeless students. Subsection 11432(g)(3)(A) and (B) require that the local educational agency focus on the “best interest” of the child. In subsection C, children are to be “immediately enrolled” even if medical, academic and residency records are not available. If there is a dispute about enrollment location, the child “shall be immediately admitted to the school in which enrollment

is sought, pending resolution of the dispute." Subsection 11432(g)(6)(A) requires that "notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services . . . such as schools, family shelters, and soup kitchens . . . and that the parent or guardian . . . is fully informed of all transportation services. . . ."

Education of Homeless Youth: 42 USC 11432, EC 48853, 51225.1, 51225.2

Definition of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434 a):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Runaway children or children who are abandoned
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless"
- Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison

Homeless Youth Questionnaire -EC 48551, 48852.5, 48857

Gateway College and Career Academy shall administer a Housing Questionnaire (HQ) for purposes of identifying homeless children and youths and unaccompanied youths in accordance with McKinney-Vento Homeless Assistance Act. The HQ will be provided on an annual basis with Enrollment and Continuing Enrollment Paperwork and available every year in paper form in both English and the family primary language.

Education for Homeless Youth: Rights to Apply for Financial Aid

(EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931). Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Gateway's Homeless Liaison and counselors provide this resource to students and seek resources and support from RCC's Financial Aid office.

Enrollment of Homeless Youth Lacking Records

Gateway College and Career Academy shall immediately admit/enroll the student (subject to the school's capacity and pursuant to the procedures stated in the Gateway College and Career Academy charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 USC 11432(g)(3)(C))

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432(g)(3)(C))

Enrollment Disputes for Homeless Youth

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 USC 11432(g)(3)(E))

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 USC 11432(g)(3)(E))

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432(g)(3)(E))

Written Notice for Homeless Youth

Gateway College and Career Academy shall provide written notice, at the time any child or youth seeks enrollment in the school, and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth)
- Sets forth the general rights provided in this policy
- Specifically states: The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A)
- That no homeless child or youth is required to attend a separate school for homeless children or youths
- That homeless children and youths shall be provided comparable services described in this policy, including comparable transportation services, educational services, and meals through school meals programs
- That homeless children and youths should not be stigmatized by school personnel
- Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

Comparable Services for Homeless Youth

Each homeless child or youth shall promptly be provided services comparable to services in an early college high school and those offered to other students in Gateway College and Career Academy such as:

- Educational services for which the child or youth meets eligibility criteria, such as ESL or special education programs
- Programs for "at risk" students

Transportation for Homeless Youth

Gateway College and Career Academy shall ensure that transportation is provided for homeless students to and from school, at the request of the parent or guardian (or liaison) to an extent comparable to transportation to and from school for all other Charter School students. (42 USC 11432(g)(1)(J))

Homeless Youth School Liaison

The Principal designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C)(iv))

Andrea Zacarias
4800 Magnolia Ave,
Riverside CA, 92506
951 222-8343

The School Liaison shall ensure that (42 USC 11432(g))

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have a full and equal opportunity to succeed at Gateway College and Career Academy
- Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens

- Enrollment/admissions disputes are mediated in accordance with law, the Gateway College and Career Academy charter, and Board policy
- Parents/guardians are fully informed of all transportation services comparable to transportation services to and from school that are available to all other Charter School students
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 302

Student Centered

INDEPENDENT STUDY

Reference(s): CA Education Code, sections 51745, et seq., and 51747;
CA Title 5, CA Code of Regulations, sections 11963, 11963.1 and 11704;
Individuals Disabilities in Education Act

Independent Study is an option for any student who will not be able to attend in person for a period of a minimum of three (3) consecutive school days to a maximum of one academic year. Independent Study is offered at the discretion of the Principal and requires approval from the Principal in writing. A student may participate in a maximum of two (4) Independent Study programs per academic year. In an extenuating circumstance (i.e. serious illness or injury) the Executive Director may approve additional Independent Study days following conference with the parents and teacher.

Independent Study is a voluntary alternative educational process conducted solely for the benefit of the students attending Gateway College & Career Academy ("GCCA" or "Charter School") as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an Independent Study program during an extended absence. Parents are to give **at least five (5) school days notice** of a request for Independent Study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with Principal approval, the teacher will work with the parent to implement an Independent Study program in an expedited manner with less than five (5) school days' notice. Note that frequent absences previously accumulated, parent or guardian availability to supervise and/or assist the student with work, failure to complete a previous Independent Study Agreement, and enrollment in another school or independent study program may factor into the denial or amendment of the length of independent study.

The Board has adopted the following statements in accordance with Education Code Section 51747 and AB 130. These policies apply to all pupils participating in independent study at Gateway College and Career Academy (the "School").

(a) Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For students in grades nine through twelve, [30 days]

When special or extenuating circumstances justify a longer time for individual students, the principal or their designee may approve a period not to exceed [45 days].

(b) Missed Assignments and Level of Satisfactory Progress: When any student fails to complete [3] assignments during any period of [30 days] or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
    - Local performance and progress assessments,
    - Success rates in both high school and college courses,
    - English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board), participation rates,
    - The English learner language proficiency and growth rate,
    - College credits earned,
    - College and career readiness index rate.
- Pupil engagement, as measured by all of the following, as applicable:
    - School attendance rates,
    - Chronic absenteeism rates,
    - High school dropout rates, and
    - Dashboard Alternative School Status (DASS) high school graduation rates.
    - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - Learning required concepts, as determined by the supervising teacher.
    - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Independent study shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admission criteria.

(c) Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,

- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

(d) Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in grades 9-12 inclusive, the School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year,

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

(e) Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days,

(f) Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

(f) Attendance Accounting:

GCCA recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that GCCA is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the Independent Study period.

GCCA asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 303

Student Centered

NOTIFICATION FOR STUDENTS 18 YEARS OF AGE AND OVER

Reference(s):

In the event that the student is 18 years of age and over, no notification will be provided to parents/guardians regarding school, college and disciplinary matters involving the student unless required by law. Notification may be provided with the written permission of the student.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 304

Student Centered

ACCEPTABLE USE OF TECHNOLOGY

Purpose & Scope

Gateway College & Career Academy (GCCA) is committed to fostering a safe, productive, and responsible digital learning environment. Access to GCCA and Riverside Community College District (RCCD) technology, including computers, networks, and internet resources, is a privilege, not a right. This policy outlines acceptable use, student responsibilities, and consequences for misuse to ensure technology enhances student learning while maintaining safety, security, and compliance with all applicable laws.

All students and their parents/guardians must review, sign, and comply with this policy before using school-issued technology or engaging in school-related online activities.

Acceptable Use of Technology

Students must use GCCA technology resources ethically, responsibly, and lawfully in alignment with the school's educational mission.

a. Permitted Uses

- Accessing educational content, assignments, and research materials
- Communicating with teachers and classmates for learning purposes
- Using school-approved learning management systems and tools
- Completing coursework and engaging in structured digital learning

b. Prohibited Uses

- Accessing or distributing inappropriate, harmful, or explicit content
- Engaging in cyberbullying, harassment, or hate speech
- Attempting to bypass security settings or access restricted websites

- Engaging in unauthorized downloads, hacking, or illegal activities
    - Using technology in a manner that disrupts school operations or student learning
    - Using another student's account, password, or identity
      Recording or distributing images, videos, or personal information without consent

c. School-Issued Device Use

- Devices are school property and must be returned upon request.
- Students must keep devices in good condition; damages may result in repair or replacement fees.
- Personal use of school devices must comply with school policies.
- GCCA may remotely monitor and manage all school-issued devices.

d. Internet Filtering & Monitoring

GCCA actively monitors student online activity through GoGuardian and Gaggle:

GoGuardian: Monitors student web activity in real-time, ensuring focus and safety.
Gaggle: Uses AI-powered tools and human review to identify self-harm, cyberbullying, violence, or explicit content.

Anonymous Reporting: Students can report concerns through Gaggle SpeakUp:
Email: speakup@riversidegcca.com
Phone (Text & Voicemail): (951) 400-4550

Student Social Media Policy

Social media is a powerful tool, but students must use it responsibly. Online actions can have real-life consequences, including disciplinary actions and impact on college/career opportunities.

a. Student Responsibilities

- Think before posting—your digital footprint matters.
- Respect privacy—do not share personal information publicly.
- Do not engage in cyberbullying, threats, or inappropriate conduct.
- Report any online harassment, bullying, or threats to school officials.

- Adjust privacy settings on accounts for maximum security.
  Avoid communicating with strangers or suspicious accounts.

b. Prohibited Social Media Behavior

- Posting harmful, defamatory, or offensive content about students, staff, or the school.
- Using social media to bully, harass, or intimidate others.
- Posting, sharing, or engaging in illegal or inappropriate activities online.
- Threatening school safety or engaging in disruptive behavior online.
- Sharing or reposting misinformation that could cause harm.

c. Consequences for Violations

- Violations of this policy may result in disciplinary action, including:
  Suspension or restriction of technology access
- Ineligibility for extracurricular activities
- Parental notification and potential law enforcement involvement
- Expulsion or other school disciplinary measures for serious infractions

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Smartphone & Personal Device Use

To minimize distractions and enhance learning, GCCA has established smartphone guidelines:

Restricted Use: Students may not use smartphones during instructional time unless authorized by a teacher.
Exceptions:
-Emergencies or safety concerns
-Required for medical reasons (with documentation)
-IEP or 504 plan accommodations

Misuse of smartphones may result in confiscation, parental notification, or disciplinary actions.

Agreement & Compliance

Student & Parent Acknowledgment
All students and parents/guardians must sign and return the Technology & Social Media Agreement before accessing school technology. This document will be kept in student records.

By signing, students agree to:

- Follow all acceptable use guidelines
- Use school technology for educational purposes only
- Take responsibility for device care and ethical online behavior
- Adhere to all digital safety policies

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 307

Student Centered

PAYMENT OF RCCD FEES

Reference(s):

Riverside Gateway to College will pay for fees, tuition and books for the classes that the student resource specialist has approved according to the student's Student Educational Plan (SEP). Students are requested to complete the Board of Governors Waiver (BOGW) to reduce the RCCD student fee and health fee and to reduce by 50% the cost of the optional student parking permit.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 308

Student Centered

FULL TIME STUDENT STATUS

Reference(s):

During the first semester in the Riverside Gateway to College cohort, the student is required to take all required classes five days per week. Once the student transitions to the comprehensive campus (typically by their second semester), the student is expected to take a minimum of 12 units per semester. Riverside Community College District (RCCD) offers four semesters per academic year—two 16-week semesters and two 6-week intercessions.

Students additionally are required to complete 900 minutes per week (15 hours) of required supplemental instruction in the school labs. Students will schedule the lab time during school days. Supplemental instruction will support course instruction and prepare students for the California statewide assessments which include the California Achievement Test, Sixth Edition (CAT/6), California Standards Tests (CSTs), and Spanish Assessment of Basic English, Second Edition (SABE/2) for the Standards Testing and Reporting (STAR) program; and the California High School Exit Exam (CAHSEE).

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 309

Student Centered

ACADEMIC PROGRESS STANDARDS

Reference(s):

A student's progress is defined as passing all classes with a C or better. A student is expected to maintain a minimum 2.0 grade point average (GPA).

Once past the Foundation semester, a student is expected to maintain full-time status which is a minimum of three (3) classes per semester and one (1) class per intersession. A student may not withdraw from a college class without the approval of student's counselor and then only in the case of an emergency. The student will retake the class the next term it is offered by the College. If a student does not meet academic expectations, the student may be placed on a *Commitment to Success* at any time during the semester.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 310

Student Centered

GROWTH PLAN AND PROVISIONAL ENROLLMENT AGREEMENT

Reference(s):

Growth Plan

A Growth Plan is a goal setting tool. The Growth Plan is an agreement between the student and his/her counselor that outlines academic/behavior/attendance expe3ctations that the student must meet, what the student will do, and the timelines for the student to achieve the expected results. The student and the counselor will meet regularly to review the student's progress. specialist judgment.

Reasons the student may be placed on a Growth Plan:

(a) not meeting program attendance requirements
(b) not meeting academic performance expectations (i.e., submitting class work, doing homework, taking exams, etc.)
(c) failing one or more classes in a semester
(d) receiving a D or lower in a class
(e) having a cumulative or semester GPA that falls below a 2.0 GPA
(f) being placed on academic alert, probation, or suspension by the college
(g) withdrawing from a class without prior documented approval from the student's counselor

Provisional Enrollment Agreement

A Provisional Enrollment Agreement is an agreement between the student, their parents/guardians (if a minor) and his/her counselor that outlines academic/behavior/attendance expectations. It is used in cases where a student has been unsuccessful, despite other interventions used and is intended to keep students in good standing at RCC. If recommended by the counselors, at the end of the semester, a Provisional Enrollment Agreement may be put in place by an administrator to allow for a student to continue in the program for one additional semester in order to meet with success.

If the student is placed on a Provisional Enrollment Agreement, the student will:

(a) have one semester to improve his/her GPA and/or earn a C in all classes

(b) Identify specific steps/solutions with his/her counselor with a verifiable timeline in which to achieve these goals

(c) meet weekly (or as designated) with his/her counselor to discuss classes, verify completion of assignments and report grades

(d) participate in coaching/tutoring for classes that he/she must retake

If the student does not improve his/her GPA and does not meet the terms of his/her Provisional Enrollment Agreement the student risks aging out or being on academic or progress probation at RCC and/or not being able to enroll in college courses.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 311

Student Centered

SPECIAL EDUCATION PLACEMENT

Reference(s):

The special education students of Riverside Gateway to College shall retain their right under the Individual with Disabilities Education Act (IDEA) even while enrolled in community college programs, including their right not to have a suspension, expulsion and other disciplinary actions effectively change their placement without agreement of the Individualized Educational Plan (IEP) team.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 312

Student Centered

SECURING DISABILITY-RELATED SERVICES FOR STUDENTS WHO HAVE, OR MAY HAVE A DISABILITY

Reference(s): **CA Title 5 Regulations**
Section 504 of the CA Rehabilitation Act
Americans With Disabilities Act (ADA)

Riverside Gateway to College and RCCD's Office of Disabled Student Programs and Services (DSP&S) can provide appropriate, comprehensive, reliable, accessible services to students and encourage academic achievement, independence, self-advocacy and social inclusion for students in disability groups outlined in California's Title V Regulations; Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the federal laws that cover how individuals with special needs are to be accommodated by the college; and IDEA, the federal law that pertains to students with special needs who are enrolled in the K-12 system.

Procedures for addressing student special needs

a) Student is on an active IEP:

A meeting will be set up between the Riverside Gateway to College manager of student retention and support, the student resource specialist, the school district representative, the parent, and student to determine what services the school will provide and what services RCCD will provide.

b) Student is thought to have an active IEP or to have received special education services:

The student resource specialist will refer the situation to the manager of student retention and support that will investigate whether the student has an active IEP.

i) If the student has an active IEP, the procedure outlined above for active IEPs will be followed.

ii) If the student does not have an active IEP or has never had an IEP, the student may be referred to the chartering school district to determine if the student has a condition that requires accommodation.

c) The student or his/her parent is responsible for providing documentation regarding the student's disability. Riverside Gateway to College is not obligated to provide documentation.

d) Student thinks he/she needs disability-related services:

A student may initiate services by contacting Riverside Gateway to College as soon as he/she has decided to apply to the school or enroll. School staff will contact the chartering school district in the event student may have a disability and may refer the student to the school district to determine the need for assessment and services. Pending receipt of documentation of an IEP or 504 Plan, Riverside Gateway to College reserves the right to determine student eligibility.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 313

Student Centered

SCHOOL DISCIPLINE

Reference(s): CA Education Code Sections 212.5, 233, 48900, 48910, 48915; CA Health and Safety Code Sections 11014.5, 11053; CA Penal Code Sections 243.4, 261, 266c, 286, 288, 289, 417.27, 12550, 12556

A student enrolled in Gateway College and Career Academy may be recommended for suspension or expulsion if the school's Director/Principal and/or designee has determined that the student has committed an act which involved physical injury; violence; weapons; a controlled substance, including alcohol; robbery or extortion; damage to school, college, or private property; stolen or stealing property; tobacco; obscene behavior or habitual profanity or vulgarity; drug paraphernalia; disrupting school activities or willfully defying school officials; knowingly receiving stolen property; brandishing an imitation firearm; committing or attempting to commit a sexual assault or battery; harassing, threatening, or intimidating a student or a school staff member; or, engaging in hazing.

1.1 A student may be suspended or expelled for acts that are enumerated and related to school activity or attendance that occur at any time
(a) while on school grounds
(b) while coming or going to school
(c) during the lunch period whether on or off the campus
(d) during, or while going to or coming from, a school sponsored activity

1.2 In addition to reasons specified above in section 10.0, a student may be suspended from school or recommended for expulsion if the school's Director/Principal and/or designee has determined that the student has committed an act which involves sexual harassment, hate violence, harassment, threats and intimidation, disruption of the instructional process, terroristic threats against school officials and/or school property.

A. Steps for Managing Student Behavior

Disciplinary sanctions may be applied according to sections 10.0 – 10.2 of the Gateway College and Career Academy Student Discipline Policies. In addition, Gateway College and Career Academy maintains the following disciplinary actions for students violating behavioral expectations:

a) Verbal warning, documented by Counselor
b) *Behavior Success Contract* outlining expectations and time lines for improvement. Refer to Gateway College and Career Academy Student Discipline Policies sections 13.0 – 13.1.
c) In accordance with Gateway College and Career Academy values, encourage student to allow parental communication and involvement for support (note: not required for students over 18 according to Gateway College and Career Academy and RCCD student policy).
d) Suspension or expulsion from Gateway College and Career Academy and/or the College.

1.1 If a student violates the *Behavior Success Contract*, following consultation with the Counselor and the program administrator, the student may be placed on probation or dropped from Gateway College and Career Academy. If placed on probation, the student will have one full semester to improve his or her performance.

Students who are placed on probation at the end of the semester will have one full semester to improve GPA and/or demonstrate success in all classes.

The Counselor will notify the school administrator and the manager of student retention and support of students placed on a *Behavior Success Contract* with copies in the student's school file.

B. Expectations for Student Conduct and Behavior

Gateway College and Career Academy expects students will conduct themselves as responsible members of the school and College community. Gateway College and Career Academy assumes that students will observe standards of conduct, which are appropriate to the pursuit of educational goals. It is assumed that the conduct will enhance the educational experience, not disrupt it. RCCD has a code of student conduct that the student must follow. This policy covers attendance, grading, conduct violations, such as

cheating, plagiarizing, alcohol and drug use, disruptive conduct and dismissal. These policies are discussed in the *Riverside Community College Student Handbook*. *(*Reference *Riverside Community College District Regulations for Policy 6080, Student Discipline and Due Process)* Both Gateway College and Career Academy and the Riverside Community College District will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances.

1.1 Gateway College and Career Academy expects the student to demonstrate a commitment to maintain enrollment in the school by:

• attending all classes regularly - 100% attendance is expected

• attending all classes on time.

• completing all assignments, tests, and required lab hours according to instructors' standards

• communicating with instructors and the Counselor regularly

• contacting the instructor if the student is going to miss class or already missed class

• turning off and putting away all cell phones, beepers, CD players, etc. during class time

• respecting the instructor and peers by not carrying on side conversations during class

1.1.1 Student Attendance Policy

Expected student attendance is 100%. A student is required to contact the school as soon possible in the event of illness or an emergency situation. The student may be required to bring documentation to excuse the absence. A student who has a minimum of three unexcused absences from a class will be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian. An additional unexcused absence may result in being dropped from the class.

1.1.2 Student Tardy Policy

Students are expected to arrive to class on time. A student is required to contact the school as soon as possible in the event of an emergency situation. The student may be required to bring documentation to excuse

the tardy. A student who has a minimum of three unexcused tardies from a class will be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian. A fourth unexcused tardy will result in being suspended from the class for one day. A fifth unexcused tardy may result in being dropped from the class.

2.1 In addition students are expected to conduct themselves in a manner that does not disrupt the educational process, including such behaviors as

- coming to class under the influence of alcohol and/or drugs
- cheating or plagiarizing
- stealing or theft of personal or school or college property
- damaging personal or school or college property, including vandalism and graffiti

2.2 Consequences for not meeting the student conduct expectations:

The student will meet with his/her Counselor who will determine the consequences of his/her conduct. The consequences range from:

•verbal warning

•*Behavior Success Contract*

•referral to a Gateway College and Career Academy administrator

•referral to the Dean of Student Services of RCCD, according to College policy

•suspension or expulsion from the Gateway College and Career Academy and/or RCCD.

As noted in section 12.0, the school and the College will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances.

C. <u>Behavior Success Contract</u>

A *Behavior Success Contract* is an agreement between the student and the Counselor that outlines conduct expectations that the student must meet, the barriers that the student has in meeting the expectations, what the student will do to overcome the barriers, and the timelines for the student to achieve the expectations. The student and the Counselor will meet regularly to review the student's progress.

If the student does not meet the expectations of the *Behavior Success Contract*, the student risks being suspended or expelled from the school.

D. Suspension

Gateway College and Career Academy students will be enrolled in college classes and therefore must adhere to the Riverside Community College District standards for student conduct as described in the *Riverside Community College Student Handbook* and the Gateway College and Career Academy Student Handbook. Students who violate these policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended for up to ten school days.

1.1 If the student is under 18 years old, the school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension.

E. Expulsion

If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents a threat to the health and safety of the student or others, the school may take action to expel the student.

a) In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense.
b) If the governing board determines that the case merits expulsion, the student may be expelled or may have the expulsion suspended and be placed on probation. If the student violates the terms of the probation he/she may be expelled from the school.
c) These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an Individualized Educational Plan team meeting if a suspension or series of suspensions totals more than ten days or in the event that expulsion is recommended.
d) Gateway College and Career Academy will notify the school district of any expulsions and will include suspension and expulsion data in its annual performance report.

Grounds for Suspension and Expulsion – EC 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is

enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)Caused, attempted to cause, or threatened to cause physical injury to another person.(2) Willfully used force or violence upon the person of another, except in self-defense

- (b)Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the concurrence of the principal or the designee of the principal

- (c)Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind

- (d)Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- (e)Committed or attempted to commit robbery or extortion

- (f)Caused or attempted to cause damage to school property or private property

- (g)Stole or attempted to steal school property or private property

- (h)Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products

- (i)Committed an obscene act or engaged in habitual profanity or vulgarity

- (j)Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code

- (k)(1)Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (3) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (4) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025. (EC 348910.1 – provisions (3) and (4) apply to charter schools.)

- (l)Knowingly received stolen school property or private property

- (m)Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

- (n)Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code

- (o)Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both

- (p)Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

- (q)Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events

- (r)Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

    - Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property

    - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health

    - Causing a reasonable pupil to experience substantial interference with his or her academic performance

    - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

- "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    - A message, text, sound, video, or image

    - A post on a social network Internet Web site, including, but not limited to:

        - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1)

        - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly, and without consent, impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

- ✧ Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1)

- ✧ “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile

- ✧ An act of cyber sexual bullying

- ✧ For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act

- ✧ For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

- ✧ Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

- ✧ “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

- A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
    - (1) While on school grounds
    - (2) While going to or coming from school
    - (3) During the lunch period whether on or off the campus
    - 4) During, or while going to or coming from, a school-sponsored activity
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury upon another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)
- As used in this section, "school property" includes, but is not limited to, electronic files and databases
- For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5
- It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities

EC 48900.2

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the

pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive enough to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

EC 48900.3
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive enough to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC 48900.7
In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Dangerous Objects

- **Laser Pointer** – PC 417.27
  It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose

- **Imitation Firearm** – PC 12550, 12556
  A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school

Mandatory Expulsion Violations – EC 48915
Schools shall immediately suspend and recommend expulsion for students who commit any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm

- Brandishing a knife at another person

- Unlawfully selling a controlled substance

- Committing or attempting to commit a sexual assault

- Possession of an explosive

The school board shall order the student expelled upon finding that the student committed the act.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 314

Student Centered

STUDENT FREEDOM OF SPEECH AND EXPRESSION

Reference(s):

The Governing Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the principal or designee at least one school day prior to distribution.
2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the principal).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the principal).

5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the local school administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Enforcement

1. The principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Any student may appeal the decision of the principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.

3. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 315

Student Centered

STUDENT FEES

Reference(s): CA Education Code, section 49010
Article IX of the CA Constitution, Section 5
Hartzell v Connell, (1984) 325 Cal.3d 899

The Board of Directors of Riverside Gateway to College Early College High School recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of Gateway to College Early College High School and Gateway College and Career Academy's educational program, including curricular and extracurricular activities.

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, and charges, Gateway to College Early College High School and Gateway College and Career Academy shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions.

Nothing in this policy limits a parent/guardian or student's right to voluntarily contribute time or things of value to our schools. This policy is subject to the Gateway to College Early College High School or Gateway and College Career Academy school uniform complaint procedure.

The Free School Guarantee

In accordance with the California Constitution and Education Code Section 49011, "a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity."

The following definitions shall apply for purposes of this policy:

(a) "Educational activity" means an activity offered by a school, school district, charter school, or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

(b) "Pupil fee" means a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

(i) A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

(ii) A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.

(iii) A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Additional Assurances

With regard to charging fees, Riverside Gateway to College Early College High School also adopts the following policies:

- No pupil or parent/guardian will be required to request a fee waiver.
- No pupil or parent/guardian will be offered a two-tier educational activity with a minimal opportunity for free and a second, higher opportunity for a fee.
- No pupil will be offered or denied the opportunity to participate in educational activities based on whether his or her parent/guardian contributed money, goods, or services to the school.

Voluntary Contributions

Pupils, parents, and guardians are still encouraged to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be

encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

Notice

The Charter Schools shall provide all students, parents/guardians, employees, and other interested parties with an annual notification about the requirements relating to the prohibition against districts requiring students to pay fees, deposits or other charges in order to participate in an educational activity, unless authorized by law, and the filing of complaints for alleged violations using the uniform complaint procedures.

Complaint Procedures

Pupils, parents, and guardians may submit complaints which allege that Gateway to College Early College High School or Gateway College and Career Academy has violated the policy on student fees stated above.

Complaints regarding unlawful fees must be made using the uniform complaint procedures and form adopted by Riverside Gateway to College Early College High School. If a complaint regarding a particular fee is determined to have merit, Gateway to College Early College High School or Gateway College and Career Academy will reimburse all such fees paid by any individual.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 316

Student Centered

INVOLUNTARY REMOVAL OF STUDENT

Reference(s): CA Education Code sec 47605(b)(5)(J)(iii); 47605(d)(3);
Family Educational Rights and Privacy Act (FERPA)
Disabilities Education Improvement Act of 2004 (IDEA)

This Involuntary Removal Policy has been established to ensure that all students are provided with due process prior to being involuntarily removed from Gateway College and Career Academy ("GCCA" or "Charter School") for any reason. In creating this policy, GCCA has reviewed Education Code Section 47605(b)(5)(J)(iii), which describes the procedures required to involuntarily remove a student from the charter school.

As used herein, "involuntarily removal" (or any form of this phrase) includes circumstances resulting in the student being disenrolled, dismissed, transferred, or terminated for reasons unrelated to student discipline. It does not include removal for disciplinary reasons, which is governed by the suspension and expulsion procedures of the Charter School (See Policy 313 School Discipline).

- **Authority to Initiate Involuntary Removal** - a student may be involuntarily removed by GCCA if the student:
    - Fails to comply with reasonable requests to improve academic progress, consistent with the standards for academic progress
    - Fails to comply with reasonable requests to improve attendance, consistent with the attendance policy.

Any such involuntary removal shall be in accordance with the following procedures:

- **Notice of Involuntary Removal** - No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to involuntarily remove the student at least five (5) school days before the effective date of the action.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The written notice shall inform the student and/or parent(s)/guardian(s) of the following:

- The charges or reasons the student is to be involuntarily removed from the Charter School
- The effective date of the student's removal from the Charter School
- An explanation of the student's right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate
- The date by which the student must provide his/her written request to initiate the hearing procedures indicated above. This date must be at least five (5) school days prior to the effective date of the student's removal action
- That if the Charter School does not receive the student's written request to initiate the hearing procedures by the date set forth in the written notice, the student will be deemed to have waived any such hearing procedures and may be involuntarily removed accordingly.

If the student's parent, guardian, or educational rights holder initiates the hearing procedures specified below, the student shall remain enrolled, permitted to attend school, and shall not be involuntarily removed until the Charter School Board of Directors issues a final decision.

- **Removal Hearing** - If requested by the student and/or the student's parents/guardians, the removal hearing shall be held within thirty (30) school days of the date the Charter School receives the student's timely written request for such a hearing, unless the hearing is postponed for good cause.

  A student subject to removal may request a hearing to be held before the neutral and impartial Charter School Board of Directors or before a neutral and impartial Administrative Panel, to be assigned by the Board of Directors, as needed.
  The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend removal of any student who

may be involuntarily removed in accordance with Charter School policies, and the Board of Directors shall make the final determination.

In the event an Administrative Panel holds the hearing, it will make a recommendation to the Board for a final decision on whether to involuntarily remove the student. The hearing, whether held by an Administrative Panel or the Board of Directors, shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date, time and location of the hearing
- A statement of the specific facts, charges and/or offenses upon which the proposed removal is based
- A copy of the Charter School's policy supporting and/or requiring the removal of the student as well as a copy of this Policy
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

- **Record of Hearing** - A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

- **Presentation of Evidence** - While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence

on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to involuntarily remove must be supported by substantial evidence supporting the student's removal. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to involuntarily remove a student shall be based solely on hearsay.

- **Written Notice of Removal** - The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the removal of the student. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

  If the Administrative Panel decides not to recommend removal and/or if the Board determines not to involuntarily remove the student, the student shall immediately be returned to his/her educational program.

  The Executive Director or designee, following a decision of the Board of Directors to involuntarily remove a student, shall send written notice of the decision to involuntarily remove, including the Board of Directors' adopted findings of fact, to the student or parent/guardian within ten (10) school days following the conclusion of the hearing.

  This notice shall also include the specific reason(s) for the involuntary removal of the student.
  The Executive Director or designee shall send written notice to the Student's district of residence, within thirty (30) days that the student is no longer enrolled at Charter School, consistent with Education Code 47605(d)(3). The notice shall include the student's name and last known address.

- **No Right to Appeal** - The student shall have no right of appeal his or her removal from the Charter School as the Charter School Board of Directors' decision to remove the student shall be final.

- **Special Procedures for the Involuntary Removal of Students with Disabilities** - A student identified as an individual with disabilities or for whom GCCA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for removal and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to, the California Education Code, when removing a student identified as an individual with disabilities or for whom the Charter School has a basis of

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

- **Procedural Safeguards/Manifestation Determination** - Within ten (10) school days of a recommendation for involuntary removal, but in any case, before the student is removed, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

    - If the conduct in question or reason for the involuntary removal was caused by, or had a direct and substantial relationship to, the child's disability

    - If the conduct or reason for the involuntary removal in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

  If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability and the child shall not be involuntarily removed.

  If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

    - Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

    - If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior

    - Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan

  If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the conduct in question (reason for involuntary removal) was not a manifestation of the student's disability, then the Charter School may apply the relevant involuntary removal procedures to children with disabilities in the same

manner and for the same duration as the procedures would be applied to students without disabilities.

All other protections afforded under Section 504 and/or the IDEA shall be available to a student who is involuntarily removed.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 317

Student Centered

ATTENDANCE AND ABSENCES

Reference(s): CA Education Code Sections 46012, 48205, 48260, 48262, 48263, 48264, 48908, 49701 and 60901; CA Elections Code Section 12302

Attendance Expectation

Consistent and reliable attendance is expected. This includes classroom attendance and all scheduled meetings. A student is required to contact the school as soon as possible in the event of illness or an emergency situation. The student may be required to bring documentation to excuse and verify the absence. A student who has a minimum of three unexcused absences from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian.

Please note that the College has departmental and campus standards for class attendance. All pupils enrolled in college classes are subject to those standards. Be sure to attend all RCC class sessions and consult the course syllabus.

Gateway College & Career Academy urges parents/students to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The school also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a student will learn and the greater the amount of funding that the school will receive from the state to provide academic programs for students. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Excused Absence Reasons (Education Code- EC 48205)

- Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
    - Due to the pupil's illness
    - Due to quarantine under the direction of a county or city health officer
    - For the purpose of having medical, dental, optometric, or chiropractic services rendered

- For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen

- A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence
- For purposes of this section, attendance at religious retreats shall not exceed four hours per semester
- Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments
- "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time (Education Code 48980).

Method of Verifying an Excused Absence (5 CA ADC § 306)

When a student returns to school after an absence, the student MUST present a satisfactory explanation verifying the reason for the absence within 2 days. After 2 days w/out verification of an excused reason, the absence will be considered unexcused and the student will be considered truant. Excused/unexcused absences do not apply to RCC classes. Please consult your RCC course syllabus for college course attendance policies. The following may be used to verify absences:

- Written note (hard copy or electronic) from parent/guardian, or student if 18 or older (EC 46012)
- Physician's note
    - When excusing students for confidential medical services or verifying such appointments, staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment
- Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    - Name of student
    - Name of parent/guardian or parent representative
    - Name of verifying employee
    - Date(s) of absence
    - Reason for absence
- Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined in #3 above
- Any other reasonable method that establishes the fact that the student was actually absent for the reasons stated. A written record shall be made, including information outlined in #3 above

Tardiness

Students are expected to arrive to class on time. A student is required to contact the school as soon as possible in the event of an emergency situation. The student may be required to bring documentation to excuse and verify the tardy. A student who has a minimum of three unexcused tardies from a class may be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian.

Please note that the College has departmental and campus standards for tardiness. All pupils enrolled in college classes are subject to those standards. Be sure to be on time to all RCC class sessions and consult the course syllabus.
Repeated tardies in excess of 30 minutes lead to the student being designated as truant.

Chronic Absenteeism Definition (EC 60901)

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement*.*

Truancy Definition (EC 48260, 48262 and 48263.6)

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided in the excused absences section below.

Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 318

Student Centered

Dress Code

Students enrolled in Gateway College and Career Academy (GCCA) shall be dressed and groomed according to standards that will NOT substantially interfere with or detract from the school environment or disrupt the educational process. Students are expected to dress appropriately when participating in meetings, campus events, and class sessions. GCCA is first and foremost an educational environment. To avoid distractions in the classroom, and to create a positive learning environment, a dress code must be followed. The following types of clothing and accessories are NOT ALLOWED:

- Items promoting alcohol, tobacco, drugs or violence.
- Writing or images promote racial, sexual, ethnic, or religious prejudice.
- Items containing vulgar or offensive language.
- Pants or shorts that are sitting too low below the waistline.
- Shorts, dresses, and skirts that are not appropriate (extremely revealing).
- Attire that is sheer or exposes any of the following: chest, stomach, and undergarments.

Any student wearing inappropriate clothing will be required to change immediately. Administration has final say in what is deemed appropriate for school. The student must correct the problem or go home to change clothes.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 319

Student Centered

MATHEMATICS PLACEMENT POLICY

BACKGROUND

The California legislature passed SB 359, the California Mathematics Placement Act of 2015. The new law requires Local Educational Agencies, including charter schools; to have a board approved placement policy for mathematics for 9th grade students in place beginning with the 2016-17 school year. The intention of the state is to ensure that all students, regardless of race, ethnicity, gender, or socioeconomic background, have an equal chance to advance in mathematics, and to increase the number of students prepared to enter college and careers in science, technology, engineering, and mathematics (STEM). In particular, a student's 9th grade math course placement is a crucial crossroads for their future educational success. Misplacement in the sequence of mathematics courses can create a number of barriers and results in pupils being less competitive for college admissions. A fair, objective and transparent policy on 9th grade math placement may help reduce misplacement of students into the appropriate math course as they enter high school.

The mission of Gateway College and Career Academy is to provide learners who are not on track to graduate with the opportunity to complete high school and achieve success within a supportive college community. This mission is supported by providing a personalized placement in math courses for all Gateway College and Career Academy students, along with follow up monitoring of student success, in order to customize the student's educational plan to best meet the academic needs and educational goals of each student. Gateway College and Career Academy serves a diverse population of students from many different backgrounds, and through the Personalized Performance Learning approach, the school can support every student in achieving their academic potential, across all demographic groups.

MATHEMATICS PLACEMENT

The counseling staff in consultation with math instructors and academic support personnel make math placement decisions. While school staff are primarily responsible for making math placement decisions, parents and students play a key role in in the final decision. Families can make a request for a particular math placement during the enrollment or re-enrollment process.

School staff members take into account multiple measures to determine the math course placement that will lead to the greatest student success for each student. Multiple objective academic measures of student performance are the most important indicators taken into consideration. These include student transcripts, past grades, performance in the previous math courses, results of the statewide mathematics assessments, including interim and/or summative assessments as available, results of gifted and talented testing, and placement tests that are aligned to state-adopted content standards in mathematics. For students with an active Individualized Education Program (IEP), the goals and progress of the IEP are taken into consideration.

The following guidelines are used when making math placement decisions for 9th grade students:

- Students entering 9th grade who have successfully completed a level of math of Geometry or above are placed into the next level math course (Algebra 1 and Geometry can be interchangeable courses) (RCC math 11, 25, 26, 35).
- Students who have successfully completed the high school Algebra I requirement prior to 9th grade are placed into Geometry or higher (Algebra 1 and Geometry can be interchangeable courses)(RCC math 11, 25, 26, 35).
- Students who enter 9th grade with a C or better in 8th grade math or Pre-Algebra or Algebra Readiness are placed in Algebra I (RCC math 25, 26, GCCA Algebra 1).
- Students who enter 9th grade having already failed Algebra I, or who received a grade lower than a C in Pre-Algebra or Math 8 or Algebra Readiness, are placed into a modified pace Algebra I course that is divided into Part 1 and Part 2. (GCCA Foundation math or GCCA Algebra 1).
- Students who were in a non-traditional educational setting prior to entering 9th grade may use the alternative evaluation procedures laid out in the School Handbook. (Foundation math assessment on paper or online assessment ALEKS).

ACCOUNTABILITY

In order to provide a transparent policy regarding Mathematics placement, the board approved policy will be posted on the school's website under the "School Information" section. Students and parents have the right to timely recourse if they do not agree with the school's math placement decision. The first step in this process is contacting the student's counselor to discuss the placement decision.

The school will monitor the success of placement decisions by reviewing math placement at the end of the first month of each semester. Placement will be re-evaluated using student success data. Students who are struggling will be given various academic interventions and supports. Students who appear to have mastered the material in a course may be considered for acceleration with the approval of their counselor.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO.320

Student Centered

COURSE SUBSTITUTIONS AND WAIVERS

Reference(s): California Education Code (EC) Section 51225.3

Beginning in the 1986-87 school year, California Education Code (EC) Section 51225.3 has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of local education agencies (LEAs) have the authority to supplement the state minimum requirements at the local level.

EC Section 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

Unless otherwise specified, each course shall have a duration of one school year:

- Three courses in English
- Two courses in mathematics, including one year of Algebra I (EC Section 51224.5)
- Two courses in science, including biological and physical sciences
- Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics
- One course in visual or performing arts, foreign language, or commencing with the 2012-13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
- Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
- Other coursework adopted by the local governing board of the LEA

The local governing board of the LEA with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

- Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

Purpose & Scope

To describe the process for students to request consideration for possible course substitutions/waivers.

Definitions

- Course Substitutions—A course substitution allows a student to use an alternative course to meet a program requirement
- Course substitutions are made in the context of the program requirements.
- Course substitutions must maintain the integrity of the curriculum.
- Substituted courses must include substantially the same learning outcomes as the required course.
- Students who are granted substitutions must still earn the total credit hours required for the GCCA diploma.
- Course Waiver— A course waiver allows students to graduate without completing a graduation requirement.
- Students who are granted waivers must still earn the total credit hours required for the GCCA diploma.

Policy

Students may submit course substitution/waiver requests when they desire to substitute one course for another when a clear equivalency, near equivalency, or benefit to the student's individualized college/career/work readiness plan exists between courses.

The student must submit to the Principal the course substitution/waiver request on the required form along with any relevant documentation that verifies that the proposed substitute course is equivalent, nearly equivalent, or benefits the student's individualized college/career/work readiness plan. The Principal makes the final decision to approve or deny the course substitution/waiver request.

Procedure(s)

1. After conferring with their academic counselor to ensure that the school policies related to course substitutions/waivers are applicable and will be followed, the student completes the required course substitution/waiver form, gathers any necessary documentation, and submits the request to the Principal.

2. The Principal conducts a review to determine equivalency, near equivalency, or benefit to the student's individualized college/career/work readiness plan, decides to approve or deny, and communicates the decision to the student and counselor.

3. For approved requests, the counselor updates the student's academic plan to reflect the approved course substitution or waiver.

Course Substitutions/Waiver – Guidelines

- Requests for substitutions/waivers are limited to the following courses:

    - Introduction to College (GUI 45)
    - Career Exploration and Life Planning (GUI 47)
    - College Success Strategies (GUI 48)
    - Courses in the Communications and Analytical Thinking category
- Students who are approved for a course substitution/waiver must:
    - Remain in good academic standing
    - Demonstrate commitment to completing a defined college degree or certificate pathway
    - Submit work samples as required
    - Communicate consistently with academic counselor for progress monitoring
    - Complete originally required courses if substituted/waived courses are not successfully completed.
- Substitutions/waivers can only be made if the student's opportunity to achieve the School learning outcomes is maintained.
- Substitutions may only be granted using Riverside Community College District courses.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO.321

Student Centered

STUDENT MOBILE DEVICE USE

Purpose

The purpose of this policy is to create an environment that minimizes distractions, promotes engagement, and encourages students to take responsibility for their learning by following a structured mobile device usage protocol.

Policy

- **Check-In Requirement:** Upon entering the classroom, each student must demonstrate that their phone is securely stored.

Options for Storage:

  - Mobile device Pouch: Place the phone in a designated classroom pouch.
  - Mobile device Hotel: Each student has an assigned cubby for phone storage.
  - APEX Classrooms: Place the phone in a backpack stored out of sight.
- **School-Wide No Mobile device Policy:** All classrooms follow a consistent no-cell-phone policy. The administration communicates this policy during enrollment and in letters home to students and parents.

MTSS Tiered Consequences for Mobile device Policy Violations

Step 1: Initial Warning and Teacher-Managed Interventions

- 1st Offense: Verbal warning from the teacher, reminding the student of the no-cell-phone policy.
- Counselor is notified of the behavior.

Step 2: Parent Contacted with Behavioral Interventions Discussed

- 2nd Offense: Parent/Guardian contacted and that communication would be documented.

Documentation: The student's behavior is documented, and the parent/guardian would be contacted to discuss additional strategies and inform them of the behavior.

Step 3: Intensive Interventions with Counseling Support

- 3rd Offense: Counseling session and review of the behavior expectations (in the syllabus).

Mandatory Counseling: The student meets with their counselor to discuss the impact of mobile device use on their learning and identify strategies for adherence to the policy.

Documentation: The student's behavior is documented, and the counselor may contact the parent/guardian to discuss additional strategies and inform them of the behavior.

Step 4: Administrative Meeting and Possible Further Consequences

- 4th Offense: Administrative Response: Administration contacts the student's parent or guardian to discuss the recurring issue and document the write-up.
- Behavior Intervention: Student is placed on a class schedule to attend class from their counselor's office in L6. Administrative meeting involving the student, parent/guardian, counselor, and administrator.

Outcomes: The student and parent/guardian meet with school administration to discuss compliance and outline potential consequences for ongoing violations, including disciplinary actions or additional restrictions. This may result in the student checking in their phone with their counselor before they go to class, or attend class from their counselor's office.

Mobile Device Usage Agreement

Students and parents/guardians will be asked to read the policy and sign a consent form indicating that they understand and agree to the terms outlined in the Gateway College and Career Academy mobile device policy.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO.322

Student Centered

Student Emergency Fund

Purpose
The **Student Emergency Fund (SEF)** at Gateway College and Career Academy is designed to provide limited, short-term financial assistance to currently enrolled GCCA students who are experiencing an unexpected emergency that could impact their ability to attend school or stay on track academically. As a tuition-free public charter high school, GCCA is committed to ensuring all students have equitable access to support during times of crisis.

While GCCA is proud to offer direct assistance through the SEF, students will also be connected to additional support services through our network of **community partners**. These community resources should be considered and, when appropriate, accessed **prior to** awarding SEF funds to ensure a sustainable and coordinated response to student needs.

Eligibility Criteria
To qualify for support through the SEF, students must meet the following criteria:

- **Currently Enrolled**: Must be actively enrolled at Gateway College and Career Academy at the time of application.
- **Immediate and Unexpected Hardship**: Must be facing a sudden financial crisis or emergency that poses a risk to the student's continued education or well-being.
- **Community Resources First**: Must have explored or accessed available assistance through GCCA's Coordination of Services Team (COST), when appropriate.
- **Exhausted Other Options**: Must show that other available funding (e.g., support from family, payment plans, school-based or COST services) has been explored or is not available in a timely manner.
- **Documentation**: Must submit documentation verifying the emergency and related financial need.
- **Academic Standing**: Must be in good academic standing or demonstrate consistent effort toward satisfactory progress.

Allowable Uses of Funds
Student Emergency Fund awards are intended to help with **critical, short-term needs** that directly impact a student's ability to stay in school, such as:

- **Educational Expenses**: Books, lab materials, essential school supplies, technology for coursework (e.g., Chromebook replacement).

- **Basic Needs**: Emergency shelter, food insecurity, utility assistance.
- **Health & Safety**: Medical, dental, or mental health costs not covered by other sources.
- **Personal Crisis**: Costs resulting from incidents such as theft, fire, or natural disaster that result in loss of essential belongings.

Non-Allowable Uses
Funds **will not** be used for:

- Routine, expected, or recurring costs such as rent, cell phone bills, or car payments not connected to an emergency.
- Non-essential items or elective expenses (e.g., travel, entertainment).
- Costs already covered or reimbursed by another agency, program, or school-based fund.
- Retroactive expenses from previous semesters.

Award Amounts

- **Maximum Award**: **Generally** capped at **$250 per incident**, depending on the student's documented need and availability of funds.
- **Repeat Requests**: Students may apply more than once during their enrollment at GCCA but must show a new and different emergency each time. Total annual disbursements per student may be limited based on fund capacity.

Application Process

1. **Application Submission**: Students must complete a SEF application form and submit it to GCCA's Counseling or COST team.
2. **Include Documentation**: Applications must include documentation of the hardship (e.g., utility shutoff notice, police report, eviction notice, medical bill, etc.).
3. **Community Partner Referral**: COST will assess whether any community partner resources should be accessed before SEF funds are awarded.
4. **Review and Determination**: COST will assess the application and make a funding decision within **5–10 school days**.
5. **Disbursement**: If approved, funds will be disbursed via the most appropriate method (gift card, check, or payment to a third-party vendor). No cash will be distributed directly to students.

Confidentiality
All application materials and personal information shared through this process will be kept confidential and shared only with staff involved in reviewing and administering SEF support.

Oversight and Equity

- The SEF is administered by GCCA leadership in coordination with COST and Counseling staff.
- A log of SEF requests and awards will be maintained to ensure accountability, support future fundraising, and monitor trends in student need.
- GCCA is committed to **equitable access** and will make every effort to ensure that the fund supports students from diverse backgrounds and experiences.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 401

Instruction

HIGH SCHOOL GRADUATION REQUIREMENTS

Reference(s): CA Education Code section 47605(c)

Gateway College and Career Academy counselors develop individual student education plans that are intended to prepare, advance, and measure student progress toward high school completion, college preparation and success. Curriculum is designed for students to acquire and demonstrate the academic skills aligned with Common Core State Standards measured through the California educational accountability program.

The Charter School graduation requirements meet state mandated requirements for high school graduation and address the RCCD 23-unit general education (GE) requirements. As required by CA Education Code Section 47605(c) Gateway College and Career Academy will administer the statewide assessments as outlined in the California Assessment of Student Performance and Progress (CAASPP) program.

In addition to these standards-based outcomes, students will demonstrate preparation for college success and the attainment of academic skills by successfully completing college level courses through our Dual Enrollment Program.

Students may enroll in community college courses to earn dual credit for college coursework aligned with attainment of a high school diploma within the school. College credit earned will be applied to high school diploma requirements utilizing commonly accepted best practices for converting college credit to high school credit.

GCCA uses the Carnegie unit conversion to convert college credits to high school credits. This allows students to earn college credit and high school credit at the same time.

The Carnegie unit is a standard unit of measurement that represents one credit for the completion of a 1-year course. College courses typically award 0.5 Carnegie units for every 1-2 credit semester hours and 1.0 Carnegie units for every 3-5 credit semester hours. This means that a 3-hour college US History course would give a student credit for the full year and 1.0 Carnegie unit of high school US History.

This means that a student who takes a 3-hour college course and earns 1.0 Carnegie unit will also earn 10 high school credits.

Example:

A student takes a 4-hour college English course. This course is equivalent to 1 college unit.

Using the Carnegie unit conversion, the student earns 1.0 Carnegie unit for completing the course.

This Carnegie unit can be used to fulfill the student's full year English requirement for high school graduation.

GCCA uses the Carnegie unit conversion to make it easier for students to earn college credit and high school credit at the same time. This allows students to graduate from high school early or to take more challenging courses in college.

GCCA Graduation Requirements

Discipline / Courses	Credits
Science	
Physical Science	10
Life Science	10
Social and Behavioral Sciences	
World Civilizations	10
US History	10
American Government and Economics	10
Humanities	
Visual Performing Arts or Career/Technical Education	10
RCC Guidance 45 Introduction to College	3
RCC Guidance 48 College Success Strategies	10
RCC Guidance 47 Career Exploration and Life Planning	10

***students can petition to take an RCC course in place of a guidance course or guidance courses. The RCC course must fulfill an I-GETC, AA, or CTE college requirement to qualify for the petition. (Updated Jan 2023)**

English/Language Arts

High School English Grade 9, 10, and/or 11* (10 credits each)
GCCA Foundation English (11th/12th grade standards) (10 credits)
GCCA Expository Reading and Writing (12th grade standards) (10 credits)
RCC English 1A (13 credits)
RCC English 1B (13 credits)
English Language Development (ELD 1) (5 credits)
RCC English as a Second Language (ESL) 46
RCC English as a Second Language (ESL) 47
RCC English as a Second Language (ESL) 48
RCC English as a Second Language (ESL) 49
RCC English as a Second Language (ESL) 50

Total 30
10 must be completed at Gateway (EXRW, or Eng 1A/Eng 1B)

Mathematics

GCCA Financial Literacy, or Algebra 2, Geometry, Trigonometry, Pre-Calculus, (10 credits each)
GCCA Algebra 1 or Integrated Math which fulfills Algebra 1 requirement** (10 credits each)
RCC Mat-52 (Elementary Algebra) (15 credits)
RCC Mat-35 (Intermediate Algebra) (10 credits)
RCC Mat-25 (Math for Liberal Studies) (10 credits)
RCC Mat-37 (Algebra for Statistics) (17 credits)
RCC Mat-11 (College Algebra) (13 credits)
RCC Mat-12 (Statistics) (13 credits)
RCC Mat-36 (Trigonometry) (13 credits)
RCC Mat-10 (Pre-Calculus) (15 credits)
RCC Mat-1A (Calculus) (13 credits)

Total 20 needed- At least 10 in Alg1 or more advanced course

Communication and Analytical Thinking **10**

RCC Com 1, Com 9, Phi 11, CIS 1A, Math 1-49, or Eng 1B
(New Update Effective Jan 2022) ELL students can opt to take RCC Credit Path ESL Courses. Courses include:ESL 46, ESL-47, ESL-48, ESL-49(Transferable Course), ESL 50 (Transferable Course),

Electives **30**

Student Leadership(5credits)

Total Credits 173

GCCA= Gateway College and Career Academy
RCC= Riverside City College

* Students can transfer up to 20 English credits from their former high school(s). Course grades equals 2.0 or above to transfer for English credit.
**Students can transfer up to 20 credits of high school Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus or Integrated Math. Course grades must be at least a 2.0 to transfer for math credit.
A combined 2.0 Grade Point Average (GPA) from Gateway College and Career Academy and Riverside Community College District courses is required.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 402

Instruction

REQUIRED SUPPLEMENTAL HOURS OF INSTRUCTION

Reference(s):

In California to receive full funding, charter schools must offer a minimum of 175 days of instruction each year. In addition, schools must offer the minimum number of annual instructional minutes, which totals 64,800 for grades 9 – 12. To meet this requirement, pupils are to be assigned an additional 900 minutes (15 hours) of supplemental lab time per week to be completed on campus during the fall, winter, and spring semesters. The lab time will address individual student needs, support assigned college curriculum, and provide supplemental instruction that emphasize the California high school content standards for English/language arts and mathematics, with specific focus on content standards that prepare students for the California High School Exit Exam and California Standards Tests for grades 9 – 11. Pupil attendance is monitored and reported using sign-in sheets and/or the computer management information system that monitors student time on task in the campus-based labs. Charter school instructors assign, monitor and assess student lab work.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 403

Instruction

SCHOOL CALENDAR

Reference(s):

The Executive Director/Administrator of the charter school or his/her designee shall annually present to the Board at its first meeting in June the proposed school calendar for the following school year.

The school calendar shall comply with all requirements of the law, needs of the community, students, staff and parents/guardians. The school calendar shall indicate the beginning and end of school dates, regular school days, number of teaching days, legal and local holidays, vacation periods, and other pertinent dates.

The Executive Director/Administrator of the charter school may request of the Board time during the regular school year to advise students or conduct staff development programs.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 501

Human Resources

FINGERPRINTING AND BACKGROUND CHECKS

Reference(s): CA Education Code, Sections 44237, 44830.1 and 45125.1

Fingerprinting

Gateway College and Career Academy (the "Charter School") shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and approval for the Charter School or its designee to perform background checks. This requirement is a condition of employment and may result in employment ineligibility.

The Charter School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a Charter School employee, prior to volunteering at the Charter School. ~~For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.~~

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

The Executive Director or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chairperson of the Gateway College and Career Academy Board will review.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 502

Human Resources

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTIONS

Reference(s):

Gateway to College and Career Academy ("Gateway" or "School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

PROFESSIONAL BOUNDARIES

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Trespassing the boundaries of a student/Gateway to College employee relationship is deemed an abuse of power and a betrayal of public trust. All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior. Additionally, it is the expectation of GCCA that the same boundaries will be applied to interactions with minors as well as those students who are 18 years of age or older.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

<u>Acceptable and Unacceptable Staff/Student Behavior</u>

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Executive Director along with the rationale therefor.
(b) Kissing of ANY kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) "Dating" or "going out with" a student.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.

(c) Allowing students in your home.
(d) Sending emails, text messages or letters to students if the content is not about school activities.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Being alone in a room with a student at school with the door closed.
(b) Remarks about the physical attributes or development of anyone.
(c) Excessive attention toward a particular student.
(d) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.

(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

(c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).

(d) Keeping the door open when alone with a student.

(e) Keeping reasonable space between you and your students.

(f) Stopping and correcting students if they cross your own personal boundaries.

(g) Keeping parents informed when a significant issue develops about a student.

(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

(j) Involving your supervisor if conflict arises with the student.

(k) Informing your Executive Director about situations that have the potential to become more severe.

(l) Making detailed notes about an incident that could evolve into a more serious situation later.

(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

(n) Asking another staff member to be present if you will be alone with any type of special needs student.

(o) Asking another staff member to be present when you must be alone with a student after regular school hours.

(p) Giving students praise and recognition without touching them.

(q) Pats on the back, high fives and handshakes are acceptable.

(r) Keeping your professional conduct a high priority.

(s) Touch required under IEP or 504 Plan

(u) *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Executive Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 503

Human Resources

DEFERRED PAY FOR 11 MONTH CERTIFICATED EMPLOYEES

Reference(s):

Teachers at Riverside Gateway to College Early College High School (RGTCECHS) who work only during the school year will receive their salary over an 11 month period.

Employees of RGTCECHS are paid monthly on/ around the 25th of each calendar month.

The first salary payment date for teachers is August 25. Teachers on a eleven month pay schedule are paid monthly through June 30 of the following year

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 504

Human Resources

CONFLICT OF INTEREST CODE

Reference(s): Political Reform Act of 1974, CA Government Code Section 87100, et seq., and Section 87300;
CA Code of Regulations, Title 2, Section 18730;
CA Government Code Section 81008

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Riverside Gateway to College Early College High School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Riverside Gateway to College Early College High School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property,

business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director, who shall record the employee's disqualification. In the case of the Executive Director, this determination and disclosure shall be made in writing to the Board of Directors.

B. Governing Board Member Designated Employees

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

EXHIBIT A

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1,2
Executive Director	1,2
Principal	1,2
Assistant Principals	3
Chief Business Officer	1,2
HR/Operations Manager	2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report all interests in real property which are located in whole or in part within two (2) miles of any facility utilized by Riverside Gateway to College Early College High School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Category 2

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Riverside Gateway to College Early College High School.

Category 3

Designated positions assigned to this category must report investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 505

Human Resources

SOCIAL MEDIA - EMPLOYEES

Reference(s):

GCCA has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy. However, employees' use of social media becomes a problem if it:

- Interferes with the employee's work
- Is used to harass or discriminate against co-workers, students or parents
- Creates a hostile work environment
- Divulges confidential information about any stakeholder
- Harms the goodwill and reputation of Gateway College and Career Academy.

Employees and students must use social media within the following guidelines. If you are uncertain about the appropriateness of a social media posting, check with the principal.

Employee Social Media Guidelines:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies,

procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. GCCA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Executive Director.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

For Education Social Media Policy:

If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Consequences for Violation of the Social Media Policy:

Failure to comply with Gateway College and Career Academy's social medial policy will result in disciplinary action, up to, and including, immediate termination.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 506

Human Resources

COVID-19 RELATED EMPLOYMENT POLICIES

Reference(s):

1. Emergency Family and Medical Leave Expansion Act ("E-FMLA")

In addition to other qualifying Family Care and Medical Leave identified in the Gateway College and Career Academy's Employee Handbook, the School provides Emergency Family and Medical Leave as described below.

Until no longer required by Federal law, the School will provide an eligible employee with up to 12 weeks of leave to care for their children, who are under the age of 18, because of a COVID-19 related school or child care related closure.

Eligible Employee: Eligible employee means an employee who has been employed by the School for at least 30 calendar days and is unable to work (or telework) due to a need for leave to care for that employee's son or daughter if the child's school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.

Rehired Employees: Employees who were laid off by the employer not earlier than March 1, 2020, had worked for the employer for not less than 30 of the last 60 calendar days prior to the employee's layoff and was rehired by the employer are eligible employees.

Paid/Unpaid Leave: For the first 10 days for which an employee takes E-FMLA leave, it will be unpaid unless the employee elects to substitute any accrued vacation leave, personal leave, or medical or sick leave for unpaid leave.

After the first 10 days of leave, the leave shall be paid by the School in accordance with the following calculations:

- No less than two-thirds of an employee's regular rate of pay as determined under 29 U.S.C. § 207(e); and
- The number of hours the employee would otherwise be normally scheduled to work.
- If the employee's schedule varies from week to week to such an extent that the employer is unable to determine with certainty the number of hours the employee would have

worked if the employee had not taken leave, the employer shall use the following in place of such number:

- A number equal to the average number of hours that the employee was scheduled per day over the 6-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.
- If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

An employer shall not be required to pay more than $200 per day and $10,000 in the aggregate for each employee for paid E-FMLA leave.

Notice: In any case where the necessity for E-FMLA leave is foreseeable, an employee shall provide the School with such notice of leave as is practicable.

Restoration to Position: An employee who takes E-FMLA leave shall be entitled, on return from such leave, (A) to be restored by the employer to the position of employment held by the employee when the leave commenced; or (B) to be restored to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

For Employers with Less than 25 Employees: Restoration of an employee to that employee's position shall not occur if the following conditions are met: (A) The employee takes E-FMLA leave; (B) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer that affect employment and are caused by a public health emergency during the period of leave; (C) The School makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced, with equivalent employment benefits, pay and other terms and conditions of employment. (D) If the reasonable efforts of the employer under (C) fail, the employer makes reasonable efforts during the period described below to contact the employee if an equivalent position described in (C) becomes available.

The period of contact is the 1-year period beginning on the earlier of (A) the date on which the qualifying need related to a public health emergency concludes; or (B) the date that is 12 weeks after the date on which the employee's leave under E-FMLA commences.

Employers of 50 employees or less may be granted some relief if regulations are promulgated.

Please refer to the Employee Handbook for other details relating to FMLA leave, which are incorporated herein by reference to the extent they do not conflict with this E-FMLA policy.

2. Emergency Paid Sick Leave ("E-Sick Leave")

In addition to the School's Sick Leave policy identified in the Employee Handbook, the School will provide to each employee employed by the School to the extent that the employee is unable to work (or telework) due to a need for leave because of any of the following:

- The employee is subject to a Federal, State or local quarantine or isolation order related to COVID-19;
- The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19;
- The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis;
- The employee is caring for an individual who is subject to an order as described in the first bullet or has been advised as described in the second bullet;
- The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions;
- The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

All employees, regardless of how long the employee has been employed by the School, are eligible for E-Sick Leave.

For full-time employees, the School will grant the employee 80 hours of paid E-Sick Leave. For part-time employees, a number of hours granted will be equal to the number of hours that such employee works, on average, over a 2-week period.

If the employee's schedule varies from week to week to such an extent that the employer is unable to determine with certainty the number of hours the employee would have worked if the employee had not taken E-Sick Leave, the employer shall use the following in place of such number:

- A number equal to the average number of hours that the employee was scheduled per day over the 6-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.
- If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

Unused paid E-Sick Leave does not carry over from 1 year to the next and is not paid out on termination. Once an employee who received paid E-Sick Leave returns to work, the School will not provide the employee any further paid E-Sick Leave.

The School shall not require, as a condition of providing paid E-Sick Leave, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid E-Sick Leave.

Paid E-Sick Leave is calculated based on the employee's required compensation and the number of hours the employee would otherwise be normally scheduled to work, except that an employer

shall not be required to pay more than $511 per day and $5,110 in the aggregate when an employee uses E-Sick Leave for that employee's own COVID-19 related needs, and $200 per day and $2,000 in the aggregate when an employee uses E-Sick Leave for caring for another person's COVID-19 related needs or the employee is experiencing any other substantially similar condition as specified above.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 507

Human Resources

TEMPORARY TELEWORK POLICY
(COVID-19 Remote Working Conditions)

Reference(s):

Purpose

Gateway College and Career Academy (the "School") recognizes approved teleworking as a necessary work arrangement while the School is closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School's closure due to COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also

receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

The employee as approved by the School shall supply necessary technology. All technology supplied by the employee shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment.

Information Security & Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the School's "Professional Boundaries: Staff/Student Interaction" policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the School following the COVID-19 pandemic.

I hereby affirm by my signature that I have read this Temporary Teleworking Policy, understand, and agree to all of its provisions.

[Employee Name], Employee	Date
[Executive Director Name], Executive Director	Date

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 508

Human Resources

INTERNAL COMPLAINT REVIEW

Reference(s):

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Executive Director or Board President as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation or other prohibited conduct to the Executive Director of the school so GCCA can resolve the complaint.

Investigation

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GCCA cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GCCA to be responsible for harassment, discrimination, retaliation or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Executive Director or Board President.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 509

Human Resources

PERSONAL APPEARANCE/STANDARDS OF DRESS FOR STAFF/FACULTY

Reference(s): CA Education Code, Section 35183.5

The Board of Directors believes that school employees serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.

2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Site Director.

3) Pants and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three inches above the knee.

4) Skirts and dresses should be no higher than three inches above the knee.

5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

7) Appropriate shoes must be worn at all times.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 510

Human Resources

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Reference(s):

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.

11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RGC shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Executive Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay only. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

Discipline Policy

GCCA desires all employees to succeed. All supervisors are encouraged to offer constructive feedback, training, encouragement, and support in order to help facilitate employee success. Despite these best efforts, there are times when more formal action must be taken by the school. GCCA reserves the right to determine when improper actions by an employee have occurred and how they will be handled.

The School does not have a required progressive disciplinary policy, and disciplinary action may not follow a specific set of steps. Without altering the at-will nature of employment, GCCA may impose one

or more of the following in any order at its discretion: counseling, coaching, verbal or written warning, probation, monitored performance, job change, suspension with or without pay, demotion, change of work hours, reduction in pay, termination, or other forms of management action.

When action is necessary, GCCA reserves the right to consider each incident on a case-by-case basis. This policy does not impair or alter the at-will employment relationship in any way.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 511

Human Resources

NEPOTISM

Reference(s):

Consistent with the principle that employees and prospective employees of GCCA shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, gender identification gender expression, religion, sexual orientation, or national origin, or any protected classes or other factors not involving professional qualifications and performance, the following policy, designed to avoid the possibility of improper favoritism based on family or personal relationship, shall be observed with respect of personnel:

1. All persons wishing to be considered for employment with GCCA shall disclose whether they are a "Related Person" as defined in this policy to then-current employees and Board of Directors ("Board") members of the GCCA as part of the application process.

2. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the Related Person.

3. With respect to the concurrent service of Related Persons within the same department, neither person shall be permitted, either individually, as a member of the staff, or as a member of a committee, to supervise, participate in the evaluation, advancement, or salary decision of the other Related Person.

4. No member of the Board, GCCA administration, or staff member shall make recommendations, engage in discussion, or otherwise participate in any decision relating to the selection, appointment, evaluation, promotion, retention, compensation, termination, or other matters that impact the employment status or interests of a Related Person.

5. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the GCCA, upon the prior approval of the Executive Director and the Board (without the participation of any Board Member who is a Related Person), subject to compliance with other applicable conflict of interest laws.

6. Any member of the Board with a familial or consensual personal relationship with an applicant, when that applicant's employment agreement comes before the Board, or when a Board action would have a material financial effect on a Related Person to a Board member, the Board member with the relationship and the Board shall, prior to the action, perform the following:

    A. The Board member disclosed the relation and interest of the Board member to the full Board of Directors;
    B. The Board member with the relation or interest recuses themselves from any discussion of the action;
    C. The remainder of the Board makes as determination whether, after reasonable investigation, GCCA could not fine a more qualified candidate or a candidate with skills unique to the related person and necessary for performance of the job, with reasonable effort under the circumstances; and
    D. The remainder of the Board votes on the action in good faith, with the determination that the action is taken for the benefit of GCCA and that the action is fair and reasonable to GCCA at the time of the action.

7. When other qualified candidates have not applied, assignments of short duration (generally less than sixty [60] working days), may be approved by the Board of Directors, subject to compliance with other applicable conflict of interest laws.

8. In the event of any conflict between this policy and Government Code 1090 et seq. and the Political Reform Act, the statutory requirements shall prevail with regard to the charter school and its Board members and employees.

9. If an exception is granted pursuant to paragraphs five (5) or eight(8) of this policy, a plan shall be approved by the Board at the time of hiring to ensure that all employment decisions, including, but not limited to reporting relationships, evaluation, retention, promotion, wages, hours and other terms and conditions of employment will not be decided by a Related Person and that another employee (or the Board of Directors in the case that a Related Person of the Executive Director is hired) is assigned to perform these functions.

10. In the event that an individual already assigned to a position becomes a Related Person of a supervisor, subordinate or someone who works for the same immediate supervisor, a plan shall be approved by the Board to ensure that all employment decisions, including, but not limited to, reporting relationships, evaluation, retention, promotion, wages, hours and other terms and conditions of employment will not be decided by a Related Person and that another employee (or the Board of Directors in the case that a Related Person of the Executive Director is hired) is assigned to perform these functions

Definition of "Related Person"

The following relationships create Related Persons, whether by blood, adoption, marriage or domestic partnership:

- Parent and child;
- Siblings;
- Grandparent and grandchild;
- Aunt and/or uncle and niece and/or nephew;
- First cousins;
- Spouses and registered domestic partners;
- Guardian and ward;
- Step-parent and step-child;
- Brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law;
- Anyone residing on a permanent basis in the home of a current employee or Board member of GCCA; and
- Persons engaged in an amorous relationship, meaning a relationship in which two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged to be married) that may or may not have been consummated.

Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and e3mpoyuees should be avoided. All such relationships shall be promptly reported to the Executive Director so that a manage3ment plan can be approved by the Executive Director or the Board of Dir3ectors (in the case that the Executive Director is one of the individuals in the relationship)

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 512

Human Resources

TELEWORK POLICY

Reference(s):

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

- Employees shall not telework unless they receive advance written approval from the School.
- Employee will telework from home (insert address)
  _____
- Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor.
- Employees shall be responsible for following all School policies and procedures when teleworking.
- Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.
- Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. The time record shall be submitted to the HR manager at the end of the work day.
- Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime.

Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- ~~The employee has a position where effective communication can be accommodated electronically;~~
- The employee shall be available during the hours of work communicated through dedicated phone, voice mail, cellular phone, email, video conference, etc., and agrees to respond to the Employee's supervisor within **one hour**.
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

- Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled.
- Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment.
- Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours.
- Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods.
- Employees must post their telework schedule on their calendar, including applicable meal and rest periods.
- Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite.

- Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite.
- Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).
- Employee shall indemnify Employer for any injury to third parties at the teleworking location.
- During work hours and while performing work functions in the designated work area of the home, Employee is covered by worker's compensation, only during agreed upon work hours.

In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

The employee as approved by the School shall supply necessary technology. All technology supplied by the employee shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment.

If the Employee's employment is terminated, Employee agrees to return all School owned equipment, tools and materials to School within five (5) business days.

Information Security & Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

- Employees must maintain the same or an improved level of productivity and work quality while teleworking.
- If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted.
- Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the School's "Professional Boundaries: Staff/Student Interaction" policy.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide ~~seven (7)~~ three (3) day notice of the modification or termination of any telework assignment whenever possible.

Term: _____ Year:_____

Approved Telework schedule:

Mon: _____ Tues: _____ Wed: _____ Thurs: _____ Fri: _____

*Prior approval needs to be given if employee plans to work additional days in a teleworking setting. Failure to do so will result in possible termination of teleworking assignments.

I hereby affirm by my signature that I have read this Teleworking Policy, understand, and agree to all of its provisions.

_____ _____

[Employee Name], Employee Date_____

_____ _____

_____ _____

[Supervisor Name], Supervisor Date

_____ _____

[Executive Director Name], Executive Director Date

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 601

General

WHISTLEBLOWER PROTECTION

Reference(s):

- **California Labor Code §1102.5**
- **California Education Code §§44110–44114**
- **California Government Code §53296**
- **Whistleblower Protection Act of 1989 (5 U.S.C. §2302)**

GCCA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of GCCA policy, specifically the policies contained in GCCA's Employee Handbook.

An employee who wishes to report a suspected violation of law or Gateway College and Career Academy policy may do so by contacting the Board of Directors President.

GCCA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of GCCA. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Principal and Executive Director. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director or Board of Director's President.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Board of Director's President and a member of GCCA's management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 602

General

GIFTS

Reference(s): Education Code Section 72205, 72670

Gateway to College Early College High School ("Charter School") is committed to accept gifts, grants, donations and bequests for the benefit of the School. Acceptance of such gifts, grants, donations and bequests will be through the School's Board of Directors and may be subject to such conditions or restrictions as they may prescribe. The Board of Directors reserves the right to refuse to accept any gift which does not contribute toward the goals of the Charter School, or the ownership of which would have the potential to deplete resources of the Charter School.

The Charter School shall assume no responsibility for appraising the value of gifts made to the Charter School.

Acceptance of a gift shall not be considered endorsement by the Board of Directors or the Charter School of a product, enterprise, or entity.

In no event shall the Board of Directors accept a donation from any donor who engages in practices or policies which discriminate against any person on the basis of race, sex (i.e., gender), color, religion, national origin, age, disability, or sexual orientation; or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 603

General

RECORDS RETENTION AND DESTRUCTION

Reference(s): Title 5 Sections 59020 et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45
Education Code Section 49062

The Executive Director of Gateway College and Career Academy shall establish administrative procedures to assure the retention and destruction of all School records—including electronically stored information as defined by the Federal Rules of Civil Procedure—in compliance with Title 5 and EC 49062. Such records shall include but not be limited to student records, employment records, and financial records.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 604

General Institution

CHILD ABUSE AND NEGLECT REPORTING

Reference(s): CA Penal Code Section 11166

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Disciplinary Physical Contact with Students

It is the policy of GCCA that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 605

General Institution

ANTI-HARASSMENT/DISCRIMINATION/RETALIATION

Reference(s):

GCCA is committed to providing a work and educational atmosphere that is free of unlawful harassment. GCCA's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. GCCA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. GCCA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GCCA's anti-harassment/discrimination and retaliation policy.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

GCCA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

GCCA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

<u>Reasonable Accommodation</u>

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any, that will help the applicant or employee perform

the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

GCCA will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

APPENDIX B

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s) _____

Name of Person(s) you have a complaint against:

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 606

General Institution

USE OF E-MAIL, VOICEMAIL AND INTERNET ACCESS

Reference(s):

GCCA will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. GCCA retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

<u>Personal Business</u>

GCCA's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use School material, time or equipment for personal projects.

Employee Internet Postings

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, MySpace, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 607

General Institution

Title IX Policy and Information

Gateway College and Career Academy and the Title IX Coordinator are up to date regarding trainings associated with Title IX regulation updates issued by the U.S. Department of Education on May 6, 2020. The School will continue to update board polices and administrative regulations pending updates in additional federal legislation.

On June 23, 1972, the President signed Title IX of the Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681-1688, into law. Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity, regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities.

The U.S. Department of Education's Office for Civil Rights ("OCR") enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Pursuant to Education Code § 221.61, all educational institutions in California subject to Title IX must ensure their websites include the specific Title IX information as set forth.

Starting August 1, 2024, the Title IX grievance procedures will apply to all complaints of discrimination on the basis of sex in the school’s education programs or activities.

Notice of Nondiscrimination and Contact Information for the Title IX Coordinator

Andrea White, HR/Operations Manager/ Title IX Coordinator

Tel: (951) 222-8560; Email: andrea.white@rcc.edu

Rights of Students Pursuant to Title IX

No person in the United States of America shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.

The following is a summary of the rights of students pursuant to Title IX as set forth in Education Code section 221.8:

1. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.

2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.

3. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.

4. You have the right to apply for athletic scholarships.

5. You have the right to receive equitable treatment and benefits in the provision of all of the following:

a. Equipment and supplies,

b. Scheduling of games and practices,

c. Transportation and daily allowances,

d. Access to tutoring,

e. Coaching,

f. Locker rooms,

g. Practice and competitive facilities,

h. Medical and training facilities and services, and

i. Publicity.

6. You have the right to have access to a Title IX Coordinator to answer questions regarding gender equity laws.

7. You have the right to contact the State Department of Education and the California Interscholastic

Federation (CIF) to access information on gender equity laws.

8. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.

9. You have the right to pursue civil remedies if you have been discriminated against.

10. You have the right to be protected against retaliation if you file a discrimination complaint.

For more information regarding student rights pursuant to Title IX, please visit:

• The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp

• The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

Definition of Discrimination and Harassment Based on Sex Under Ed. Code Section 220, 230

The term “sexual harassment” is replaced with the term “sex-based harassment,” covered by Title IX includes unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity. (34 C.F.R. § 106.30.)

Sex-based harassment includes “hostile environment harassment,” which uses some of the same terms from the previous definition but is now broader. Sex-based harassment will now include “unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity (i.e., creates a hostile environment).” There are factors for schools to consider on a case-by-case basis to determine if this standard is met. (34 C.F.R. § 106.2.)

Harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

(a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity.

(b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others.

(c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. “Equivalent” means equal or equal in effect.

(d) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.

(e) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

(f) On the basis of sex, discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Protections for Pregnancy

Ensuring equal access for pregnant and parenting students and staff, such as class breaks, lactation space, intermittent absences to attend medical appointments, and other supports

based on individualized needs. Schools are also required to inform pregnant and parenting student of their rights related to pregnancy or related conditions. (34 C.F.R. §§ 106.40, 106.57.)

Responsibilities of Gateway College and Career Academy under Title IX

The responsibilities of Gateway College and Career Academy and other education programs or activity receiving Federal financial assistance shall provide all students the right to participate in all education programs or activities free of discrimination based on their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin.

As part of the obligations under Title IX, all recipients of Federal financial assistance must designate at least one (1) employee to coordinate their efforts to comply with and carry out their responsibilities under Title IX and must notify all students and employees of that employee's contact information. This employee is referred to as the "Title IX Coordinator."

For more information regarding the responsibility of educational institutions under Title IX, please visit the following:

• The California Office of Equal Opportunity at: www.cde.ca.gov/re/di/eo/genequitytitleix.asp

• The United States Department of Education Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html

How to File a Complaint Pursuant Under Title IX

Individuals who have been subject to discrimination prohibited under Title IX may file a complaint with the School as well as the Office for Civil Rights ("OCR"). If a crime is involved, such as sexual assault or rape, individuals may also file a report with the local police department. Individuals may pursue one or all of these avenues at the same time. Below is a summary of each process.

• School Complaint - Individuals may file a complaint pursuant to the Uniform Complaint Procedure (UCP), which can be found at: https://secureservercdn.net/45.40.150.47/w8u.94c.myftpupload.com/wp-content/uploads/2018/11/ucpcomplaintformcharterschoolsnotice-english.pdf.

Please contact the Title IX Coordinator, as identified above, if you have any questions.

• Time Requirement - In order to file a complaint with the School, individuals must file the complaint as discussed above within six months of the discrimination occurring or awareness of the discrimination (5 CCR 4630(b). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

• OCR Complaint - For more information regarding filing a complaint with OCR, please see: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

OCR requires that the complaint be filed within 180 calendar days after the discrimination. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.

• Police Report - If you are a victim of a crime, call 911. To file a police report, please contact local law enforcement at:

Riverside Community College District Police Department
4800 Magnolia Avenue
Riverside, CA 92506
Tel: (951) 222-8171

• Investigation Procedure - Upon receipt of any complaint related to a potential Title IX violation, the School will ensure every allegation is investigated promptly, adequately and impartially. The School will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the School's investigation process. As part of its Title IX obligations, the School will also take steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The Title IX Coordinator will be required to identify any barriers to reporting discrimination at the school and take steps reasonably calculated to address them. (34 C.F.R. § 106.44(b).)

The school must offer its grievance procedures to address all complaints of discrimination on the basis of sex, including, but not limited to, complaints about "sex-based harassment," failure to provide equal athletic opportunity, sex discrimination in a school's courses and programs, and discrimination based on pregnancy. (34 C.F.R. § 106.45(a)(1).) Also, a school must offer Title IX grievance procedures to address discriminatory conduct on the basis of sex that is otherwise subject to the school's disciplinary authority (i.e., if the conduct is covered by the school's discipline policies, then it is covered by Title IX). (34 C.F.R. § 106.11.)

For information regarding OCR's investigation process, please see:
http://www2.ed.gov/about/offices/list/ocr/complaints-how.html

OCR enforces Title IX to ensure that institutions that receive federal financial assistance comply with the law.

• OCR provides an online complaint filing system at https://ocrcas.ed.gov/

• OCR can also be contacted through the California regional office at:

Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Tel: (415) 486-5555

Email: ocr.sanfrancisco@ed.gov

RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL

BOARD POLICY NO. 701

Business and Financial

TRAVEL AND ITEMIZED EXPENSE REIMBURSEMENT

Reference(s):

Gateway to College Early College High School ("Charter School") recognizes the need for travel and travel related expenses in connection with Charter School and/or Riverside Community College District business and, therefore, the Board of Directors authorizes that actual and necessary travel expenses for employees will be paid according to the rules stated below.

Travel in General: Upon completion of a Travel Request (TR) form approval by the Executive Director and Business Services Administrator, employees may attend events, such as conferences, workshops, meeting, etc., in connection with Charter School business.

In-State Travel: Requests for travel within the State of California, and/or within 500 miles from an employee's primary worksite are to be submitted to the Executive Director and Business Services Administrator for approval at the earliest possible time, but no later than ten (10) days prior to the date of travel.

Travel related purchase orders for pre-payments or reimbursements must be entered in the District's budget and accounting system (Galaxy) prior to the date of travel, but no later than ten (10) days prior to the date of travel, to ensure availability of funds.

Out-of-State Travel: Requests for travel outside of the State of California, and beyond 500 miles from primary worksite require that a TR form be completed and approved by the Executive Director and Business Services Administrator no later than thirty (30) days prior to travel.

Although rare, for out-of-country travel a TR must be submitted and approved by the Executive Director, Business Services Administrator, and the Board of Trustees no later than thirty (30) days prior to travel.

Use of Personal Vehicle: Upon approval by the Executive Director and Business Services Administrator, an employee may use his/her own vehicle for travel in connection with Charter School business.

The District assumes no liability for the mechanical condition of a privately owned vehicle, the manner in which it is operated, or the insurance coverage of the vehicle, operator or occupants. Normally, the cost of travel by private transportation may not exceed that or regular coach air transportation to the same location. However, private transportation must be determined to be more cost effective on a case-by-case basis, after considering all expenses, including parking and local transportation costs.

Reimbursement/Prepayment: Employees are encouraged to make arrangements using the Districts purchasing procedures in lieu of using personal credit cards. Charter School will reimburse employees, or prepay, as applicable, for the following:

Mileage: the mileage incurred on the dates of travel using privately owned vehicles will be reimbursed at the IRS Standard Mileage Rate. When more than one individual attends the same event and private transportation is used, carpooling is encouraged.

Air Travel: The cost of air travel will be paid upon submission of appropriate original receipts. Air travel expenses paid by an employee's personal credit card will not be reimbursed until the conclusion of the travel event and only upon submission of detailed original receipts.

Conference Registration Fees: The cost of conference registration fees will be paid upon submission of registration forms, original invoices or receipts.

Meals: Employees will be reimbursed for meal and incidental expenses based on a set per diem rate system of allowance. The rate for reimbursement is based on IRS per diem rates for the current fiscal year. Meal and incidental expenses allowance will be reimbursed once employee returns from travel and will not require receipts based on the per diem method. If meals are included in the cost of a conference, workshop or other travel event, the employee will not receive reimbursement for those meals. If travel is less than a full day the rate paid to employee is based on time traveled.

Total M&IE	**$51**
Continental Breakfast/ Breakfast	8
Lunch	12
Dinner	26
Incidentals	5

Other Expenses: The actual cost of a taxi service, parking fees, luggage service, and reasonable and customary tips will be paid upon submission of appropriate original receipts. Employees are encouraged to use long-term airport parking.

Lodging: The cost of a single room accommodation for the night(s) required will be paid by Charter School. When appropriate, sharing of rooms is desired. All hotel

accommodations require approval and will not be reimbursed without prior approval of a Travel Request form. Whether lodging is prepaid by the Charter School or reimbursed following the travel event, the employee must submit an original, itemized hotel statement upon return.

Miscellaneous: Other Miscellaneous business-related expenses incurred while on approved travel may be reimbursed, depending upon the facts and circumstances related to the necessity of the purchase. At a minimum, the expense must be directly related to the travel event.

Non-Reimbursable Items: Charter School will not reimburse employees for alcohol purchases (nor taxes and tips related to alcohol purchases), movies (at a theater or in-room), laundry, family member meals, car washes, fuel for the employee's personal vehicle, additional hotel rooms or costs of any kind for family members who accompany employee, or any other expenses determined by Charter School to be unreasonable, excessive, non-business related, or a misuse of public funds.

Itemized Expense Reimbursement (IER): Travel reimbursement requests must be submitted on the Itemized Expense Reimbursement form to the Executive Director and Business Services Administrator for approval and forwarded to Accounts Payable as soon as practical, but no later than thirty (30) calendar days after returning from the travel event. Reimbursement requests that are not complete or do not include the necessary detailed receipts will be returned to the employee.

Open travel request will be closed if IER forms are not received within thirty (30) calendar days. Reimbursement requests after that time will not be accepted and funds will be returned to the departmental budget.

Local Travel: A travel request does not need to be prepared for local travel where the only reimbursable expense is mileage. Local travel is defined as within 50 miles of the employee's primary worksite.

A travel request must be prepared for local travel that will involve prepayment and/or reimbursement of conference fees, meals, mileage and/or incidental expenses.

If other accommodations would like to be made within defined local travel, such as hotel room, written approval must be given prior to travel by the Executive Director and Business Services Administrator.

An employee who is required by his/her job assignment to travel other than his/her primary worksite, using his/her own vehicle, will receive mileage reimbursement for additional mileage incurred at the Internal Revenue Service's standard mileage rate in effect at the time of travel. Mileage reimbursements requests are to be submitted on the Monthly Mileage Report (MMR) on a monthly basis and are subject to availability of funds.

FISCAL POLICIES AND PROCEDURES
Reference(s):

Riverside Gateway to College Early College High School

On Behalf of Gateway College and Career Academy

Fiscal Policies Manual

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1. CASH/CHECKS HANDLING POLICY

BOARD POLICY

In the course of normal school business, many activities (fundraising, field trips, lunch program, etc.) involve the receipt of cash and checks, to be deposited in the school's bank account upon receipt. All cash and checks must be deposited within seven (7) days cash received from a fundraising event may not be retained outside of the school's bank account to hold for future fundraising projects, for example. Since Riverside Gateway to College ECHS ("RGTC ECHS") receives cash and checks from a variety of sources for a wide range of activities, extra care must be taken at all stages of the deposit process to ensure accurate records and proper accounting controls are maintained. The specific procedures outlined below are to be kept updated and current.

Persons responsible for handling cash/checks

In order to maintain proper accounting controls, the Business Operations Manager or a designated on-site staff member are to coordinate all transactions involving the deposit of cash/checks. The Business Operations Manager or designee will be responsible for ensuring proper documentation is in place verifying the source, amount, and itemization of amounts received, preparing and making bank deposits, and placing all items to be deposited in safekeeping prior to deposit.

After deposit and within 24 business hours, a copy of the bank deposit receipt, copies of all deposited checks, along with a copy of the deposit summary, and notations indicating the nature of the deposit amount, shall be sent to the Business Operations Manager or designee, with the original kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

Procedure for receiving cash/checks

a. FROM VOLUNTEER EVENTS: For each fundraising event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity. The Volunteer Coordinator may be a staff member, but is not required to be so. The Volunteer Coordinator shall maintain a written record of each donation at the time the donation is made. The Volunteer Coordinator will provide a receipt for all cash donations to the donor showing the date, amount, and nature of the donation, and for checks if requested by the donor.

   After the event, or at least once weekly for on-going events, the Volunteer Coordinator shall use the written record maintained at the time of receipt to prepare a Deposit Summary, totaling the checks and cash. Copies of all checks must be attached. The total of the checks and cash listed in the Deposit Summary must match up with the written record of donations discussed in the above paragraph.

   The Volunteer Coordinator will then give the deposit packet (including all cash, checks, and the Deposit Summary) to the Business Operations Manager no later than close of business on the next available business day, and both parties must verify and agree on the amounts shown in the

deposit packet while in each other's presence, placing their signature on the Deposit Summary form. The Business Operations Manager then holds the funds in safekeeping until a bank deposit can be made, but in no case longer than 7 days.

After deposit and within 24 business hours, the original bank deposit receipt, copies of all deposited checks, along with a copy of the Deposit Summary, and notations indicating the nature of the deposit amount, will be kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

b. FROM MAIL RECEIVED OR CASH/CHECKS DROPPED OFF AT OFFICE:

For any cash or checks received in the mail, the Business Operations Manager or designee shall prepare a Deposit Summary and bank deposit receipt itemizing the amount, source, and purpose of each payment, with a designated office staff member acting as verifier and second signatory on the Deposit Summary. If multiple items are received at the same time for the same purpose, they may be summarized in a single deposit packet as long as each payment is itemized as described above. The document packet should then be held in the office lockbox or safe until it can be deposited. For cash/checks dropped off at the front desk by hand, the person dropping off the amount shall place the cash/checks in a deposit envelope, together with a note or form detailing the name of the person and the purpose and amount of the deposit, and seal and sign the deposit envelope. An office staff member must then immediately place the envelope in the office lockbox, where it will be processed along with the next batch of received mail as described above.

Procedure for storing cash/checks

All cash and checks must be kept in the office lockbox or safe for safekeeping when not under the immediate supervision of the Business Operations Manager. The office lockbox should be used for this purpose. Cash and checks may not under any circumstances be left in office or volunteer area unattended. Although the frequency of deposits must be balanced with other school needs, all efforts should be made to ensure quick turnaround and deposit of checks and cash received by the school.

2. PURCHASING POLICY

PURCHASING: All Riverside Gateway to College ECHS ("RGTC ECHS") purchases must be pre-approved. The primary person responsible for approving all purchases is the Executive Director. The Business Operations Manager may also approve purchases only in the absence of the Executive Director. For purchases exceeding $50,000 Board approval is also required, as outlined in the specific procedures below. Recurring expenses such as monthly rent, copier lease payments, recurring office supplies, or other periodic payments for which overall approval has already been granted do not require individual approval. However, a list of such recurring expenses shall be reported to the Board at its next regular meeting.

INVOICING & RECEIPTS: All purchases must be accompanied by an invoice or receipt, depending upon the nature of the item and the purchase method. For payments made using a credit card, a receipt shall be obtained and/or printed at the time of purchase.

CREDIT CARDS: Riverside Gateway to College ECHS will have use of three credit cards linked to its account at its designated banking institute. One credit card each will be kept in the Executive Director and Business Operations Manager possession. An additional credit card should be kept under locked supervision at the Administrative Office when not in use. The additional Riverside Gateway to College ECHS credit card will be checked out on a case-by-case basis. All credit card purchases are limited to $1000.00 spending limit. If an employee is planning to spend over the allowable limit, prior approval by the Executive Director is required. All credit cards may only be used when other forms of purchasing are not timely or appropriate.

Procedure for vendor bidding/estimates/proposals

a. The Board of Directors is committed to safeguarding RGTC ECHS's money and to promoting transparency and accountability when it comes to the use of public funds. When purchasing equipment, materials, supplies, or certain services, RGTC ECHS shall work to obtain the greatest possible value for RGTC ECHS.
b. For purchases or contracts up to $10,000 bids, estimates, or proposals are not required.
c. For purchases or contracts above $10,000 up to $25,000, at least three bids, estimates, or proposals are recommended and may be procured in-person, or via telephone email, letter, formal proposal, or ether method of communication.
d. For purchases or contracts above $25,000 up to $50,000, and subject to paragraph f. below, at least three written bids, estimates, or proposals are required. Each bid, estimate, or proposal must be on the vendor's letterhead and must include enough relevant information about the purchase or contract to allow the Executive Director or Designee to make an informed decision or recommendation.
e. For purchases or contracts above $50,000 a competitive bid, estimate, or proposal process is required. Requests for bids, estimates, or proposals must be published, advertised, and/or solicited in the manner determined by the Executive Director or Designee, or the Board of Directors. The request for bids, estimates, or proposals must set forth (1) the required scope of work; (2) instructions and deadline for submission; (3) the approximate date the Board will review the bids, estimates,

or proposals; and (4) any other information deemed relevant to the purchase or contract. The Executive Director or Designee shall secure at least three written bids, estimates, or proposals before they are presented to the Board. The Executive Director or Designee shall make a recommendation to the Board and all bids, estimates, and/or proposals received shall be presented to the Board for review.

f. In the event a vendor is the only vendor that can reasonably supply a certain product or service, it is permissible for RGTC ECHS to solicit and accept one bid, estimate, or proposal. The Executive Director or Designee shall retain a written explanation of why the vendor is the only vendor that can reasonably supply a certain product of service.
g. Selection of a bid, estimate, or proposal shall be based on multiple factors, including but not limited to, initial and future costs, quality of the products or services, any warranties, capability and experience of the vendor, and time of delivery or performance. Selection of the lowest bid, estimate, or proposal is not required. Selection of a bid, estimate, or proposal shall also comply with any other applicable RGTC ECHS policies.
h. The Executive Director or Designee shall maintain a copy of all written bids, estimates, or proposals for at least one year.
i. These procedures for vendor bidding, estimates, and proposals do not apply to certain contracts, such as those for professional services or insurance services, where the Executive Director or Designee in collaboration with the Board determines it is not in the best interest of RGTC ECHS to solicit bids, estimates, or proposals. The Executive Director's or Designee's determination shall be made in writing, including the reason(s) for the determination, and a copy shall be maintained on file for at least one year.

Procedure for approving purchases

a) Any desired purchase must be approved by the Executive Director, Business Operations Manager or the Site Director according to the following purchase approval levels:
b) The Requester and the Authorizer must be different individuals.
    1. For amounts up to $10,000, either the Executive Director, Business Operations Manager, or the Site Director may authorize purchases;
    2. For amounts above $10,000 up to $25,000, the Executive Director's approval is required to authorize purchases;
    3. For amounts above $25,000 up to $50,000, approval of the Executive Director and Board Chair is required to authorize purchases.
c) For purchases of $50,000 and above, Board approval is required prior to purchase, although the Executive Director may seek Board approval for unusual purchases of any dollar amount at his/her discretion.
d) For any purchase, documented evidence of the appropriate approval must be obtained prior to purchase.
e) Once the appropriate approval has been authorized for a purchase, the Business Operations Manager shall (a) create a Purchase Order, (b) have purchase order approved and signed off by the Executive Director and (c) deliver the signed Purchase Order to the vendor, OR (d) in situations where the item must be purchased directly (e.g., airplane tickets, etc.) only the most efficient and cost effective manner shall be utilized, including competitive bid

procedures where required by law or otherwise deemed appropriate and are in the best interest of RGTC ECHS

f) If the item is purchased directly by an Administrator or Staff Member, a receipt must be obtained at the time of purchase and provided to the Business Operations Manager as set forth in the "Invoicing and Receipt Procedure" below.

g) Regularly recurring expenditures exceeding $50,000 (e.g., leases, rent, etc.) require only initial Board approval and identification as a recurring expenditure to the Board. Such recurring expenditures are exempt from Board and Administrator pre-approval and purchase order requirements.

h) Every invoice that is received will be matched to the appropriate purchase order, and, if approved by the Executive Director, Business Operations Manager and/or Site Director will be entered into Riverside County Office of Education's accounting software, Galaxy, for payment. A batch of approved invoices, along with signature approval of the Executive Director, will be submitted to the County Office of Education at least twice per month.

i) A Check or Warrant Register listing all non-payroll payments (including checks, ACH, and/or wires) paid in a defined period will be included in the Board's monthly financial packet as a consent agenda item.

Invoicing and Receipt Procedure

For businesses or individuals seeking payment, an invoice must be provided prior to payment. Upon payment of invoices, verification of payment and the check number will be included on the invoice prior to filing.

Procedure for contracts and agreements

All contracts or agreements, including those for ongoing services, shall be negotiated to obtain such services in the most efficient and cost-effective manner and in the best interest of RGTC ECHS. In certain cases, the Business Operations Manager or Designee may act as agent of the Executive Director in negotiating administrative agreements such as insurance policies, subject to the Executive Director's final approval. All such agreements must clearly define the scope of services to be performed, and the price for such services. A file shall be maintained by staff containing all documentation related to the reason for the contract/agreement as well as any research showing that the purchase is in the best interest of RGTC ECHS, including but not limited to any alternate bids, estimates, or proposals received for the good/service. Any such agreements in excess of $50,000, once negotiated, must be approved by the Board prior to commencement of the contract to ensure they are in the best interest of RGTC ECHS and reflect reasonable market values. The Board may also recommend changes or revisions pending final approval. Any modifications or changes to existing contracts/agreements shall be made only in writing.

Procedure for handling invoices and vendor requests

a. All invoices received on-site should be delivered to the Business Operations Manager or Designee, who will verify and date stamp invoice. Once verified all invoices will be delivered to Executive Director for approval.

b. If the invoice is for a smaller item and/or an immediate payment is necessary for RGTC ECHS's function the Business Operations Manager may authorize on-site payment and pay for such item from the site's revolving (petty cash) fund account or issued credit card. However, use of purchase orders and payment via invoice shall be utilized whenever possible to ensure

an accurate paper trail.

c. Riverside County Office shall be responsible preparing Warrants/Checks for payment once approved in Galaxy by the Executive Director.
d. Riverside County Office of Education will print and sign checks on behalf of the County Treasurer once requested in Galaxy. Once prepared the Warrants/ Checks will be delivered via JET MAIL back to RGTC ECHS's business office to be sent/delivered to vendors as required.

Receipt of Ordered Goods Procedure

All ordered goods MUST be shipped to the school site location or business office address, even during times of RGTC ECHS's closure during vacations and holidays. If goods are expected to be received during periods when the RGTC ECHS is closed, a staff member shall be directed to contact the appropriate shipping provider and instruct them to re-deliver the goods when RGTC ECHS is again open. Staff members shall not receive ordered goods during RGTC ECHS closures unless arrangements are approved by the Executive Director or Designee so that the below receiving procedure is adhered to even during RGTC ECHS closures.

When ordered goods are received at the school site or business office, at least two office staff members must be present to ensure that the items received match the packing slip. Both staff members should sign the packing slip if all delivered items are accounted for. RGTC ECHS staff will forward all packing slips to the Business Operations Manager who will mark all items as received in the accounting system. If any discrepancy exists between the packing slip and the goods as delivered, a member of the Business Office staff should be informed immediately. Once the packing slip is signed and the fixed assets are recorded in accord with the Fixed Assets Policy below, the materials can be disbursed. Staff should then follow up with vendors as necessary to resolve missed items. When invoices are received and sent to the Business Office, the Business Office will only pay for the portion of the order shown as "received" in the accounting system, unless specifically directed otherwise by the Executive Director or Designee or Business Operations Manager.

Contracts for Management Services

Under no circumstances shall RGTC ECHS enter into contracts that serve the purpose of contracting out management of the school to other entities. All management of the school and the nonprofit shall be performed by employees of the RGTC ECHS nonprofit.

Contracts for Leasing Employees

Under no circumstances shall RGTC ECHS enter into contracts for the leasing/loaning of management or supervisory employees of the organization from other entities or organizations, including related organizations.

Sole Statutory Members

RGTC ECHS shall not have, nor shall it contract with, any sole statutory member.

3. BUDGETING AND CASH FLOW MANAGEMENT

BOARD POLICY

BUDGETS: Education Code section 47604.33 requires charter schools to prepare a series of annual budget reports to be submitted to the chartering authority and the county superintendent of schools of the county in which their sponsoring district is located.

Cash flow management involves tracking actual and projected revenues, expenditures, and cash receipts and disbursements to ensure that sufficient cash is available to meet all financial needs when due, and that sufficient available reserves are maintained as a contingency in the event of unforeseen financial setbacks.

The School shall provide the following budget reports to its authorizer by the following dates:

1. On or before July 1, a preliminary budget.
2. On or before December 15, a first interim financial report reflecting changes through October 31.
3. On or before March 15, a second interim financial report reflecting changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year.

ENDING BALANCE: At each June 30, RGTC ECHS shall maintain an unrestricted available ending balance at or above 5.00% of total expenditures during the fiscal year just ending. The Board's policy goal is to ultimately have the unrestricted available ending balance for each school it operates at or above 15.00% of total expenditures during the fiscal year just ending. Management is directed to develop a plan to reach this policy goal by June 30, 2030.

RUNNING CASH BALANCE: RGTC ECHS's goal is to maintain a consolidated running cash balance of at least twice the most recent month's total payroll, including benefits and deductions.

Budget Structure

RGTC ECHS's annual budget includes a Statement of Activities that shows projected revenues, expenditures, and changes in fund balance for the fiscal year beginning July 1 and ending June 30 of the following year. The overall budget contains balanced sub-budgets by resource for state categoricals, special education, and other restricted monies in addition to the unrestricted general account. The budget is based on the Statement of Activities but includes notations of balance sheet activities such as asset acquisitions and debt repayment that affect the school's operations.

All annual budgets, including initial, interim and monthly updates, shall include a multi-year projection for the current year and following two fiscal years, a assumptions summary, and as well as a corresponding monthly cash flow statement that shows year-to-date and projected revenues and expenditures as well as other transactions affecting cash, plus a beginning and ending cash balance, broken out monthly.

Annual Budget

In May of each year, the school will begin preparing the draft annual budget under the direction and supervision of the Executive Director, using all available data including monthly actual revenues and expenditures to date as well as planned adjustments for the coming year.

Prior to May 15 of each year, the Board will hold a meeting specifically for budget review and planning, in which the draft budget, prepared by the Business Operations Manager in conjunction with the Executive Director, is presented to the Board and each area of the budget is discussed in depth by staff and Board members.

Alternatively, the Board may instead designate members of a Finance Committee that will hold a separate Budget Planning meeting in place of a meeting of the entire Board. In the case of a separate Finance Committee meeting, the results of this meeting will be presented to the Board at their next regular or special Board meeting.

The Business Operations Manager (with the assistance of the Executive Director) will then revise and adjust the draft budget as directed by the Board and/or the Committee to create the Final Operating Budget for the coming fiscal year. Additional Budget Planning meetings may be scheduled if necessary to discuss any further revisions prior to finalizing the budget.

Prior to June 15 of each year, the final budget will be presented to the Board for final approval. Once approved, the final budget will be submitted to the school's sponsoring entity by July 1 as required under the Education Code.

Interim Budgets

On or before December 15 and March 15, the Business Operations Manager will develop and present an updated interim annual budget to the Board for approval at a regular or special Board meeting. The interim budget shall reflect adjustments or revisions to the original budget made in response to changing financial conditions or needs of the school. The Board may elect to hold one or more Budget Planning meetings, or name a Finance Committee to hold such Budget Planning meetings, if deemed necessary prior to approval of each interim budget. Once approved, the First and Second Interim Budgets will be submitted to the school's sponsoring entity by December 15 and March 15, respectively, as required by law.

Monthly Updates

Each month, at either the regularly scheduled or a special meeting of the Board, the Business Operations Manager or designee will provide to the Board a monthly update of year-to-date revenues and expenditures, including a comparison of budgeted vs. actual amounts and a brief explanation of significant deviations from the original budget. The Business Operations Manager or designee will also present a cash flow report that projects cash flow through the end of the fiscal year. The Board is not required to approve these monthly updates, which are informational items

only – however, the Board may elect to approve any additions, revisions, or modifications to the Annual or Interim Budgets that it deems necessary, under a separate agenda item at the same or a subsequent meeting, to allow the school to adapt to changing financial conditions. Any such Board-approved changes to the Original or Interim Budgets will be used as the current operating budget by school staff from that point forward.

Financial Statements

The Business Operations Manager is responsible for maintaining current financial statements. The Business Operations Manager, Executive Director, and the Board of Directors shall review the financial statements monthly. This will help ensure understanding and the ability to answer any questions when the reports are presented to the Board of Directors. The financial statements typically comprise three main parts: the statement of financial position, the statement of activities, and the statement of cash flows. These reports show the charter school's financial health:

Statement of Financial Position, also known as the balance sheet, lists all of the charter school's assets (e.g., cash, receivables, deposits, inventory, equipment), liabilities (e.g., payables, debt/loans, lease obligations), and net assets (which are divided into unrestricted net assets, temporarily restricted net assets and permanently restricted net assets).

Statement of Activities, also known as the income statement or profit and loss statement, shows the charter school's operational sources of cash (revenue), and uses (business expenses), and is typically divided into operating periods that cover months, quarters or years of operation. This report depicts the charter school's profitability.

Statement of Cash Flows reports on the cash generated and used during a specific time period, or even the difference between reporting periods, to help measure the health of the charter school's operations.

4. TRAVEL POLICY

BOARD POLICY

RGTC ECHS recognizes that employees may be required to travel or incur other expenses from time to time. The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Personnel. Our policy is to reimburse only reasonable and necessary expenses actually incurred by Personnel.

All Personnel are encouraged to make arrangements using the Districts purchasing procedures in lieu of using personal credit cards. The District will reimburse employees, or prepay, as applicable, for the following:

1. Mileage
2. Air Travel
3. Conference Registration Fees
4. Meals
5. Miscellaneous Business-Related Expenses

When incurring business expenses on personal credit cards, the school expects Personnel to:

1. Exercise discretion and good business judgment with respect to those expenses.
2. Be cost-conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
3. Report expenses, supported by required documentation, as they were actually spent.

Initial Approval

For both single trips and ongoing travel costs, written approval in the form of a travel request form must be given by the Executive Director prior to travel costs being incurred. A printed copy of the travel request form should be provided along with the Travel Expense Reimbursement Report at the time reimbursement is requested (see below). The travel request form will contain a brief description of the travel being approved, including dates, destination, and purpose for the trip. Repeat trips may be approved in a single approval (for example, approving a weekly trip).

Cost caps for various travel costs are listed later in this Policy. For reimbursement to be provided in excess of these cost caps, explicit pre-approval to exceed caps must be included in the approval document provided by the Executive Director. Without prior written explicit approval, no reimbursement for costs in excess of the cost caps will be provided after the fact.

Travel Expense Reimbursement Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Travel Expense Reimbursement Report. The Travel Expense Reimbursement Report, which shall be submitted within two weeks of the completion of travel if travel expense reimbursement is requested, must include:

1. The individual's name;
2. The date, destination and purpose of the trip (should match information on the approval document);
3. An itemized list of all expenses for which reimbursement is requested;
4. If item cost exceeds cap, explicit authorization on the approval document to exceed caps.

Receipts

Receipts are required for all expenditures, whether billed directly to the school, paid with a school credit card, or paid by the employee for later reimbursement. No expense will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Travel Expense Reimbursement Report original receipts from each vendor showing the vendor's name, a description of the services provided, the date, and the total expenses, including tips (if applicable). A credit card printout showing only the total purchase cost and date is insufficient, except in the case of receipts such as parking garages, tolls, or other single charges that do not provide itemized receipts.

Organization Credit Cards

If a corporate credit card is issued to personnel for travel (and other) organization-related expenses, copies of all receipts must be retained for audit purposes, although an Expense Report need not be filed if no reimbursement is requested. The monthly credit card statement is not an acceptable substitute for individual receipts. No charges may be made for non-business expenses under any circumstances even if immediately reimbursed. Failure to meet these requirements will result in loss of the credit card and discipline or dismissal of the employee. Additional credit card requirements and restrictions are included in Appendix A.

Necessity of Travel

In determining the reasonableness and necessity of travel expenses, the employee and supervisor shall consider the ways in which the school will benefit from the travel and weigh those benefits against the anticipated costs of the travel. Less expensive alternatives, such as participation by telephone or video conferencing, or the availability of local programs or training opportunities, shall be considered. However, cost is not the sole consideration – a reasonable balance should be struck between cost and convenience, with the final goal being the best combination of cost and benefit.

Air Travel

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Economy or Premium Economy should be selected in all cases unless explicit authorization, including reason, is provided for Business/First class. Personnel may choose to upgrade school-paid fares to a higher class if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Airline lounge passes may not be paid or reimbursed by the School.

Lodging

Personnel traveling on behalf of the school may be reimbursed at the single room rate for the reasonable cost of hotel accommodations at a 2-3 star "budget business" hotel such as Embassy Suites, Comfort Inn, Fairfield Inn, Days Inn, Hampton Inn, etc. Convenience, the cost of staying in the city in which the hotel is located, safety and proximity to other venues on the individual's itinerary shall be considered in determining reasonableness. Hotels that do not clearly meet the above criteria should be pre-approved in writing when requesting overall approval for the trip. Personnel shall make use of available corporate and discount rates for hotels. Personnel may choose to upgrade school-paid room charges, add incidental charges, or otherwise increase the cost of stay only if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Room service, minibar, use of hotel telephone, valet, laundry or other charges are only reimbursable by the school if other options are unavailable (for example, late check-in after the restaurant has closed but 24-hour room service or minibar snacks are available, no self-parking, etc.) and reason for the incidental charge should be written on the Expense Report. Internet charges are reimbursable if business use of the Internet is required. In-room movies and spa/gym/pool charges are not reimbursable. Charging questionable incidentals may lead to revocation of any future hotel incidental charges and/or discipline/dismissal of the employee.

Meals

Personnel will be reimbursed for meal and incidental expenses based on a set per diem rate system of allowance. The rate for reimbursement is based on the IRS per diem rates for the current fiscal year. Meal and incidental expenses allowance will be reimbursed once the personnel returns from travel and will not require receipts based on the per diem method. If meals are included in the cost of a conference, workshop or other travel event, the employee will not receive reimbursement for those meals. If travel is less than a full day the rate paid to personnel is based on time traveled.

Meal costs in excess of the above will not be reimbursed unless explicitly pre-authorized in advance. If traveling to an expensive city or area, personnel are advised to seek pre-approval of higher caps when obtaining overall trip approval. RGTC ECHS shall not reimburse for any alcohol purchases.

Ground Transportation

Employees are expected to use the most economical ground transportation appropriate under the circumstances and should generally use the following, in this order of desirability:

Courtesy Shuttles. Many hotels have courtesy shuttles, which will take you to and from the airport at no charge. Employees should take advantage of this free service whenever possible.
Taxis/Ride Share Apps. When courtesy cars and airport shuttles are not available, a taxi/ ride share app is often the next most economical and convenient form of transportation when the trip is for a limited time and minimal mileage is involved.
Rental Cars. Employees will be allowed to rent a car while out of town provided that the total cost

is estimated to be less than the total cost of alternative methods of transportation. Gas charges to refill the car are reimbursable.

Car pools are strongly encouraged when two or more employees need to travel to the same destination and would otherwise do so in separate privately-owned vehicles, unless other official business circumstances make such pooling impractical and more costly.

Employees who use private vehicles in the course of their official duties are required to have in their possession a valid California driver's license and carry current automobile insurance with at least the minimum coverage for public liability and property damage as specified by the State of California. Any traffic violation shall be the responsibility of the employee. When using private vehicles, the employee should document in their expense report the dates, miles traveled, and business purpose of each trip.

Personal Cars

Personnel are compensated for use of their personal cars when used for business travel. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the currently approved IRS rate per mile.

In the case of individuals using their personal cars to take a trip over 250 miles that could be made more cheaply by air, mileage will be allowed at the currently approved rate; however, the total mileage reimbursement will not exceed the sum of the lowest available round trip coach airfare.

Parking/Tolls

Parking and toll expenses, including charges for hotel parking, incurred by Personnel traveling on organization business will be reimbursed. The costs of parking tickets, fines, car washes, parking tickets, etc., are the responsibility of the employee and will not be reimbursed. On-airport parking is permitted for short business trips. For extended trips, Personnel should use off---airport facilities.
For toll roads and bridges, when a receipt is not practical and the amount is more than $5.00, the amount and the road or bridge should be identified.

Lavish/Excessive Expenditures

The school discourages expenses in any category that could be perceived as lavish or excessive, as such expenses are inappropriate for reimbursement by a charter school. This includes situations in which these options may actually be less expensive, as charter schools face considerable scrutiny on the nature as well as the cost of business-related expenses. Personnel must be aware that as a public charter school, business travel is funded by taxpayer money and is expected to be functional but not extravagant. Some examples of excessive spending include (the following is not a comprehensive list):

1. Limousine/town car service;
2. Beach resort accommodation;
3. Sporting/golf events;
4. Music events/festivals/concerts;

5. 4-star and above hotels (unless clear reasons can be shown as to why other options were unavailable);
6. Excessive meal charges.

Cash Advances

To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track cash advances, the charter school discourages cash advances unless there are special circumstances. If an employee's cash advance is approved by administrators, a formal check request must be made and forwarded an expense reimbursement by the amount of the cash advance. If the cash advance exceeds the actual travel expenses, the employee must return the remaining cash with the completed expense report. Excess advance funds cannot be carried forward to future expense reports.

5. FIXED ASSETS

BOARD POLICY

In order to properly track all capitalized and non-capitalized assets, an inventory must be maintained for all items with a value of $5,000 or more. This Inventory Record shall include the asset description, location, and ID tag/serial number, and for items exceeding $5,000, shall reference the corresponding entry in the Fixed Asset Register for capitalized assets (see below). All inventoried items shall be tagged with a unique identification tag. An inventory of all textbooks/ chromebooks shall also be maintained.

Fixed Asset Register

Assets with a single value of $5,000 or more (or a collection of items such as a computer lab or set of similar furniture that has a system value of over $5,000) and a useful life of more than one year are considered "fixed assets," meaning they are included as assets on the school's balance sheet (rather than as expenses such as books and supplies) and the cost of these assets is spread out over the useful life of the asset. This process is called "capitalization," and involves including the value of the asset on the school's balance sheet at acquisition, and charging a portion of the item's value as "depreciation" each year over its useful life. In order to properly account for capitalized assets, a Fixed Asset Register must be maintained for all capitalized assets, and shall include asset description, acquisition date, cost basis, depreciation expense, accumulated depreciation and useful life. The Business Operations Manager or designee is responsible for maintaining the fixed asset register.

Procedure for Recording Inventory and Fixed Assets

When any item is acquired with a cost basis of $5,000 or more, an entry shall be made in the Inventory Record showing asset description, location, and ID tag/serial number, and a numbered identification tag shall be affixed to the item.

When the item (or group of items) that is purchased has a useful life of one year or more and has a cost of $5,000 or more (or is part of a system or collection that has a collective cost of $5,000 or more),the item should be entered into the Inventory Record as described in the above paragraph, and three additional steps must also be taken:

a. A notation is made in the Inventory Record that this item is a fixed asset;
b. The Business Operations Manager or designee is informed that a specific purchase meets the qualifications of a fixed asset;
c. The Business Operations Manager or designee makes an entry is made in the Fixed Asset Register reflecting the acquisition.

Annual Inventory

At the end of each fiscal year upon a date determined by the Executive Director, a comprehensive physical inventory shall be conducted of all inventoried assets of $5,000 or more (including all

fixed assets), reconciling the Inventory Record, the Fixed Asset Register, and the information in the general ledger to match the results of the physical inventory.

6. DEBT MANAGEMENT POLICY

BOARD POLICY

The purpose of this policy is to enhance RGTC ECHS's ability to manage its debt in a fiscally conservative and prudent manner. The effects of decisions regarding types of borrowing, covenants and terms, interest rates, and payment structure directly impact the school's continuing operation. RGTC ECHS has thus established this Debt Management Policy to provide goals and guidelines for RGTC ECHS borrowings.

RGTC ECHS's Debt Management Policy is as follows:

1. The Executive Director is responsible for administering and maintaining the School's current obligations under direction of the Board. The Business Operations Manager will meet with the Executive Director and Board, as appropriate, regarding the status of the School's existing debt and to make specific recommendations.

2. No new debt shall be incurred without approval of the Board.

3. All approved annual budgets shall include timely repayment of all outstanding debt, or include a reasonable repayment plan for such debt if timely repayment is not possible.

4. Prior to incurring any new borrowing, the Business Operations Manager shall prepare a financial analysis showing the effect of the borrowing on current and future operations. RGTC ECHS may not borrow if a reasonable financial analysis cannot show timely repayment of all obligations including the planned borrowing.

5. RGTC ECHS will seek financing options that are at the lowest interest cost and in the best interests of the School.

6. RGTC ECHS will take all practical precautions and proactive measures to avoid borrowing decisions that can negatively impact current or future operations.

7. RGTC ECHS will determine the term, rates, and covenants that will best fit within the overall existing debt structure at the time any new debt is incurred.

8. RGTC ECHS will explore, assess risk, and implement innovative structuring ideas when they are consistent with the above goals.

All loans or similar agreements shall be negotiated by the Executive Director to obtain such services in the most efficient and cost-effective manner, using the same procedures as described in "2. PURCHASING POLICY" above. All such agreements must clearly define all terms under which RGTC ECHS will be obligated and the price for such services. All loans shall be approved by the Board.

7. BANKING

BOARD POLICY

All bank accounts shall be established in RGTC ECHS's name with prior board approval of the initial authorized signers.

CURRENT PROCEDURE

Reconciliations
All bank statements will be reconciled monthly by the Business Operations Manager or a designee who does not participate in cash handling.

8. GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

Charter schools are required to meet generally accepted standards of fiscal management. Primary responsibility for the fair presentation of financial statements rests with the reporting management of an organization. Accordingly, RGTC ECHS management and other personnel shall design and provide reasonable assurance regarding the achievement and maintenance of the following standards:

1. A fiscal year balanced budget that clearly defines achievable goals as defined in the school's charter and approved by the Board of Directors in the form of a budget resolution.

2. Full compliance with Uniform Education Reporting System (UERS) policies and procedures.

3. Accounting records should properly and accurately record and account for all cash equivalent transactions, including actual cash. Accounting information should be relevant, reliable, comparable and consistent and must be available for the preparation of reliable financial statements.

4. Demonstrated compliance with Federal and state laws/regulations, State Board of Education policies and other compliance requirements.

5. Maintenance of documentation that outlines internal controls on business practices and operation.

6. Transactions are executed in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a material effect on public funds.

7. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

8. Required independent audits are performed and submitted when due in a timely manner as prescribed by the California Department of Education.

9. RGTC ECHS should have documentation that supports its financial statements and that reflect its financial position/condition, results of operations or changes in net assets and where appropriate, cash flows for any fiscal period/year.

10. Any necessary corrective action plans on any audit findings must be filed in writing and proposed changes must be implemented in the subsequent fiscal year.

Filing of Governmental Returns

The Business Operations Manager is responsible for ensuring that RGTC ECHS follows all filing requirements. This includes, but is not limited to, filing the following:

- Annual information returns with the Internal Revenue Service (IRS)
- California charitable solicitation reports
- Annual reports for corporations
- Property tax returns
- Income tax returns
- Information returns for retirement plans
- Annual reporting of compensation paid
- Payroll withholding tax returns

The following list of reports and returns are the responsibility of the Executive Director and/or the Business Operations Manager to file, as applicable:

1. Form 990, Return of Organization Exempt from Income Tax
2. For 990-T, Exempt Organization Business Income Tax Return
3. Form 199 Exempt Organization Annual Information Statement or Return (California)
4. Form 5500 Annual Return/Report of Employee Benefit Plan
5. Federal and state payroll returns
6. Form RRF-1, Registration/Renewal Fee Report to the Attorney General of California.
7. SF-SAC, the data collection form for reporting audits of state, local government, and nonprofit organizations
8. Form 1099 Miscellaneous Income
9. Form 1096 Annual Summary and Transmittal of U.S. Information Returns
10. Form W-2 Wage and Tax Statement
11. Form W-3 Transmittal of Wage and Tax Statements

Reports Regarding Unrelated Business Income

The Business Operations Manager is also responsible for tracking and filing reports and returns relating to any unrelated business activities of the nonprofit. Funds generated from these activities should be kept in separate accounts in the charter school's general ledger to facilitate tracking and accumulation of unrelated trade or business activities.

Gifts of Public Funds

The direct and primary purposes of all expenditures shall be for public education purposes. In no event shall public funds be spent on gifts for individual students, employees or community members. For example, flowers shall not be purchased if students, employees or community members are sick. Gifts shall also not be given as appreciation for work done by employees, students, or parents.

Commingling of Funds

The charter school prohibits commingling funds to such an extent that the funds become blended. Interfund, interschool, or interdepartment loans and due-to and due-from transactions are allowable only with Board approval. For purposes of this policy, blending means that the identity, origin and source of the funds are lost or unidentifiable. Financial records shall be maintained in a manner that allows auditors to trace, audit and document all funds.

Loans and Transfers to Third Parties and Organizations

RGTC ECHS shall not loan or transfer its funds to any third party or organization. Examples of third parties and organizations are employees, managers, board members, foundations, sole statutory members, parent organizations, related organizations, and student body associations.

Intra-company Transactions

All intra-company transactions shall follow the procedures contained in the Fiscal Crisis Management Assistance Team's Charter School Accounting and Best Practices Manual, as it may be revised from time to time.

Although sometimes intra-company transactions may be unavoidable, the RGTC ECHS Board desires to have each of its schools be able to operate only from the funding appropriated by the state and federal government to that school except under extraordinary circumstances. For this reason, management is directed to prepare budgets for each school reflecting the revenue generated by that school unless the Board expressly approves an intra-company loan. In the event management proposes to utilize an intra-company loan, it shall follow the procedures contained in Appendix B.

Nonprofit Integrity Act

If applicable, RGTC ECHS shall follow the Nonprofit Integrity Act.

Scrip and Cash Cards

In the event that RGTC ECHS participates in scrip or cash card programs, all such funds shall be spent on educational expenditures that benefit students and that are approved in advance by the Board. In no event shall any such scrip or cash cards be given to employees, parents, students or other individuals for their personal use.

Retention and Management of Files and Records

Board Policy : 603

Expense Reimbursements

Reimbursements for purchases and travel should be made according to guidelines set by the charter school. Reimbursements apply to both employees and board members. The Executive Director is responsible for approving all reimbursements.

Reimbursement steps are as follows:

- Submit accurate receipts and the completed and signed reimbursement or purchasing documentation such as the original invoice, purchase request, employee expense report or reimbursement request to the Business Operations Manager
- Obtain authorization from the Executive Director
- The Business Operations manager then prepares and issues reimbursement payment, and files all paperwork.

Reimbursement receipts should be submitted monthly, and any receipt older than 60 days may not be reimbursed, at the discretion of the Executive Director. An employee or board member may not request reimbursement for expenses for another individual or employee. Expense report forms must be filled out completely. Original receipts for items charged must accompany all reimbursement documentation. Any questions regarding completion of the expense report should be directed to the employee's supervisor or the accounting department. The accounting department can help determine which account code should be used for which expenditures/ reimbursements. Upon completion, the expense report and all attached documentation should be submitted to the Executive Director for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. To expedite reimbursement, ensure the report is completed properly, required documentation is attached, it is properly authorized, and any unusual items are explained and documented. For unusual items, detailed written notes are needed for the supervisor and accounting department to authorize reimbursement. All reimbursement requests must be approved by the proper manager before being submitted to the accounting department. Approvals for reimbursement requests must be obtained prior to any purchase or travel.

RGTC ECHS will not be obligated to reimburse requests for which prior approval was not obtained. When the shopping or traveling is complete, the employee should return the receipts and can expect to be reimbursed if they spent funds on items for which they obtained prior approval. Prior approval can be obtained using an expenditure approval/purchase order form (for reimbursement of actual expenses when purchasing items), or an approval to attend education activity form, which must be completed before any travel, including out-of-state travel.

Out-of-state travel should have prior approval from the charter school Board of Directors. No travel reimbursements will be made in excess of the amount budgeted for such travel. Directors, principals, and manager of programs and sites are responsible for reviewing travel records and for giving initial approval for claims within the budget limits. Every employee's or board member's reimbursement or purchase request should be documented with proper travel authorization, receipts, and information on the nature of business, program allocation, and funding source (if applicable) before the reimbursement is approved. Reimbursements are usually allowed for the following:

- Travel and conferences
- Mileage
- Meals
- Car rentals
- School and classroom supplies
- Allowable academic expenses
- Student awards
- Other approved expenses

The vast majority of expenses can and should be paid for in advance through the accounts payable system rather than via reimbursement directly to individuals. This helps ensure that RGTC ECHS does not have a suspicious amount of payments being made to staff or board members, which in turn helps RGTC ECHS to avoid even the appearance of impropriety in its financial transactions.

Gifts

Reimbursement for gifts of any kind is never allowed.

Other Expenditures

A receipt is required from the vendor detailing all goods or services purchased.

Nonreimbursable Expenses

Some expenses are not considered valid business expenses, yet may be incurred for the convenience of the traveling individual. Because these are not expenses for the charter school, they are not reimbursable. Examples of non-reimbursable expenses include the following:

- Alcohol
- Theft or loss of personal property
- Parking or traffic tickets or car towing if illegally parked
- Airline or travel insurance or lounge clubs
- Dry cleaning and laundry services
- Valet parking services
- Shoe shines
- Barbers and hairdressers
- Movies or personal entertainment
- Books, magazines or newspapers (unless specific to education or the employee's job)
- Doctor bills, prescriptions, or other medical services
- Health club membership, even if for one day or short-term use
- Babysitter, lawn care, or pet care fees
- Clothes and jewelry
- Country club or golf club memberships

Prohibited Contributions, Expenditures, and Uses of Assets and Resources

Political contributions, lobbying, and expenditures that support or oppose candidates for public office include, but are not limited to, the following:

- Contributions to political parties or political action committees.
- Contributions to the campaigns of individual candidates for public office.
- Expenditures to print or assist in printing any political materials.
- Expenditures for political advertisements.
- The use of any charter school assets or resources for any political activities. This includes such use by management, employees, governing board members, or other representatives.

Charter school managers, employees, governing board members or other representatives may engage in political activities on their own time, using their personal assets and resources; however, they many not act or appear to be acting on behalf of the charter school and may not use any charter school resources to assist in political activities. A charter school must comply with all federal and state laws and regulations regarding political contributions, lobbying and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

Payroll

Non-Exempt Employees are paid on a semi-monthly basis (5th and 20th of month). Exempt Employees are paid on a monthly basis (25th of the month). Under the supervision of the Executive Director and Business Operations Manager, payroll will be processed through Riverside County Office of Education's Galaxy System.

All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Employees who are discharged shall be paid all wages due at the time of termination. Employees who quit without giving prior notice shall be paid wages at regularly scheduled payroll dates.

Debit Cards

Organization debit cards are issued to the signers of the clearing/petty cash account at the designated financial institution. Debit cards should only be used if standard purchasing processes are unavailable.

Annual Independent Audit

The Board of Directors will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the Unites States of America, Government Auditing

Standards issued by the Comptroller General of the Unites States, and, if applicable, the U,S, Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide, in order to properly conduct the audit engagement. At least every six fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel.

Petty Cash

The Registrar will keep a petty cash box not to exceed $100. Petty cash shall be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (not advances, personal uses, reimbursements, etc.). The Registrar shall maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Registrar or the Business Operations Manager and the petty cash recipient.

Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Necessary travel expenses incurred to attend board meetings and board committee meetings need not be approved in advance by the board. All other expenses shall be approved in advance by the board. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Nepotism

HR Policy: 511

9. FUNDRAISING POLICY

Riverside Gateway to College ECHS ("RGTC ECHS"), a California Nonprofit Benefit Corporation (501(c)(3)), has an interest in ensuring that all funds raised by the school, regardless of whether they are raised directly by the school or by a supporting organization to the school, are accounted for properly and spent for the purposes that the donor and RGTC ECHS Board of Directors or its designee jointly agree upon. Joint agreement between the donors and the RGTC ECHS Board or its designee is critical to ensuring that funds of both the school and donors are not spent in a duplicative manner, funds are spent on the highest needs first, and that the best interests of students are served. Donations will be used for the purposes for which they are given.

In order to effectuate these important goals, the Board requires the following:

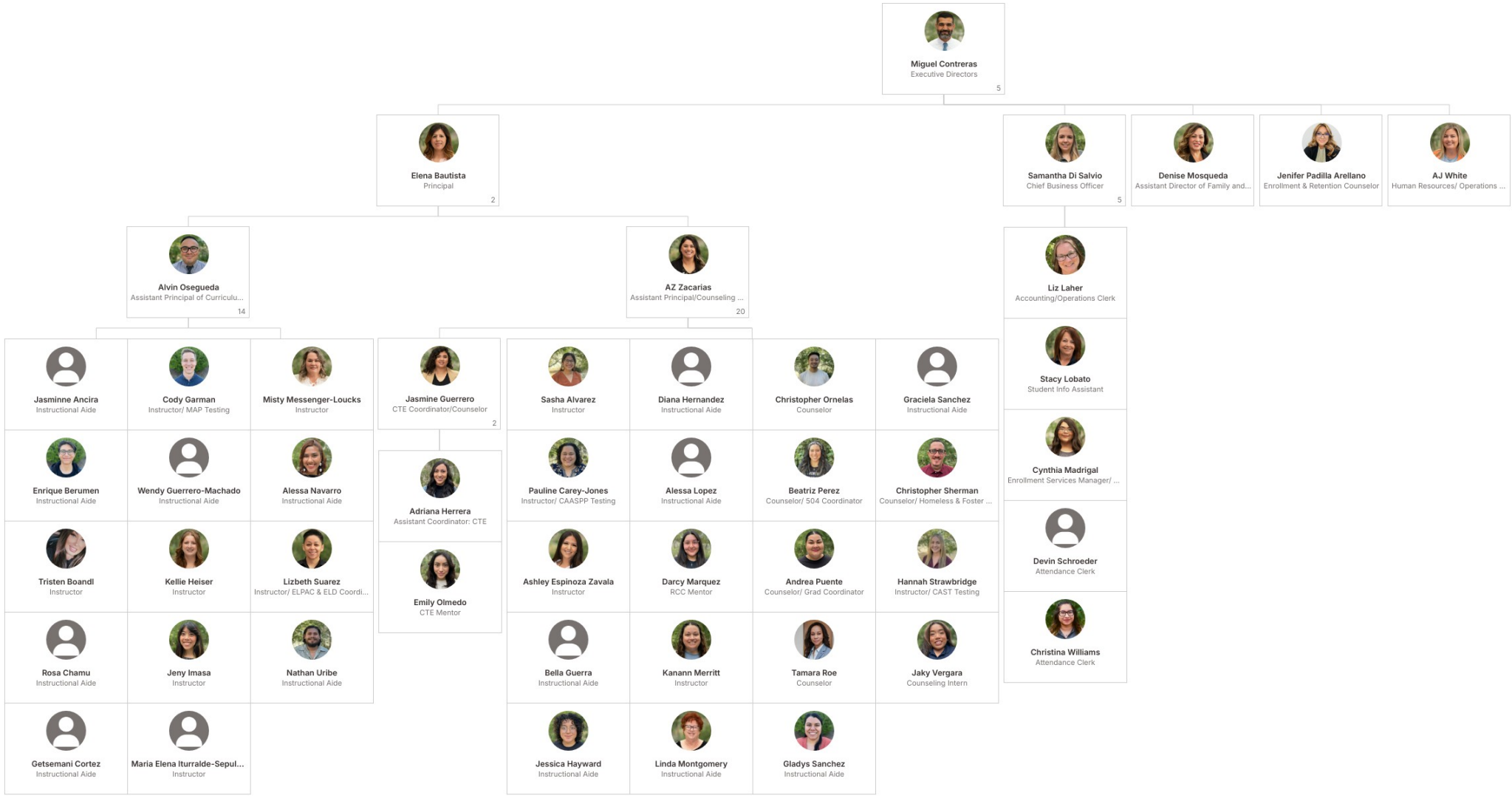
1. All organizations that fundraise using the name "Riverside Gateway to College ECHS", the acronym "RGTC ECHS", or the names or acronyms of any of its schools, or that raise

funds on school grounds or at school functions shall be supporting organizations and shall be regulated by the policies and directives of the Riverside Gateway to College ECHS Board and its designees.

2. Supporting Organizations shall account for all dollars raised from any source as well as all expenses to their Board of Directors and to the RGTC ECHS Board or its designees on a monthly basis.
3. No Supporting Organization shall reimburse any RGTC ECHS employee for expenses incurred by an employee without prior approval of the RGTC ECHS Board of Directors or its designee. Receipts from the employee shall be required before any approval of reimbursements are permitted.
4. No Supporting Organization is permitted to compensate employees of the school for any purpose. Employees are prohibited from accepting cash or donations without the approval of the RGTC ECHS Board or its designee.
5. Any funds raised directly by RGTC ECHS shall be spent in accordance with RGTC ECHS Fiscal Policies.
6. RGTC ECHS shall approve all fundraising done by Supporting Organizations to ensure that it does not conflict with fundraising plans of RGTC ECHS.

Appendix D

GCCA Organizational Chart


Miguel Contreras
Executive Directors
5
Elena Bautista
Principal
2
Samantha Di Salvio
Chief Business Officer
5
Denise Mosqueda
Assistant Director of Family and...
Jenifer Padilla Arellano
Enrollment & Retention Counselor
AJ White
Human Resources/ Operations ...
Alvin Osegueda
Assistant Principal of Curriculu...
14
AZ Zacarias
Assistant Principal/Counseling ...
20
Liz Laher
Accounting/Operations Clerk
Stacy Lobato
Student Info Assistant
Cynthia Madrigal
Enrollment Services Manager/ ...
Devin Schroeder
Attendance Clerk
Christina Williams
Attendance Clerk
Jasminne Ancira
Instructional Aide
Cody Garman
Instructor/ MAP Testing
Misty Messenger-Loucks
Instructor
Enrique Berumen
Instructional Aide
Wendy Guerrero-Machado
Instructional Aide
Alessa Navarro
Instructional Aide
Tristen Boandl
Instructor
Kellie Heiser
Instructor
Lizbeth Suarez
Instructor/ ELPAC & ELD Coordi...
Rosa Chamu
Instructional Aide
Jeny Imasa
Instructor
Nathan Uribe
Instructional Aide
Getsemani Cortez
Instructional Aide
Maria Elena Iturralde-Sepul...
Instructor
Jasmine Guerrero
CTE Coordinator/Counselor
2
Adriana Herrera
Assistant Coordinator: CTE
Emily Olmedo
CTE Mentor
Sasha Alvarez
Instructor
Diana Hernandez
Instructional Aide
Christopher Ornelas
Counselor
Graciela Sanchez
Instructional Aide
Pauline Carey-Jones
Instructor/ CAASPP Testing
Alessa Lopez
Instructional Aide
Beatriz Perez
Counselor/ 504 Coordinator
Christopher Sherman
Counselor/ Homeless & Foster ...
Ashley Espinoza Zavala
Instructor
Darcy Marquez
RCC Mentor
Andrea Puente
Counselor/ Grad Coordinator
Hannah Strawbridge
Instructor/ CAST Testing
Bella Guerra
Instructional Aide
Kanann Merritt
Instructor
Tamara Roe
Counselor
Jaky Vergara
Counseling Intern
Jessica Hayward
Instructional Aide
Linda Montgomery
Instructional Aide
Gladys Sanchez
Instructional Aide

Appendix E

Employee Handbook

Employee Handbook 2025-2026

4800 Magnolia Avenue, Riverside CA 92506
Phone: (951) 222-8934
www.riversidegcca.com

Administration Office
3750 University Ave. Suite 560, Riverside CA 92501
Phone: (951) 907-4733

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WELCOME

WELCOME TO GATEWAY COLLEGE AND CAREER ACADEMY!

We are happy to have you join us at Gateway College and Career Academy (hereinafter referred to as "GCCA" or the "School"). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of GCCA, its personnel policies and procedures, and your benefits as a GCCA employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No GCCA guideline, practice, manual or rule may alter the "at-will" status of your relationship with GCCA.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, GCCA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever GCCA determines that such action is warranted. For these reasons, we urge you to check with the Executive Director to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices, and procedures.

I welcome you and wish you great success and fulfillment at Gateway College and Career Academy.

Sincerely,

Miguel Contreras
Executive Director

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with GCCA. It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. In addition, the handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at GCCA. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

No supervisor or other representative of GCCA except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies, and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur. GCCA also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Chief Business Officer or the HR/Operations Manager. This will provide the School with a record that each employee has received this Handbook.

OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

GCCA will provide all learners with personal and academic success through equitable practices and individualized plans leading to a high school diploma and access to college and career pathways.

VISION STATEMENT

Gateway; an early college high school providing all learners opportunities to reach their potential, transform their lives, and improve the well-being of their families and community.

ACADEMIC PHILOSOPHY

We believe that all students, no matter what barriers they may have faced in the past, are capable of being successful college students.

EMPLOYMENT

Immigration Law Compliance

GCCA employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with GCCA within the past three years or if their previous I-9 is no longer retained or valid.

Credential Requirements

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required valid certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a valid credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, GCCA is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

Criminal Background Checks

All employees must have Live Scan fingerprint results on file with GCCA in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

All fingerprint and background information must be completed and the results in the possession of GCCA before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with GCCA.

GCCA shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law.

For additional information on background checks, please contact the Executive Director.

Tuberculosis Testing

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's or other approved health care provider's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant.

CONDITIONS OF EMPLOYMENT

Employment Applications

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentation, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

Equal Employment Opportunity Is Our Policy

GCCA is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language

proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they require an accommodation in order to perform the essential functions of the job should contact the HR Manager and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally Gateway College and Career Academy and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with GCCA in this process, which may include authorizing GCCA to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

Employment At-Will

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and GCCA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, GCCA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of GCCA, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the

Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict GCCA's right to terminate at-will.

Reasonable Accommodation

Failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any job applicant or employee who requires accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodation, if any, that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.

The School will not retaliate against you for requesting reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees, or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Harassment

It is the policy of GCCA to ensure equal employment opportunity without harassment on the basis of race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is

associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics.

GCCA prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above-protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.

Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:

Use of derogatory remarks, insults and/or epithets

Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating, or intimidating.

Bullying, gossip, profanity, abusive conduct, and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting, or assisting in reporting suspected violations of this policy, cooperating, or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All GCCA employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation, and abusive conduct in accordance with this policy.

Reporting

GCCA strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct, or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or the Executive Director. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the Executive Director. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the Executive Director. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within GCCA. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. GCCA is serious about enforcing its policy against discrimination, harassment, and retaliation; however, GCCA cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to Gateway College and Career Academy's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. If employee chooses to submit complaint anonymously, a typed letter may be anonymously placed in the Executive Directors mailbox.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

GCCA encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

GCCA's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses

from harassment, intimidation, and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with GCCA's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, GCCA will provide regular progress updates, as appropriate, to those directly involved. GCCA will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

GCCA may investigate conduct in the absence of a formal complaint if the school has reason to believe that an individual has engaged in conduct that violates Gateway College and Career Academy's policies or applicable law. Further, GCCA may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which GCCA believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as GCCA believes is appropriate under the circumstances. Due to privacy protections, the GCCA may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct, and retaliation. Any employee who has questions or concerns about these policies should talk with their immediate supervisor and/or the Executive Director.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.calcivilrights.gov and www.dfeh.ca.gov, respectively.

Training Requirements

GCCA requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail

to complete this required training will be subject to disciplinary action, up to and including termination.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

It is extremely important that GCCA employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Staff/Student Interaction Policy

GCCA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;

5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Boundary violations may lead to discipline up to and including termination.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Executive Director along with the rationale, therefore.
- Staff are not permitted to contact students through any of the following methods unless the communication is school-related, uses approved platforms, and includes a parent/guardian or staff member (not sure if staff member should be removed):
    - Personal emails or text messages
    - Comments on students' social media accounts
    - Phone calls
    - Notes or letters
    - Any communication through private or unapproved platforms
- Private social media accounts may not be used to communicate with students under any circumstances.
- Any communication with students that could be perceived as "flirting"
- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- "Dating" or "going out with" a student.
- Staff mirroring the immature behavior of minors.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should

inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your Executive Director about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct, a high priority.
- Touch required under IEP or 504 Plan
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The Executive Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to the authorities for potential legal action.

Title IX Notice of Nondiscrimination

GCCA does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. §1681 et seq.) and the Title IX regulations (34 C. F. R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C. F. R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for the Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Andrea White, Human Resources Manager, 4800 Magnolia Ave. Riverside CA 92506, andrea.white@rcc.edu, 951-855-3194.

A copy of GCCA's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within GCCA's education program or activities and for pursuing available remedies, is available on GCCA's website at: riversidegcca.org

Whistleblower Policy

GCCA is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of GCCA policy, specifically the policies contained in GCCA's Employee Handbook.

An employee who wishes to report a suspected violation of law or Gateway College and Career Academy policy may do so by contacting the Board of Directors President.

GCCA expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of GCCA. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Principal and Executive Director. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director or Board of Director's President.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Board of Director's President and a member of GCCA's management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

Open Communications Policy

We want to hear from you. GCCA strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and

stronger. Gateway College and Career Academy is interested in all our employees' success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. GCCA will attempt to keep the employees' concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

Lactation Accommodation Policy

GCCA provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom ; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Executive Director. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

The employee should contact their supervisor or Executive Director to request designation of a location and time to express breast milk under this policy.

The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to the

Executive Director. Discrimination against and harassment of lactating employees in any form is unacceptable and will not be tolerated at GCCA and will be handled in accordance with GCCA's policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

Customer and Public Relations

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents (i.e. our "customers") and the general public. The public impression of GCCA and its interest in our school will be formed, in part, by GCCA employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents, and the general public will respect and appreciate the employee, GCCA and our school's services.

Below are several things employees can do to help leave people with a good impression of GCCA.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Executive Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Executive Director.

Conflict of Interest

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or

co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest.

GCCA expects employees to devote their best efforts to the interests of our school. GCCA recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at GCCA or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with GCCA whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full-time employee, we expect that you will devote your full professional effort to your position at GCCA . If you wish to participate in outside work activities, you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with GCCA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at GCCA.

- Involve organizations that are doing or seek to do business with GCCA including actual or potential vendors.

- Violate provisions of law or GCCA policies or rules.

- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to GCCA must be given priority. Full time employees are hired and continue employment with the understanding that GCCA is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

Expense Reimbursement Policy

The School reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization. Employees who have incurred business expenses should submit required receipts to the School business office within 30 days of incurring the expenses.

Substance and Alcohol Policy

It is the intent of GCCA to promote a safe, healthy, and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations, or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;

- Refusing to submit to an inspection or testing when requested by administration;

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or

- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Executive Director. Executive

Director will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

Tobacco Free School

GCCA prohibits the smoking and use of tobacco and nicotine products anytime, anywhere in school owned or lease building(s), on school property and in school owned or leased vehicles. These prohibitions apply to all employees, students, and visitors at any school sponsored program, activity, or athletic event held on or off school property.

- The definition of tobacco and nicotine products include smokeless tobacco, snuff, chew, clove cigarette, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions.
- Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic device that creates aerosol or vapor or of an oral smoking device for the purpose of circumventing the prohibition of smoking.
- Tobacco products include
    - Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco or snuff;
    - An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah; and,
    - Any component, part, or accessory of a tobacco product, whether sold or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person attempting to enforce this policy is prohibited.

Public Image/Dress Code

The following items are considered inappropriate working attire for GCCA employees:

• Spaghetti-strapped shirts
• Tank tops or revealing
• Short apparel of any kind
• Sheer clothing
• T-shirts with inappropriate or offensive gestures or advertising.

The Executive Director/Principal/ Assistant Principal will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change

attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

THE EMPLOYMENT PROCESS

Employee Status and Classification

Each GCCA employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time.

Exempt
Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt
Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double-time pay in certain circumstances. Overtime and double-time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.

- Double-time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time
Employees who are regularly scheduled to work 30-40 hours per week are generally eligible for the school's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time
Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for school's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)
An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Executive Director.

Work Schedule

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Chief Business Officer or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the employee's supervisor.

GCCA reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not allowed to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

GCCA's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. GCCA's standard workday is 8:00 a.m. to 5:00 p.m. each day.

Attendance and Punctuality

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call your immediate supervisor at least **one hour** before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state, and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

Time Cards/Records (Non-Exempt Employees)

By law, GCCA is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's timecard system.

Non-exempt employees must accurately clock in and out of their shifts, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. Any work performed before or after any regular scheduled work shift must be approved in advance by the employee's supervisor. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the HR/Operations Manager to make the correction and such correction must be initialed by both the employee and the HR/Operations Manager.

No one can record hours worked on another's worksheet. Any employee who tampers with his/her own timecard, or another employee's timecard, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Meal and Rest Periods (Non-exempt employees)

All non-exempt employees are provided with an opportunity to have meal and rest periods consistent with the law. During your meal periods and rest periods, <u>you may not work at all</u>. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify the HR Manager in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

Meal Period
Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided with a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon).

The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee may only waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods (Breaks)
Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major portion thereof which is defines as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to the Human Resources.

Telework Policy

There are two types of telework arrangements for employees in telework eligible positions:

- **Occasional telework:** Occasional telework arrangements are approved on a case-by-case basis, are infrequent, and not regularly scheduled. Occasional telework can allow employees to attend to sporadic household appointment needs, continue to perform work during workplace disruptions, or provide uninterrupted time for project work. Occasional telework does not require a telework agreement, however approval must be documented, which can be done by email. Occasional telework is not appropriate as a substitute for sick time off and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work.

  Occasional telework is not guaranteed, and approval is at the discretion of the employee's supervisor.

Expectation of Occasional Telework

- Employee will perform work from home or an approved remote location without distractions or unnecessary risk to the security of school data, records, networks, or confidentiality
- Employee will adhere to all conditions in Employee Handbook
- Employee must maintain connections with work groups or teams from remote location
- Employees are to be accessible by phone or email within a reasonable time period during the agreed-upon work schedule

- **Regular telework:** Regular telework arrangements are for ongoing telework and are supported by Board Policy No. 512, telework agreement, which specifies the requirements and details of the arrangement. The arrangement can last for a defined period or can continue indefinitely with regular review. Occasional telework becomes regular telework once it becomes regularly occurring. GCCA Administration are responsible for considering proposals objectively and fairly, but are not obligated to approve.

THE WORKPLACE

No Expectation of Privacy

GCCA has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, Gateway College and Career Academy may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of GCCA's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from GCCA's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish GCCA's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to GCCA for any reason that GCCA, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though GCCA has the right to retrieve, read and delete any information viewed, created, sent, received, or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of Executive Director.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment, and responsibility than they would use for letters or internal memoranda written on GCCA letterhead.

Communication Policy

Every employee is responsible for using the GCCA's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems, and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Executive Director.

The Communication Systems are the property of GCCA and have been provided for use in conducting GCCA business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are GCCA records and property of GCCA. The Communication Systems are to be used for school purposes only. Employees may, however, use GCCA technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Gateway College and Career Academy business, and does not violate any Gateway College and Career Academy policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

Offensive and Inappropriate Material

GCCA's policy against discrimination and harassment, sexual or otherwise, applies fully to GCCA's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability, or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in GCCA's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Executive Director.

GCCA may (but is not required) use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by GCCA networks. Notwithstanding the foregoing, GCCA is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to GCCA's blocking software.

Solicitations

Gateway College and Career Academy's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the Executive Director.

Games and Entertainment Software

Employees may not use a GCCA Internet connection to download games or other entertainment software, or to play games over the Internet.

Charter School Meetings

GCCA does not require employees to attend any meeting related to political or religious matters. In the event GCCA has this type of meeting, employees may choose not to attend these non-mandatory meetings without fear of retaliation, discrimination, or any adverse employment action. However, GCCA is allowed to discuss any information required by law as well as provide information that is necessary for employees to perform their job duties.

Copyrights and Trademarks

GCCA's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any GCCA-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

Gateway College and Career Academy reserves the right to modify this policy at any time, with or without notice. Gateway College and Career Academy may require employees to acknowledge and comply with a separate Network Agreement Form.

Social Media

GCCA has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use

a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees,

students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. GCCA encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Executive Director.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with Gateway College and Career Academy's social medial policy will result in disciplinary action, up to, and including, immediate termination.

Equipment Policy

GCCA attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense for the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member who is assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to his/her immediate supervisor and Chief representative;
    - obtain an official police report documenting the theft or loss; and
    - provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial, or other obligation to provide a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the School.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School if resulting from an employee's willful misconduct.

Each full-time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of GCCA. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the School. Employees are responsible for reimbursing the School for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that GCCA is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return his or her laptop upon request by the School.

Cell Phone Policy

If you are required to perform business on a cell phone for GCCA while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages, and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by GCCA or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a school cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

Security Protocols

GCCA has developed guidelines to help maintain a secure workplace. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Security

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the RCC Police (ext. 8171), other employees or call 911. Report any suspicious persons or activities to the Principal. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area.

Parked Vehicles

Employees are responsible for their own parked vehicles and their personal possessions within while parked on RCC property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

Occupational Safety

GCCA is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt about how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. GCCA's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911 and RCC dispatch extension 8171.

EMPLOYEE WAGES AND HEALTH BENEFITS

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the School. It is GCCA's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While GCCA strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of GCCA and depend upon many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, State Disability Insurance when applicable from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Chief Business Officer to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HR manager. The office maintains a supply of these forms.

All Federal, State, taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. GCCA will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. GCCA provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Exempt employee's paydays are scheduled on or around the 25th day of each month. Non-exempt employee's paydays are scheduled bi-monthly approx. the 5th and 20th of each month. If you observe any error in your check, please report it immediately to the Chief Business Officer.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdrawals dated prior to your actual payday and you should not depend on early deposits of your pay.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning you, the Executive Director will discuss the situation with you.

Medical Benefits

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for the School.

"Full-time" employee means that you are hired to work at least 30 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of the next month following your employment. Your enrollment form must be submitted to the Chief Business Officer as soon as possible. This form serves as a request for coverage and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of

your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

GCCA will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. GCCA will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- GCCA stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

State Disability Insurance (Wage Supplement)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are

receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Chief Business Officer.

Workers Compensation Insurance

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage, and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Personnel Files

At the time of your employment, a personnel file is established for you. Please keep the Executive Director advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

An employee or former employee (or designee) has the right to inspect certain documents in his or her personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. GCCA will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement, or local, state, or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

The GCCA calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr., Birthday
- Abraham Lincoln, Birthday
- George Washington, Birthday
- Cesar Chavez, Birthday
- Memorial Day
- Independence Day
- Juneteenth
- Labor Day
- Veteran's Day
- Thanksgiving
- Day after Thanksgiving
- Day before Christmas
- Christmas Day

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to your supervisor. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

Vacation

A. All full-time twelve-month Certificated and Classified employees will receive 15 days of paid vacation at the start of the fiscal year.

B. Leadership positions will receive 20 days of paid vacation at the start of the fiscal year.

C. Full-time non-management employees hired after the start of the fiscal year will be given one (1) day of vacation for each month remaining in the current fiscal year towards vacation. Full-time management employees hired after the start of the fiscal year will be given one and a half (1.5) days of vacation for each month remaining in the current fiscal year towards vacation.

D. Vacations are not accumulative and must be taken no later than the fiscal year following the year earned. Any vacation days not taken in the foregoing manner shall be compensated with a cash payment for the days of vacation earned but not taken from the

previous fiscal year. Payout will be determined using the rate of pay during the year first acquired.

E. All vacations must be approved in advance. A vacation request form will need to be completed and submitted to the supervisor for approval no later than seven (7) days prior to the vacation. When two or more employees in the same department apply on the same day for vacation for the same period of time; preference shall be given to the individual who requested the time period first.

F. All vacations must be taken in two (2) hour increments.

G. If one or more holidays fall within a scheduled vacation period, vacation will not be charged on the day designated as a holiday.

H. Employees may interrupt or terminate vacation leave in order to begin another type of paid leave without a return to active service, provided the employee supplies adequate notice and relevant supporting information regarding the basis for such interruption or termination to the Executive Director for review.

I. If an employee is to terminate their employment with GCCA and still have vacation banked, the payout for this vacation will be prorated* to reflect the amount of time worked during that fiscal year. Any vacation rolled over from the previous year will be compensated using the rate of pay during the year first acquired.

*Prorated amounts are equal to 1.25 days per month for full-time employees and 1.67 days per month for management.

All employees who return from any kind of leave must complete an absence affidavit and submit it to the department supervisor no later than five (5) days following an absence.

Unpaid Leave of Absence

GCCA recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the Executive Director.

Unpaid leave should not exceed fifteen (15) days.

No unpaid leave will be granted if employee has vacation days available. Unpaid leave will be approved once all paid leave is exhausted.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a job protection leave of absence, provided you pay the appropriate premiums.

No benefits are accrued during any type of unpaid leave of absence.

Sick Leave

A. All employees of the School who work at least 30 days in a fiscal year shall receive paid sick leave. (In compliance with the Healthy Workplaces Families Act of 2014.)

B. The amount of sick days granted will be as such:
    - 12-month full-time certificated/classified employees shall receive twelve (12) paid sick leave days at the start of each fiscal year.
    - 11-month full-time certificated employees shall receive eleven (11) paid sick leave days at the start of each fiscal year.
    - Part-time employees will receive forty (40) hours of paid sick leave days at either the start of the fiscal year, or at the time of completing the 30 working days.
    - If an employee is hired mid-year, he or she will receive a prorated amount depending on employment status (full-time/part-time). In any event, no less than three (3) days or twenty-four (24) hours will be provided.

C. Classified employees: Unused sick leave is never lost and accumulates from year to year. Classified employees are not entitled to cash payment for accumulated sick leave when he or she leaves employment, but it may transfer to another district or county office in certain circumstances.

D. Certificated employees: Unused sick leave is never lost and accumulated from year to year. Certificated employees are not entitled to cash payment for accumulated sick leave when he or she leaves employment, but the sick leave can be credited toward retirement or transferred to another district or county office in some circumstances.

E. All sick leave will be taken in increments of one (1) hour.

F. An employee who has used all sick leave and is absent due to illness shall have those additional days of absence charged against any accumulated vacation days or if employee has exhausted all vacation days in addition, sick leave will continue unpaid.

G. If an employee is absent longer than five (5) days due to illness, medical evidence of the illness and/or medical certification of your fitness to return to work satisfactory to the

school will be required before the school honors any sick pay requests. If it is suspected that sick leave is being misused, pay may be withheld.

Permitted Use

Eligible employees may use their accrued sick leave to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a stepchild, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age of dependency status of the child. "Parent" means a biological, foster, or adoptive parent, a stepparent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their sick leave to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault that are committed against themselves or a family member.

Subject to applicable law, GCCA may require a health care provider's certificate for any absence due to illness or injury. GCCA also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.

Notification

All employees who return from any kind of leave must complete an absence affidavit and submit it to the department supervisor no later than five (5) days following an absence.

Compassionate Transfer of Leave

The purpose of the compassionate transfer of leave policy is to allow eligible employees who have exhausted all forms of paid leave to supplement their lost wages using vacation leave transferred to them by another School employee.

An employee may voluntarily transfer a portion of their accrued vacation leave hours to eligible employees who are unable to work due to catastrophic illness or injury to themselves or to a member of their immediate family, as defined by GCCA's leave policies. Employees eligible to participate in this transfer of leave are full-time classified, Certificated, and administrative employees who accrue vacation.

An illness/injury is considered catastrophic for an employee or a covered family if it is:

- A serious or life-threatening injury or illness that is expected to last for a period of at least 45 consecutive calendar days and the employee is not able to work in any capacity for at least this period; and
- Is a non-work-related illness; and
- Is confirmed in writing by the employee's medical provider, subject to reconfirmation by a medical provider chosen by the university.

Employee Transferring Leave Hours

- Transfers of leave are voluntary, and no employee may be coerced, threatened, or intimidated into transferring leave hours under this policy.
- The transferring employee must retain a minimum balance of 80 vacation hours after the leave hours transfer.

Employees Receiving Transferred Leave Hours

- Must have been continuously employed by the school
- Must have exhausted all forms of paid leave (e.g., vacation, sick leave, and compensatory time) prior to receiving any transferred leave hours.
- Must be on an approved and authorized medical leave of absence in order to receive and utilize transferred leave hours.
- The amount of transferred leave time that an employee is eligible to receive is calculated based upon their standard hours/FTE worked.
- Transferred vacation leave hours will be converted to sick leave hours based upon the dollar value of the transferring employee's vacation leave hours and converting to the dollar value of the recipient's sick leave hours.

Family Medical Leave Act/California Family Rights Act [1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with the HR Manager to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from the HR Manager. Failure to comply with this requirement may result in a delay in the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. The care of the employee's spouse, child, parent with a "serious health condition";

3. For CFRA only, the care of the employee's family member with a "serious health condition"

4. the "serious health condition" of the employee;

5. for FMLA the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition of a family member as described in paragraph (2) or (3), your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the HR Manager.

FMLA/CFRA leave is unpaid and may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

Benefit accrual, such as vacation and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning or would like to submit a request for a family and medical leave of absence, please contact your supervisor.

Pregnancy Disability Leave

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use

any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the HR Manager.

Industrial Injury Leave (Workers' Compensation)

GCCA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;

- Seek medical treatment and follow-up care if required;

- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and

- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. GCCA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

GCCA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or

paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

GCCA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

GCCA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full-time employees who have worked for more than thirty (30) days are entitled to a leave of up to five (5) workdays due to a death in the immediate family. Up to three (3) days will be paid for Bereavement Leave per school year. An employee may elect to use any accrued vacation for any remaining Bereavement Leave. For purposes of this policy, a family member shall be limited to the following: parent, parent-in-law; spouse, domestic partner; child; sibling; grandparent or grandchild of the employee or spouse. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays, and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. If an employee requires more than three (3) workdays off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation leave.

Jury Duty/Witness Duty Leave

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice (e.g. court order notice to appear or subpoena) to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

Crime Victim Leave

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement or a qualifying act of violence if:

The employee is a victim of such a crime;

An immediate family member (i.e., spouse, registered domestic partner, child, stepchild, sibling, stepsibling, parent, stepparent, or the child, or a designated person, or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceedings. Documentation may be from any of the following:

Notice from the court or government agency setting the hearing;

The district attorney or prosecuting attorney's office; or

The victim/witness assistance office is advocating on the victim's behalf.

This leave is unpaid, but the employee may choose to use accrued vacation or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

Bone Marrow/Organ Donor Leave

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick and/or vacation) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave.

No employee shall be discriminated against or retaliated against for taking an organ donation or bone marrow leave.

School Appearance and Activities Leave

As required by law, the School will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of GCCA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick or vacation time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee

This leave is unpaid, but the employee may choose to use accrued vacation. You will not be discharged or discriminated against because of an absence protected by this law.

Domestic Violence Leave/Sexual Assaults/Stalking Leave

If you or a family member are a victim of domestic violence, sexual assault and/or stalking, qualifying act of violence, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety, or welfare or that of your child(ren) or family member. Employees may use available vacation (if applicable) or accrued sick leave. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the School reasonable notice unless advance notice is not feasible and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you or a family member was a victim of domestic violence, sexual assault or stalking;
- A court order protecting or separating you or the family member from the perpetrator of an act of domestic violence, sexual assault or stalking, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you or the family member are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault or stalking.
- Any other form of documentation that reasonably verifies the crime or abuse that occurred which can include a written statement sign by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring, or reassigning the employee, or helping with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate, or retaliate against an employee who exercises their rights under this law.

GCCA is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

• The employee or the family member is a victim of a crime or abuse as described above.

• The employee asked for time off to get help or because of the employee's status as or association with a victim of violence.

• The employee asked GCCA for help or changes in the workplace to ensure safety at work.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

Volunteer Civil Service Leave/ Training

In California, no employee shall receive discipline for taking time off to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/ training, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty/ training . In the event that you need to take time off for emergency duty/ training , please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar years.

Emergency Duty/ Training is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/ Training, you should contact your supervisor or any other manager, as appropriate.

Civil Air Patrol Leave

GCCA provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions with up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with GCCA for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations are required, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed.

If an employee fails to return from a leave of absence on the date agreed and does not provide medical information to justify the continued absence, it will be assumed that the employee has voluntarily resigned.

If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

Adult Literacy Leave

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

Drug & Alcohol Rehabilitation Leave

GCCA will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused vacation or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.
This policy in no way restricts the GCCA's right to discipline an employee, up to and including termination of employment, for violation of GCCA's Drug and Alcohol Policy.

TRAVEL POLICY

Travel Request (TR)

Upon completion of a Travel Request (TR) form approval by the Executive Director and Chief Business Officer, employees may attend events, such as conferences, workshops, meetings, etc., in connection with GCCA business.

In and Out of State Travel

In-State Travel: Requests for travel within the State of California, and/or within 500 miles from an employee's primary worksite are to be submitted to the Director and Chief Business Officer for approval at the earliest possible time, but no later than ten (10) days prior to the date of travel.

Travel related purchase orders for pre-payments or reimbursements must be entered in the District's budget and accounting system (Galaxy) prior to the date of travel, but no later than ten (10) days prior to the date of travel, to ensure availability of funds.

Out-of-State Travel: Requests for travel outside of the State of California, and beyond 500 miles from primary worksite require that a TR form be completed and approved by the Director and Chief Business Officer no later than thirty (30) days prior to travel.

Although rare, for out-of-country travel a TR must be submitted and approved by the Director, Chief Business Officer, and the Board of Trustees no later than thirty (30) days prior to travel.

Use of Personal Vehicle

Upon approval by the Executive Director and Chief Business Officer, an employee may use his/her own vehicle for travel in connection with GCCA business.

The School assumes no liability for the mechanical condition of a privately owned vehicle, the manner in which it is operated, or the insurance coverage of the vehicle, operator or occupants. Normally, the cost of travel by private transportation may not exceed that or regular coach air transportation to the same location. However, private transportation must be determined to be more cost effective on a case-by-case basis, after considering all expenses, including parking and local transportation costs.

Reimbursement/Prepayment

Employees are encouraged to make arrangements using the Schools purchasing procedures in lieu of using personal credit cards. The School will reimburse employees, or prepay, as applicable, for the following:

Mileage: the mileage incurred on the dates of travel using privately owned vehicles will be reimbursed at the IRS Standard Mileage Rate. When more than one individual attends the same event and private transportation is used, carpooling is encouraged.

Air Travel: The cost of air travel will be paid upon submission of appropriate original receipts. Air travel expenses paid by an employee's personal credit card will not be reimbursed until the conclusion of the travel event and only upon submission of detailed original receipts.

Conference Registration Fees: The cost of conference registration fees will be paid upon submission of registration forms, original invoices, or receipts.

Meals: Employees will be reimbursed for meals and incidental expenses based on a set per diem rate system of allowance. The rate for reimbursement is based on IRS per diem rates for the current fiscal year. Meal and incidental expenses allowance will be reimbursed once employee returns from travel and will not require receipts based on the per diem method. If meals are included in the cost of a conference, workshop or other travel event, the employee will not receive reimbursement for those meals. If travel is less than a full day the rate paid to the employee is based on time traveled.

Total M&IE	$68
Continental Breakfast/ Breakfast	16
Lunch	19
Dinner	28
Incidentals	5

*Daily rates subject to change per IRS county limit

Other Expenses: The actual cost of a taxi service, parking fees, luggage service, and reasonable and customary tips will be paid upon submission of appropriate original receipts. Employees are encouraged to use long-term airport parking.
Lodging: The cost of a single room accommodation for the night(s) required will be paid for by the School. When appropriate, sharing of rooms is desired. All hotel accommodations require approval and will not be reimbursed without prior approval of a Travel Request form. Whether lodging is prepaid by the District or reimbursed following the travel event, the employee must submit an original, itemized hotel statement upon return.
Miscellaneous: Other Miscellaneous business-related expenses incurred while on approved travel may be reimbursed, depending upon the facts and circumstances related to the necessity of the purchase. At a minimum, the expense must be directly related to the travel event.

Non-Reimbursable Items

The School will not reimburse employees for alcohol purchases (nor taxes and tips related to alcohol purchases), personal travel insurance, personal reading materials, childcare, toiletries, cosmetics, or grooming products, movies/video games (at a theater or in-room , laundry, family member meals, car washes, fuel for the employee's personal vehicle, additional hotel rooms or costs of any kind for family members who accompany employee, or any other expenses determined by GCCA to be unreasonable, excessive, non-business related, or a misuse of public funds. Any questions related to the content of this policy, or its interpretation should be directed to Chief Business Officer.

Itemized Expense Reimbursement (IER)

Travel reimbursement requests must be submitted on the Itemized Expense Reimbursement form to the Executive Director and Chief Business Officer for approval and forwarded to Accounts Payable as soon as practical, but no later than thirty (30) calendar days after returning from the travel event. Reimbursement requests that are not complete or do not include the necessary detailed receipts will be returned to the employee. Open travel requests will be closed if IER forms are not received within thirty (30) calendar days. Reimbursement requests after that time will not be accepted and funds will be returned to the departmental budget.

Local Travel

A travel request does not need to be prepared for local travel where the only reimbursable expense is mileage. Local travel is defined as within 50 miles of the employee's primary worksite. A travel request must be prepared for local travel that will involve prepayment and/or reimbursement of conference fees, meals, mileage and/or incidental expenses.
If other accommodations would like to be made within defined local travel, such as hotel room, written approval must be given prior to travel by the Executive Director and Chief Business Officer.

An employee who is required by his/her job assignment to travel other than his/her primary worksite, using his/her own vehicle, will receive mileage reimbursement for additional mileage incurred at the Internal Revenue Service's standard mileage rate in effect at the time of travel. Mileage reimbursements requests are to be submitted on the Monthly Mileage Report (MMR) on a monthly basis and are subject to availability of funds.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

1. Insubordination Including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threating language towards a supervisor or member of management.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary waste of time or material, neglect of job, duties, or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the Substance and Alcohol policy.
7. Using or possessing firearms, weapons (real or replica), or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Multiple timecard negligence in regard to proper timecard recording.
12. Use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use. School equipment for personal reasons.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.

18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures, or treatment.
21. Sleeping or malingering during work hours.
22. Release of confidential information without authorization.
23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.
27. Unprofessional conduct.
28. Unreported absence on scheduled workdays unless otherwise excused.
29. Failure of an employee to obtain permission from the Executive Director, Principal or Assistant Principal to leave work for any reason during normal working hours.
30. Abuse of sick leave
31. Failure to provide a physician's certificate when requested or required to do so.
32. Failure to provide a court ordered document, when pertaining to jury duty /witness duty leave, when requested or required to do so.
32. Violating the School's Public Image/Dress Code.
33. Breaching confidentiality
34. Working overtime without authorization from the Chief Business Officer, or refusing to work assigned overtime.
35. Unsatisfactory job performance.
36. Negligence or other conduct leading to the endangerment of harm of a child or children.
37. Failure to posses or maintain the credential or certificate or license required of the position.
38. Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. GCCA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify the Executive Director regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay only. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

Discipline Policy

GCCA desires all employees to succeed. All supervisors are encouraged to offer constructive feedback, training, encouragement, and support in order to help facilitate employee success. Despite these best efforts, there are times when more formal action must be taken by the school. GCCA reserves the right to determine when improper actions by an employee have occurred and how they will be handled.

The School does not have a required progressive disciplinary policy, and disciplinary action may not follow a specific set of steps. Without altering the at-will nature of employment, GCCA may impose one or more of the following in any order at its discretion: counseling, coaching, verbal or written warning, probation, monitored performance, job change, suspension with or without

pay, demotion, change of work hours, reduction in pay, termination, or other forms of management action.

When action is necessary, GCCA reserves the right to consider each incident on a case-by-case basis. This policy does not impair or alter the at-will employment relationship in any way.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Executive Director or Board President as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

You may also file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH) who will investigate and prosecute complaints of prohibited harassment, discrimination, and retaliation in employment. The nearest office can be found by visiting the agency websites at www.dfeh.ca.gov and www.eeoc.gov.

Supervisors and/or managers must refer all complaints involving harassment, discrimination, retaliation, or other prohibited conduct to the Executive Director of the school so GCCA can resolve the complaint.

Investigation

When the school receives a complaint of misconduct, it will immediately undertake a fair, timely, thorough, and objective investigation of the allegations in accordance with all legal requirements. The school will reach reasonable conclusions based on the evidence collected.

The school will maintain confidentiality to the extent possible. However, GCCA cannot promise complete confidentiality. The employer's duty to investigate and take corrective action may require the disclosure of information to individuals with a need to know.

Complaints will be:

- Responded to in a timely manner
- Kept confidential to the extent possible
- Investigated impartially by qualified personnel in a timely manner
- Documented and tracked for reasonable progress
- Given appropriate options for remedial action and resolution
- Closed in a timely manner

If the school determines that harassment, discrimination, retaliation, or other prohibited conduct has occurred, appropriate and effective corrective and remedial action will be taken in accordance with the circumstances involved. The school also will take appropriate action to deter future misconduct.

Any employee determined by GCCA to be responsible for harassment, discrimination, retaliation, or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including termination. Employees should also know that if they engage in unlawful harassment, they can be held personally liable for the misconduct.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Executive Director or Board President.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

GCCA reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

GCCA will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

Approved by Board of Directors:

APPENDIX B

PERSONNEL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Approved by Board of Directors:

APPENDIX C

COVID-19 Pandemic Updates

Riverside Community College Partnership

In accordance to the MOU between Gateway College and Career Academy (GCCA) and Riverside Community College (RCC), all staff, students, and visitors of GCCA will abide by the rules and policies set in place by RCC. In addition, Gateway will monitor COVID-19 infections and will be ready to make changes based on recommendations from the Center for Disease Control and Prevention (CDC), the California Division of Occupational Safety and Health (Cal OSHA), and the Riverside County Department of Public Health (RCDPH).

Masks and Face Coverings

Updated Sept 8, 2022

Gateway will follow RCC's mask mandate and encourage students and staff to wear masks indoors but will no longer make it mandatory.

Vaccination Requirement- Requirement Lifted

Latest Message from RCCD's Chancellor:

Dear RCCD Personnel,

At the special board meeting held on Thursday, 9/8, at 5:00 PM, the RCCD trustees discussed the current masking mandate and approved an addendum to rescind the masking mandate and instead strongly encourage students, employees, and visitors to use masks when indoors at District facilities. The decision reached by the board is to be implemented with immediate effect.

Even though the masking mandate has been lifted, the District is expected to align its policies with federal and state laws and with recommendations of the Center for Disease Control and Prevention (CDC), the California Division of Occupational Safety and Health (Cal OSHA), and the Riverside County Department of Public Health (RCDPH). In alignment with the policies and recommendations of the organizations listed, the District will continue tracking and reporting any COVID-19 infections and will continue notifying people who have been in close contact with students, employees and campus visitors who have been infected. Rest assured, that the infection rate at RCCD campuses will continue to be carefully monitored. If rates of infection significantly change or the situation appears to merit further action, the board of trustees will be alerted, and they are prepared to make any necessary adjustments to the resolution. The overarching goal is to maintain a safe learning and working environment at the colleges and other District facilities.

Wearing Masks is Strongly Encouraged

An atmosphere of cooperation and respect should be maintained in all interactions between students, employees, and visitors. While federal, state, and local health authorities, and the leadership of this District, collectively advocate and strongly encourage people to wear masks, this should be done with kindness and sensitivity to the unique needs of all members of this collegiate community. There are many concerns and strongly held beliefs that have been expressed on both sides of the masking debate. I urge you to act with abundant caution, wear masks when possible, and treat each other with the utmost respect. Our collective mental and physical health is worth our best efforts.

Reporting COVID-19 Infections is Required
Students who test positive for COVID-19, are experiencing COVID-19 symptoms (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea), or have been identified as a close contact of an infected person, are required to report this information using the student reporting form for their respective colleges through the links provided here:

- **Moreno Valley College - https://forms.office.com/r/0KZvTNUtYN**
- **Norco College - https://forms.office.com/r/AF488ANiSG**
- **Riverside City College - https://forms.office.com/r/ihWXrfy10R**

RCCD Employees who test positive, experience symptoms, or have been in close contact with someone who is infected are required to report this information using the employee reporting form.

Please note: The directions issued by the Colleges' Student Health Centers, and RCCD's Risk Management Office regarding quarantines, isolation recommendations and masking will still apply when a student, employee, or visitor tests positive, experiences symptoms, or has been in close contact with someone who is infected. We will also continue to send out email notifications about COVID-19 outbreaks and changes to tracking and reporting recommendations in alignment with CDC, Cal OSHA and RCDPH.

As the pandemic wanes and the endemic continues, I am grateful for the work being done to keep our colleges safe, and our students, employees, and visitors healthy. This is a coordinated effort, and your adherence to our safety standards and policies is greatly appreciated.

Sincerely,

Wolde-Ab Isaac, Ph.D.
RCCD Chancellor

Amendments

Changes to this policy are subject at any time. GCCA Administration will continue to monitor any COVID-19 updates from the State and RCCD. Notice to all employees will go out if any changes are finalized.

ACKNOWLEDGMENT OF RECEIPT OF 2025-26 RGTCECHS EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please retain this copy for your records.

ACKNOWLEDGMENT OF RECEIPT OF 2025-26 RGTCECHS EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

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I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

Appendix F

Comprehensive School Safety Plan

Gateway College and Career Academy

Comprehensive School Safety Plan

Gateway College and Career Academy
4800 Magnolia Ave. Riverside CA 92506

Administration Office
3750 University Ave. Suite 560, Riverside CA 92501

A Riverside County Office of Education Authorized Charter School

This document is to be maintained for public inspection during business hours

Adopted March 18, 2022
Amended February 29, 2024, March 21, 2025

2025 CSSP Planning Committee Member Roster

First Name	Last Name	Email
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Comprehensive School Safety Plan

Gateway College and Career Academy
Section 1: General Information – School Safety
Part 1: School Commitment to Safety

Gateway College and Career Academy is committed to ensuring that students enrolled in this school, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 1: General Information – School Safety
Part 2: Legislative Requirements

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334/ SB 153 to contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Instructional Continuity Plan (ICP)

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 1: General Information – School Safety
Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Gateway College and Career Academy that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training, which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Gateway College and Career Academy remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that Gateway College and Career Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Gateway College and Career Academy, protecting children from child abuse is a major priority. Each year staff discuss child abuse indicators and are reminded of the procedures to follow when abuse is suspected.

Employees of Gateway College and Career Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Principal or to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

The determination as to who should be contacted will depend greatly upon the situation at hand. The Riverside Community College District Police Department will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err to the side of caution by calling the Riverside Community College District Police Department.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. The Gateway College and Career Academy board policy and employee handbook are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and Gateway College and Career Academy School Board Policy are presented below.

From California Penal Code Section 11166

> …any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Gateway College and Career Academy BP 604– Child Abuse and Neglect Reporting

> Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.
>
> The Board agrees with the Legislature that:
>
> 1. Child abuse and neglect is a severe and increasing problem in California.
> 2. School districts and preschools are able to provide an environment for training of children, parents, and all school staff.
> 3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

Gateway College and Career Academy BP 604– Child Abuse and Neglect Reporting (Continued)

The Executive Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff.

Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:

    a. Physical abuse resulting in a non-accidental physical injury.
    b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
    c. Sexual abuse including both sexual assault and sexual exploitation.
    d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
    e. Severe corporal punishment.

2. "Mandated Reporters" are those people defined by law as "child care custodian," "medical practitioners" and non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

   Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency. **1(800)-442-4918** **24-hour Hotline**

   The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

   a. The name of the person making the report.
   b. The name of the child.
   c. The present location of the child.
   d. The nature and extent of any injury.
   e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

   The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

   The mandated reporter may request and receive copies of the appropriate form either from the school or directly from the local child protective agency.

   Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

   Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and school regulations. If requested by the mandated reporter, the Principal may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Principal and/or designee shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

When School Employees are Accused of Child Abuse.
Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies, regulations and/or collective bargaining agreements. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 1: General Information - Disaster

Gateway College and Career Academy and the Riverside Community College District (RCCD) will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

RCCD has developed an Emergency Operations Plan in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. Gateway College and Career Academy is located on the campus of Riverside City College, one of the three colleges within RCCD.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director.

The Executive Director should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the executive director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. The District EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Telephones Bomb Threat

- Take the caller seriously, but remain calm.
- Keep the caller on the phone as long as possible--DELAY--ask a lot of questions.
- Get as much information about the caller as possible.
- Tell a nearby co-worker to contact Police at 911
- Ask the following questions:
    - Where is the bomb located?
    - If time bomb, when is it set to explode? (c) What kind of bomb is it?
    - Why is the caller doing this?
- Do not discuss the threat in public.
- RCCD Police will determine if evacuation is necessary. If you do evacuate, move to an evacuation assembly area and do not re-enter the area until instructed to do so.

Note details: sex, accent, speech impediment, age, background noises, unusual phrases, etc.

Caller's Voice:

• Calm	• Nasal	• Slow	• Raspy	• Loud	• Angry
• Stutter	• Excited	• Rapid	• Deep	• Soft	• Clearing Throat
• Laughter	• Normal	• Disguised	• Distinct	• Deep Breathing	• Crying
• Accent	• Slurred	• Lisp	• Ragged	• Cracked Voice	• Familiar

If the voice is familiar, who did it sound like?

_____

Sex of caller: _____ Age: _____ Length of call: _____

Accent: Local, Foreign, Regional (describe)

_____

Number at which call received: _____ Time: _____ Date:

Background Sounds:

• Street Noises	• Factory Machinery	• Animal Noises	• Voices	• PA System	• Static	• Local
• Music	• Long Distance	• House	• Noises	• Booth	• Motor	• Office Machinery

2. Suspicious Letter or Package

If you observe a suspicious object or potential bomb on campus - Do Not Touch the Object. Clear the area and immediately call RCCD Police by dialing 911.

• Leaking with something unusual
• Ticking
• Exposed wiring or other suspicious hardware
• No return address/ Incorrect address

3. Notification Procedures

Following the call to 911 caller should:
Communicate the above information to the following in this order:

- School Principal/Administrator
- Assistant Site Directors or Deans

The Principal/Administrator will notify the District Executive Director's office.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

3. Action Plan Procedures

If required to develop an action plan, the Executive Director/Administrator may consult with the following: other administrators, lead counselor, and RCC head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

The Executive Director will make the decision to evacuate the buildings. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Executive Director only after consulting with law enforcement authorities.

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 5: Earthquake Procedures

Indoors
DUCK, COVER, AND HOLD.
Get under sturdy desk or table. Move away from windows and objects that could fall. Do not run outdoors: falling debris or electrical wires may hit you. Stay under desk or table until shaking stops.

Outdoors
Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In Car
Stop vehicle in safe location away from power lines, overpasses or large buildings. Preferably an open area. Stay in vehicle.

In an Elevator
If power fails, elevators will stop and lights will go off. Be patient. Emergency personnel will rescue you as soon as possible.

General
Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.

Conduct a headcount to account for all personnel and students

Establish communications with your supervisor or Principal and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 6: Explosion, Aircraft Crash or Similar Incident

If possible, Duck and Cover under a desk or table.

Notify 9-1-1 of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Executive Director

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 7: Fire Procedures

When fire or smoke is discovered call 9-1-1 to report a fire, stay on line and give specific information (name, address of school or facility).

Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call 9-1-1 and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

Do not use elevators for building evacuation or in an emergency.

If heavy smoke is present, crawl or stay near floor for breathable air. Breathe shallowly through nose and use your shirt or jacket as a filter to cover your nose and mouth.

Assist any individuals who would have physical problems evacuating the building.

If your clothing catches fire, DO NOT RUN. Stop…Drop…Roll.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not reenter building until authorized by fire department or the Executive Director.

If the fire is off site, wait for instructions from the Executive Director.

<u>If trapped by a fire in a room</u>

Place (moist, if possible) cloth material around/under the door to prevent smoke from entering.

Retreat-close as many doors as possible between you and the fire.

If possible, turn off the HVAC system

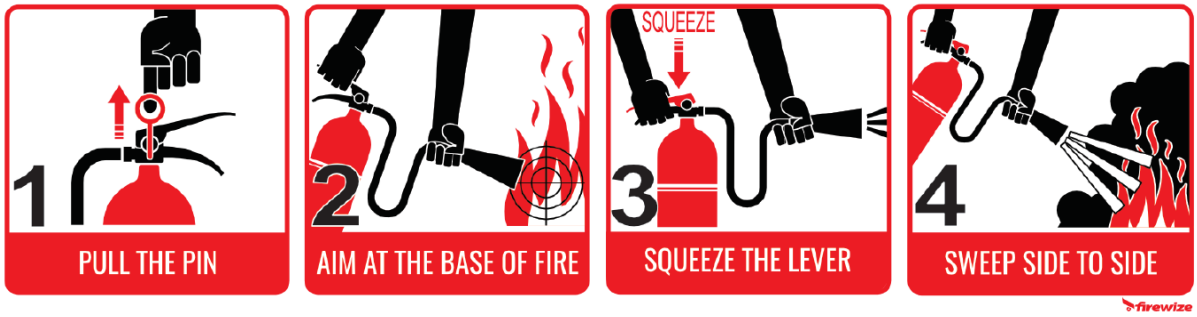
Be prepared to signal from windows, but do not break glass unless necessary. (Outside smoke may be drawn in.)

If you have to break a window, break from the top down and make sure to clear the shards.

TREAT ALL ALARMS LIKE A REAL EMERGENCY. DO NOT ASSUME IT'S A FALSE ALARM!

How to use a fire extinguisher

You can use a fire extinguisher to put off a small fire if trained



Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 8: Flood Procedures

If a flood warning is received by the school, notify the Executive Director immediately.

Based upon the specific threat, the Executive Director in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by the Executive Director in coordination with SEMS.

Any threatening disturbance should be reported immediately to the Executive Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by walkie talkie, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Executive Director or Executive Director's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If situation is violent and may include the use of firearms, the Executive Director or Executive Director's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Principal and staff must follow all instructions given by responding law enforcement.

If the event is major, the Executive Director will activate the District EOC to develop an Action Plan to deal with the situation as well as the following:

A. Telephone inquiries and rumor control
B. Media relations and public information
C. Employee/Student crisis counseling
D. Facility damage assessment/control

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 10: Severe Windstorm Procedures

If a severe wind warning is received a District school or site, notify the District Executive Director immediately.

Based upon the specific threat, the Executive Director in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific schools, facilities or areas will be directed by the Executive Director in coordination with SEMS.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that …
… is unexpected or from an unfamiliar source
… has excessive postage
… is addressed to someone who no longer works in the District
… is addressed to a current employee but with the wrong title
… contains several misspelled words on the envelope
… marked with restrictive endorsements such as “Personal” or “Confidential”
… has no return address or an address that cannot be verified
… mail that is from a foreign country
… shows a city or state in the postmark that doesn’t match the return address
… is lopsided, oddly shaped, or has an unusual weight, given its size
… has protruding wires, strange odors or stains
… has powdery substance on the outside
… has an unusual amount of tape on it
… is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school’s chances of becoming the victim of attack by mail.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 911.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (911) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify the District Executive Director's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 3: Disaster Procedures
Part 12: Active Shooter

When a hostile person is shooting a weapon or otherwise causing death or serious injury to other persons on GCCA/RCCD property, or is threatening imminent death or injury, we recommend that students, faculty, and staff take the following steps to try to avoid harm.

- Call 911. Remain calm and answer the dispatcher's questions. The dispatcher is trained to obtain the necessary and required information for an appropriate emergency response.

- If safe to do so, stop and take time to get a good description of the shooter. Note height, weight, sex, race, approximate age, clothing, method and direction of travel, and name, if known. If the suspect is entering a vehicle, note the license plate number, make and model, color, and outstanding characteristics. All of this takes only a few seconds and is of the utmost help to the responding officers.

NOTE: An individual must use their own discretion during an active shooter event as to whether they choose to run to safety or remain in place. However, best practices for an active shooter event are listed below.

IF OUTSIDE WHEN A SHOOTING OCCURS

- Run away from the threat if you can, as fast as you can. Run in a zigzag pattern, and use vehicles, bushes, trees and other objects that could shield you from the view of the shooter.
- If you can get away from the area of immediate danger, call for help (9-1-1) and warn others.
- If you are unable to run away, drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or somewhere out of the suspect's view, duck and run to it.
- Move or crawl away from gunfire, utilize any obstructions between you and the gunfire.
- When you reach a place of relative safety, evaluate your location, to determine if it is really a good place to hide. If so, stay down and do not move.
- If the suspect is nearby, and causing death or physical injury to people near you, lie down and play dead.
- Wait and listen for directions from the police, campus safety and/or public agency personnel.
- When the police arrive, obey all commands. You may be told to lie face down, raise your hands, or may be handcuffed. This is for safety reasons so the police may evaluate the circumstances. Do not run at the Police.

IF INSIDE WHEN A SHOOTING OCCURS

•If possible, quickly exit the building and evacuate to a safe area away from danger.
•Call 9-1-1 when it is safe to do so

•If not possible to exit safely, stay inside the classroom/office.
•If possible, close and lock the door and barricade it.
•Close the blinds, turn off the lights, remain quiet and move behind objects that may conceal you from the suspect. Stay on the floor, away from the doors or windows, and do not peek out to see what is happening.
•If the armed assailant enters your area, your option may be limited to fighting them to survive. Use anything you can find as an improvised weapon and attack with others if possible.

IF SUSPECT IS OUTSIDE YOUR CLASSROOM/OFFICE

- Stay inside the classroom/office.
- If possible, close and lock the outside door to the room.
- Close the blinds, turn off the lights, remain quiet and move behind objects that may conceal you from the suspect. Stay on the floor, away from doors or windows, and do not peek out to see what may be happening.
- If possible and safe to do so, report the location of the assailant.

IF SUSPECT IS IN CLOSE PROXIMITY

- Lie motionless and pretend to be unconscious.
- Do not attempt to apprehend or interfere with the suspect except for self-protection. An individual must use his/her own discretion about when he or she must engage a shooter for survival.
- If you are confronted by the suspect and are not going to fight back, avoid eye contact and follow all commands.
- A last option, whether inside or outdoors, may be to fight back. Creating a distraction, by yelling or throwing something at or towards the assailant might provide a momentary advantage.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 4: Instructional Continuity Plan (ICP)
Introduction

Introduction Gateway College and Career Academy is committed to ensuring uninterrupted learning for all students in the event of an emergency or natural disaster. This Instructional Continuity Plan (ICP) outlines protocols and strategies to maintain engagement, deliver instruction, and provide student support in compliance with Senate Bill 153 and applicable sections of the California Education Code (EC). The ICP will be integrated into GCCA's Comprehensive School Safety Plan (CSSP) by July 1, 2025.

Review and Evaluation This plan will be reviewed annually as part of the CSSP process and updated based on:

- Feedback from students, families, and staff.
- Lessons learned from emergency implementations.
- Changes in state or federal educational policies.

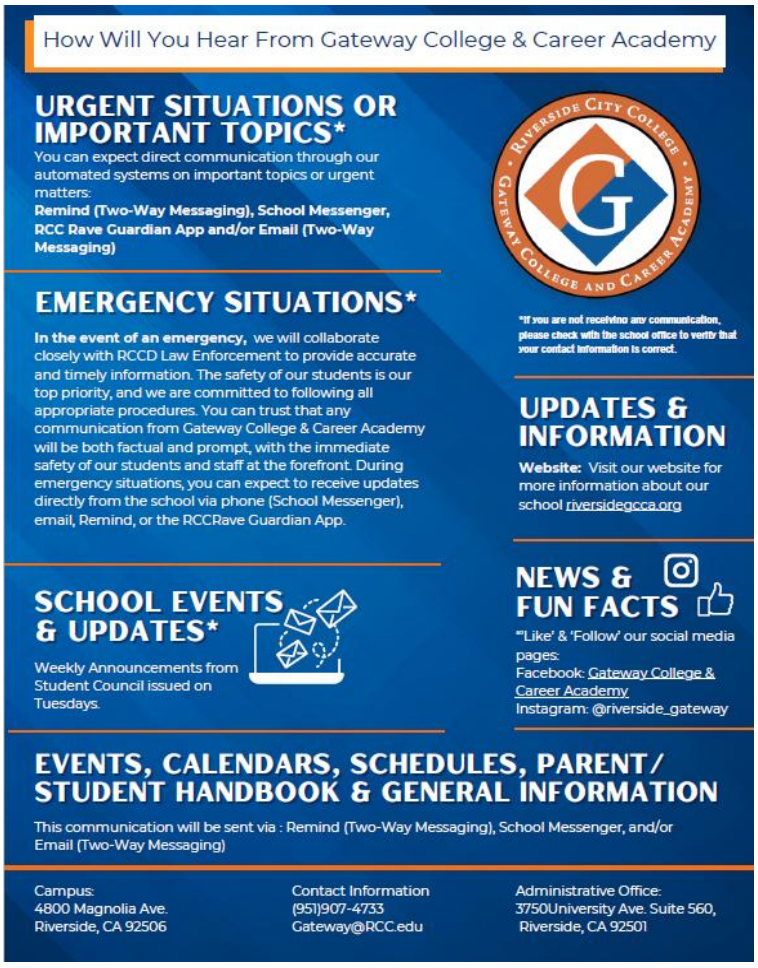
Comprehensive School Safety Plan

Gateway College and Career Academy
Section 4: Instructional Continuity Plan (ICP)
Part 1: Engagement Following an Emergency

Following an emergency (natural disaster or school shutdown due to unforeseen event) Gateway will engage with pupils and their families as soon as practicable, but no later than five (5) calendar days. EC Section 32282(a).(3).(A).(i).

How will GCCA Communicate?

- **Short Messaging Service (SMS) and Phone Calls** – Direct outreach from school staff to families.
- **Email and School Portals (Parent Portal, Canvas & Apex)** – Announcements and updates on instructional plans.
- **Social Media and School Website** – Posting emergency information and instructional updates.
- **Printed Flyers and Community Partnerships** – Distribution of information through local organizations in cases of infrastructure damage.



GCCA will provide social-emotional, mental health, and academic support by:

- Conducting well-being check-ins via counselors and teachers.
- Providing access to virtual mental health counseling though new and existing partnerships.
- Maintaining academic advising and student support services remotely.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 4: Instructional Continuity Plan (ICP)
Part 1: Instruction Following an Emergency

Gateway will provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency. EC Section 32282(a).(3).(A).(i).

A. Remote Learning Implementation

1. **Learning Platforms:**
    - **Apex Learning Virtual School** – Self-paced online courses.
    - **Canvas Course Management System** – Teacher-led synchronous and asynchronous instruction.
2. **Instructional Modalities:**
    - **Synchronous Online Classes:** Live virtual instruction via Zoom.
    - **Asynchronous Learning:** Pre-recorded lessons and digital assignments accessible on Canvas.
3. **Student Support Services:**
    - Virtual tutoring and office hours.
    - Remote access to counseling and academic advising.
    - Technology support for students and families. Supporting and expanding our 1:1 Chromebook and Wi-Fi hot spot program.

B. Temporary Reassignment Options If in-person instruction is disrupted, GCCA will facilitate student reassignment to:

- Hybrid instructional models combining online coursework with periodic in-person support.
- Another educational institution (LEA, COE, or charter school) in compliance with EC guidelines.
- Temporary alternative learning centers if feasible within the community.

IV. Access to Instructional Resources GCCA ensures that students have access to necessary instructional materials, including:

- **Digital Resources:** Course materials available through Canvas and Apex Learning.
- **Printed Materials:** Packets distributed for students without reliable internet access.
- **Technology Distribution:** Provision of Chromebooks and Wi-Fi hotspots as needed.
- **Instructional Equity:** Compliance with California's Distance Learning Policy (EC Section 51865[b][1]) to ensure equal access for all students, including those with disabilities and English learners.

V. Compliance and Instructional Standards GCCA's remote learning framework will adhere to independent study program standards, as outlined in EC Section 60010(h), ensuring:

- Equivalent instructional quality to in-person learning.
- Regular assessments and student progress monitoring.
- Alignment with the California Department of Education (CDE) guidelines for exemplary independent study practices.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 5: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

When the Principal at Gateway College and Career Academy is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written School records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher's classroom, the Principal shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code, the California Penal Code are presented below.

From California Education Code Section 49079

(a) A school shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The School shall provide the information to the teacher based on any written records that the School maintains or receives from a law enforcement agency regarding a student described in this section.

(b) No school shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the school has made a good faith effort to notify the teacher.

(c) The information provided shall be from the previous three (3) school years.

(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 5: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils- BP 213

From California Penal Code Section 243(e) – Paragraphs 5 and 6

(5) … "Injury" means any physical injury which requires professional medical treatment.

(6) …"Custodial Officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

BP 213-

Notice Regarding Student Crimes and Offenses

The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written school records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Executive Director or designee shall consult with the Principal in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Principal or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Principal or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Principal or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's classroom teachers, special education teachers, and counselors.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 5: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

The teacher shall initial the student's file when reviewing it in the school office. Once the school has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the school's liability.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 1: Definitions

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.

2. Referral to a certificated employee designated by the Principal to advise students.

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the Principal or designee as provided in the California Education Code, Section 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools of the district are in session or weekdays during summer recess.

Student includes a student's parent/guardian or legal counsel.

Principal's designee means any one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the Principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the Principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the Principal's office.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 2: Notice of Regulations

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

> At the beginning of each school year, the Principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment.
>
> Notification shall include information about the availability of individual school rules and all school policies and regulations pertaining to student discipline.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 3: Grounds for Suspension and Expulsion

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

Students may be subject to suspension or expulsion for committing any of the acts listed below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Possessed sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in the California Health and Safety Code, Section 11053-11058, alcoholic beverage, or an intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed as defined in Health and Safety Code, Section 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

11. Disrupted school Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289 or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

Students in grades 4 through 12 are also subject to suspension or recommendation for expulsion for any of the acts listed below:

16. Committed sexual harassment as defined in Education Code 212.5.

17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.

18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances:

1. While on school grounds.

2. While going to or coming from school.

3. During lunch period.

4. During, going to, or coming from a school-sponsored activity

Alternatives to suspension or expulsion will be used against students who are truant, tardy, or otherwise absent from assigned school activities.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 4: Removal from Class by a Teacher/Parental Attendance

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

A teacher may suspend any student from his/her class, for the day of suspension and the next day for any act listed in "Grounds for Suspension and Expulsion" above.

A teacher also may refer a student to the Principal or designee for consideration of suspension from school.

When removing a student from his/her class, the teacher shall immediately report this action to the Principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference if it is practicable. A school administrator may attend the conference if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the Principal.

A student removed from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended.

The teacher of any class from which a student is removed may require the suspended student to complete any assignments and tests missed during the suspension.

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has suspended to attend a portion of a school day in his/her child's classroom. When a teacher makes this requirement, the Principal shall send the parent/guardian a written notice that the parent/guardian's attendance is pursuant to law.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternative date.

2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.

3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.

4. Ask the parent/guardian to meet with the Principal after the visit and before leaving school, as required by Education Code 48900.1.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 5: Suspension by Executive Director, Principal, or Designee

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

The Executive Director, Principal, or designee may suspend a student from a school for not attending more than five consecutive school days unless the suspension is extended pending expulsion.

The Executive Director or designee shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by a school employee, or selling or otherwise furnishing a firearm, unless the student has obtained prior written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Brandishing a knife, as defined in Education Code 48915(g), at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Suspension also may be imposed upon a first offense if the Executive Director, Principal or designee determines the student violated items (1)-(5) listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

1. Informal Conference

   Suspension shall be preceded by an informal conference conducted by the Principal, designee or the Executive Director with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal. At the conference, the student shall be informed of the reason for the disciplinary action and the

evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the Principal, designee or the Executive Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

   All requests for student suspension are to be processed by the Principal or designee of the school in which the student is enrolled at the time of the misbehavior.

   A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director or designee.

3. Notice to Parents/Guardians

   At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

   This notice shall state the reasons for suspension and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference

   Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension

If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Executive Director or designee may, in writing, extend the suspension until such time as the Board has made a decision.

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Executive Director or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 6: Authority to Expel

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the Principal, Executive Director hearing officer or administrative panel, based on finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 7: Mandatory Recommendation for Expulsion

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

Unless the Principal or Executive Director finds that expulsion is inappropriate due to particular circumstances, the Principal, Executive Director or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.

3. Unlawful possession of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.

4. Robbery or extortion.

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 8: Mandatory Recommendation and Mandatory Expulsion

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

The Principal, Executive Director or designee shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a school employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certified school employee, with the Principal or designee's concurrence.

2. Brandishing a knife as defined in Education Code 48915(g) at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Upon finding that the student committed any of these acts, the Board shall expel the student.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 9: Student's Right to Expulsion Hearing

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

> The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Principal or Executive Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.
>
> The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.
>
> If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Executive Director of designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.
>
> Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 10: Rights of Complaining Witness

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness.

Whenever the Executive Director or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the school's suspension and expulsion policy and regulation and shall advise the witness of his/her right to all the following:

1. Receive five days notice of his/her scheduled testimony at the hearing.

2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.

3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Executive Director or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 11: Written Notice of the Expulsion Hearing

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.

2. A statement of the specific facts and charges upon which the proposed expulsion is based.

3. A copy of school disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the school to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a).

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 12: Conduct of Expulsion Hearing

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session.

   If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate written and complete transcription of the proceedings can be made.

3. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion."

   Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of harm.

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

4. Testimony by Complaining Witnesses: The following shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:

   a. Any complaining witness shall be given five days notice before being called to testify.

   b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

   c. Before a complaining witness testifies, support persons shall be admonished that the hearing confidential.

   d. The person presiding over the hearing may remove a support person who he/she finds disrupting the hearing.

   e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

   f. Evidence of specific instances or prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experience of the complaining witness and to prevent discouragement of complaints, the school shall provide a nonthreatening environment.

(1) The school shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

5. Decision Within Ten Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.

6. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 15: Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See "Final Action by the Board" below.)

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the finding of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year. (See "Suspension of Expulsion" below.)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 16: Final Action by the Board

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting.

When the Board accepts a recommendation against expulsion or decides after the hearing not to expel, this decision if final and the student shall be reinstated immediately. The Executive Director or designee shall place the student in any classroom program, other instructional program, rehabilitation program,, or any combination of such programs after consulting with school personnel, including the teacher involved, and with the student's parent/guardian.

Upon ordering the expulsion, the Board shall set a date, no later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school within the district.

1. Periodic review as well as assessment of the student at the time of review for readmission.

2. Recommendation for improved academic performance, tutoring, special education assessments, job training, counseling, community service and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 17: Written Notice to Expel

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

The Executive Director or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.

2. Notice of the right to appeal the expulsion to the County Board of Education.

3. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1.

4. Notice of the alternative educational placements available to the student during the time of expulsion.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion/Due Process
Part 18: Suspension of Enforcement of the Expulsion

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year.

When deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.

2. The serious ness of the misconduct.

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

In cases of mandatory expulsion, the enforcement of an expulsion orders shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

2. During the period when enforcement of the expulsion order is suspended, the student shall be on a probationary status.

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the school's rules and regulations governing student conduct.

4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

7. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion
Part 20: Right to Appeal

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

> The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion
Part 21: Post-Expulsion Assignments

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

The Board shall refer expelled students to a program of study that meets all the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.

2. Is not provided at a comprehensive middle, junior or senior high school or at Gateway College and Career Academy, unless the program is offered at a community day school established at such a site.

3. Is not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #15 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive middle junior, or senior high school, or at an elementary school.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion
Part 22: Readmission After Expulsion

From Gateway College and Career Academy BP 313 – Suspension and Expulsion/Due Process

Readmission procedures shall be as follows:

1. On the date set by the Board when it is ordered the expulsion. The school shall consider readmission of the student.

2. The Executive Director or designee shall hold a conference with the parent/guardian and the student. At the conference the conditions for readmission shall be reviewed. The Executive Director or designee shall verify that these conditions have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Executive Director or designee shall transmit the request for readmission to the Board, along with his/her recommendation. The Board shall consider the request in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Executive Director or designee shall notify the student and parent/guardian by registered mail, of the Board's decision regarding readmission.

5. The Board may deny readmission if it finds that the student had not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other school students or employees.

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion
Part 23: Maintenance of Records

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

> The Board shall maintain a record of each expulsion, including the cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.
>
> The Executive Director or designee shall, within five working days, honor any other district's request for information about an expulsion from this district.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 6: Suspension and Expulsion
Part 24: Notifications to Law Enforcement Authorities

From Gateway College and Career Academy BP 313– Suspension and Expulsion/Due Process

Prior to the suspension or expulsion of any student, the school Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

The Principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 7: Sexual Harassment Policy
Part 1: General Information

The administration, teachers and staff at Gateway College and Career Academy actively strive to eliminate acts of sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Gateway College and Career Academy and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in out School's policies.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 7: Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

From Gateway College and Career Academy BP 605 – Sexual Harassment

GCCA is committed to providing a work and educational atmosphere that is free of unlawful harassment. GCCA's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. GCCA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. GCCA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. In addition, the school prohibits retaliation against individuals who raise complaints of discrimination or harassment or who participate in workplace investigations.

All such conduct violates GCCA's anti-harassment/discrimination and retaliation policy.

Prohibited Unlawful Harassment
Verbal conduct such as epithets, derogatory jokes or comments or slurs;
Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors; Retaliation for reporting or threatening to report harassment; and Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law or by school policy; Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment
In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

GCCA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.
Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an

employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual. All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.
Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director.
Sexual harassment may include, but is not limited to:
Physical assaults of a sexual nature, such as: Rape, sexual battery, molestation or attempts to commit these assaults and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.
Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.
GCCA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.
While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Reasonable Accommodation
Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.
To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.
Any job applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. The school will engage in an interactive process with the employee to identify possible accommodations, if any that will help the applicant or employee perform the job. An applicant, employee or unpaid intern who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact a school representative with day-to-day personnel responsibilities and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the school will make the accommodation.
The School will not retaliate against you for requesting a reasonable accommodation and will not knowingly tolerate or permit retaliation by management, employees or co-workers. All requests for accommodations will be kept confidential to the extent necessary to effectuate the accommodation.

Notifications

A copy of the school's policy on Harassment in Employment shall:

1. Be provided to each faculty member, all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.

2. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of school information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.

2. The definition of sexual harassment under applicable state and federal law.

3. A description of sexual harassment with examples.

4. The school's complaint process available to the employee.

5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.

6. Direction on how to contact the Fair Employment and Housing Department and Commission.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 7: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

From Gateway College and Career Academy BP 605 & 502: Anti-harassment, Professional Boundaries Staff/Students

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the school.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Principal or designee or to another school administrator.

Any student who feels that he/she is being harassed should immediately contact the Principal or designee or another school administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

From Gateway College and Career Academy BP 502– Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the school and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.

3. Graphic verbal comments about an individual's body, or overly personal conversation.

4. Sexual jokes, stories, drawings, pictures, or gestures.

5. Spreading sexual rumors.

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Touching an individual's body or clothes in a sexual way.

8. Purposefully limiting a student's access to educational tools.

9. Cornering or blocking of normal movements.

10. Displaying sexually suggestive objects in the educational environment.

11. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications

A copy of the school's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.

2. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.

3. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.

Enforcement

The Principal or designee shall take appropriate actions to reinforce the school's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.

2. Providing staff in-service and student instruction or counseling.

3. Taking appropriate disciplinary action as needed.

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Comprehensive School Safety Plan

Gateway College and Career Academy
Section 8: School Dress and Grooming
Part 1: Board Policy 318

From Gateway College and Career Academy BP 318 – Student Dress and Grooming

Dress Code

Students enrolled in Gateway College and Career Academy (GCCA) shall be dressed and groomed according to standards that will NOT substantially interfere with or detract from the school environment or disrupt the educational process. Students are expected to dress appropriately when participating in meetings, campus events, and class sessions. GCCA is first and foremost an educational environment. To avoid distractions in the classroom, and to create a positive learning environment, a dress code must be followed. The following types of clothing and accessories are NOT ALLOWED:

• Items promoting alcohol, tobacco, drugs or violence.
• Writing or images promote racial, sexual, ethnic, or religious prejudice.
• Items containing vulgar or offensive language.
• Pants or shorts that are sitting too low below the waistline.
• Shorts, dresses, and skirts that are not appropriate (extremely revealing).
• Attire that is sheer or exposes any of the following: chest, stomach, and undergarments.

Any student wearing inappropriate clothing will be required to change immediately. Administration has final say in what is deemed appropriate for school. The student must correct the problem or go home to change clothes.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 9: Safe Ingress and Egress
Part 1: General Information

Gateway College and Career Academy takes pride in being a school that has a mission to provide a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with the Riverside Community College District to ensure that the school's immediate community is safe.

Through the joint efforts of site administrators, faculty, and RCCD, Gateway College and Career Academy has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Gateway College and Career Academy encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 9: Safe Ingress and Egress
Part 2: Safe Ingress and Egress

Gateway College and Career Academy has two entrances and departure routes along Terracina Drive and Saunders Street from the Riverside City College entrance on City College Drive. Most students enter from the Terracina Drive entrance to Lot G. The entrance to Riverside City College has no gate and can be accessed freely throughout the day. Students are dropped off or walk in from Lot G into the Lovekin Complex buildings where GCCA classrooms and offices are located.

All adults are to enter from the Lot G entrance and follow the signs for office check in.

Whenever a safety issue is pending, RCCD Police may block access to the campus by posting personnel at the City College Drive entrance or the Lot G entrance. For emergency situations, teachers have room keys to lock or unlock their classroom or office doors.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 10: Rules and Procedures of School Discipline
Part 1: Specific Guidelines

SCHOOL DISCIPLINE

From Gateway College and Career Academy BP 313 – School Discipline

Reference(s): CA Education Code Sections 212.5, 233, 48900, 48910, 48915; CA Health and Safety Code Sections 11014.5, 11053; CA Penal Code Sections 243.4, 261, 266c, 286, 288, 289, 417.27, 12550, 12556

A student enrolled in Gateway College and Career Academy may be recommended for suspension or expulsion if the school's Director/Principal and/or designee has determined that the student has committed an act which involved physical injury; violence; weapons; a controlled substance, including alcohol; robbery or extortion; damage to school, college, or private property; stolen or stealing property; tobacco; obscene behavior or habitual profanity or vulgarity; drug paraphernalia; disrupting school activities or willfully defying school officials; knowingly receiving stolen property; brandishing an imitation firearm; committing or attempting to commit a sexual assault or battery; harassing, threatening, or intimidating a student or a school staff member; or, engaging in hazing.

1.1 A student may be suspended or expelled for acts that are enumerated and related to school activity or attendance that occur at any time

(a) while on school grounds
(b) while coming or going to school
(c) during the lunch period whether on or off the campus
(d) during, or while going to or coming from, a school sponsored activity

1.2 In addition to reasons specified above in section 10.0, a student may be suspended from school or recommended for expulsion if the school's Director/Principal and/or designee has determined that the student has committed an act which involves sexual harassment, hate violence, harassment, threats and intimidation, disruption of the instructional process, terroristic threats against school officials and/or school property.

A. Steps for Managing Student Behavior

Disciplinary sanctions may be applied according to sections 10.0 – 10.2 of the Gateway College and Career Academy Student Discipline Policies. In addition, Gateway College and Career Academy maintains the following disciplinary actions for students violating behavioral expectations:

a) Verbal warning, documented by Counselor
b) Behavior Success Contract outlining expectations and time lines for improvement. Refer to Gateway College and Career Academy Student Discipline Policies sections 13.0 – 13.1.

c) In accordance with Gateway College and Career Academy values, encourage student to allow parental communication and involvement for support (note: not required for students over 18 according to Gateway College and Career Academy and RCCD student policy).
d) Suspension or expulsion from Gateway College and Career Academy and/or the College.

1.1 If a student violates the Behavior Success Contract, following consultation with the Counselor and the program administrator, the student may be placed on probation or dropped from Gateway College and Career Academy. If placed on probation, the student will have one full semester to improve his or her performance.
Students who are placed on probation at the end of the semester will have one full semester to improve GPA and/or demonstrate success in all classes.
The Counselor will notify the school administrator and the manager of student retention and support of students placed on a Behavior Success Contract with copies in the student's school file.

B. Expectations for Student Conduct and Behavior

Gateway College and Career Academy expects students will conduct themselves as responsible members of the school and College community. Gateway College and Career Academy assumes that students will observe standards of conduct, which are appropriate to the pursuit of educational goals. It is assumed that the conduct will enhance the educational experience, not disrupt it. RCCD has a code of student conduct that the student must follow. This policy covers attendance, grading, conduct violations, such as cheating, plagiarizing, alcohol and drug use, disruptive conduct and dismissal. These policies are discussed in the Riverside Community College Student Handbook. (Reference Riverside Community College District Regulations for Policy 6080, Student Discipline and Due Process) Both Gateway College and Career Academy and the Riverside Community College District will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances.

1.1 Gateway College and Career Academy expects the student to demonstrate a commitment to maintain enrollment in the school by:
• attending all classes regularly - 100% attendance is expected
• attending all classes on time.
• completing all assignments, tests, and required lab hours according to instructors' standards
• communicating with instructors and the Counselor regularly
• contacting the instructor if the student is going to miss class or already missed class
• turning off and putting away all cell phones, beepers, CD players, etc. during class time
• respecting the instructor and peers by not carrying on side conversations during class

1.1.1 Student Attendance Policy

Expected student attendance is 100%. A student is required to contact the school as soon possible in the event of illness or an emergency situation. The student may be required to bring documentation to excuse the absence. A student who has a minimum of three unexcused absences from a class will be required to meet with a school administrator or his or her designee, attended by a parent or legal guardian. An additional unexcused absence may result in being dropped from the class.

1.1.2 Student Tardy Policy

Students are expected to arrive to class on time. A student is required to contact the school as soon as possible in the event of an emergency situation. The student may be required to bring documentation to excuse the tardy. A student who has a minimum of three unexcused tardies from a class will be required to meet with a school administrator or his or her designee, attended

by a parent or legal guardian. A fourth unexcused tardy will result in being suspended from the class for one day. A fifth unexcused tardy may result in being dropped from the class.

2.1 In addition students are expected to conduct themselves in a manner that does not disrupt the educational process, including such behaviors as

- coming to class under the influence of alcohol and/or drugs
- cheating or plagiarizing
- stealing or theft of personal or school or college property
- damaging personal or school or college property, including vandalism and graffiti

2.2 Consequences for not meeting the student conduct expectations:

The student will meet with his/her Counselor who will determine the consequences of his/her conduct. The consequences range from:

•verbal warning
•Behavior Success Contract
•referral to a Gateway College and Career Academy administrator
•referral to the Dean of Student Services of RCCD, according to College policy
•suspension or expulsion from the Gateway College and Career Academy and/or RCCD.

As noted in section 12.0, the school and the College will retain an independent right to investigate student conduct violations and to take disciplinary actions under their respective policies appropriate to the circumstances.

C. Behavior Success Contract

A Behavior Success Contract is an agreement between the student and the Counselor that outlines conduct expectations that the student must meet, the barriers that the student has in meeting the expectations, what the student will do to overcome the barriers, and the timelines for the student to achieve the expectations. The student and the Counselor will meet regularly to review the student's progress.

If the student does not meet the expectations of the Behavior Success Contract, the student risks being suspended or expelled from the school.

D. Suspension

Gateway College and Career Academy students will be enrolled in college classes and therefore must adhere to the Riverside Community College District standards for student conduct as described in the Riverside Community College Student Handbook and the Gateway College and Career Academy Student Handbook. Students who violate these policies, who are a serious disruption to the education process, and/or who present a health or safety threat may be suspended for up to ten school days.

1.1 If the student is under 18 years old, the school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension.

E. Expulsion

If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents a threat to the health and safety of the student or others, the school may take action to expel the student.

a) In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense.

b) If the governing board determines that the case merits expulsion, the student may be expelled or may have the expulsion suspended and be placed on probation. If the student violates the terms of the probation he/she may be expelled from the school.
c) These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening an Individualized Educational Plan team meeting if a suspension or series of suspensions totals more than ten days or in the event that expulsion is recommended.
d) Gateway College and Career Academy will notify the school district of any expulsions and will include suspension and expulsion data in its annual performance report.

Grounds for Suspension and Expulsion – EC 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)Caused, attempted to cause, or threatened to cause physical injury to another person.(2) Willfully used force or violence upon the person of another, except in self-defense

- (b)Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, with the concurrence of the principal or the designee of the principal

- (c)Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind

- (d)Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- (e)Committed or attempted to commit robbery or extortion

- (f)Caused or attempted to cause damage to school property or private property

- (g)Stole or attempted to steal school property or private property

- (h)Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products

- (i)Committed an obscene act or engaged in habitual profanity or vulgarity

- (j)Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code

- (k)(1)Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (3) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (4) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025. (EC 348910.1 – provisions (3) and (4) apply to charter schools.)

- (l)Knowingly received stolen school property or private property

- (m)Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

- (n)Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code

- (o)Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both

- (p)Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

- (q)Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events

- (r)Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

o "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

 Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property

- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health

- Causing a reasonable pupil to experience substantial interference with his or her academic performance

- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

o "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image

- A post on a social network Internet Web site, including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1)

- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly, and without consent, impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

- Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1)

- "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile

- An act of cyber sexual bullying

- For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act

- For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

 Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

 "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs

o A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

 (1) While on school grounds

 (2) While going to or coming from school

 (3) During the lunch period whether on or off the campus

 4) During, or while going to or coming from, a school-sponsored activity

o A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury upon another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)

o As used in this section, "school property" includes, but is not limited to, electronic files and databases

o For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5

o It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities

EC 48900.2
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive enough to have a negative impact upon the individual's academic performance or to

create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

EC 48900.3
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive enough to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC 48900.7
In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Dangerous Objects

- Laser Pointer – PC 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose

- Imitation Firearm – PC 12550, 12556

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school

Mandatory Expulsion Violations – EC 48915

Schools shall immediately suspend and recommend expulsion for students who commit any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault
- Possession of an explosive

The school board shall order the student expelled upon finding that the student committed the act.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 11: Crime Assessment
Part 1: Crime Assessment

In compliance with SB 187 and SB 334, Gateway College and Career Academy will compile statistics pertaining to school crime committed on school campuses and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs on campus. Information obtained will assist the school in developing programs to reduce the incidence of crime on campus.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 12: Bullying and Intimidation
Part 1: Anti-Intimidation Policy

From Gateway College and Career Academy Student Handbook (pg.26-28), and BP 313 School Discipline

Safe Place to Learn Act – EC 234 and 234.1

Gateway College & Career Academy is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, citizenship, immigration status or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence please contact:
Miguel Contreras
4800 Magnolia Ave
Riverside, CA 92506
miguel.contreras@rcc.edu

Gateway College & Career Academy is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or citizenship or immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The school assures that lack of English language skills will not be a barrier to admission or participation in school programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact:

Miguel Contreras
4800 Magnolia Ave

Riverside, CA 92506
miguel.contreras@rcc.edu

School Safety: Bullying – EC 234.4 and 32283.5

Gateway College and Career Academy is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: https://www.cde.ca.gov/ls/ss/se/bullyres.asp If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact our Principal available to assist you in identifying and stopping this behavior:

Elena Bautista
4800 Magnolia Ave.
Riverside, CA 92506
Elena.bautista@rcc.edu

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 12: Opioid Safety/ Emergency Plan
Part 1: Specific Guidelines

From Gateway College and Career Academy BP 214 – Administration of Opioid Antagonist

Purpose:
The purpose of this policy is to establish guidelines for the administration of naloxone hydrochloride or another opioid antagonist in the event of an opioid overdose emergency within the school setting at Gateway College and Career Academy (GCCA). This policy aims to ensure a prompt and effective response to such emergencies while providing appropriate training and protection for qualified personnel.

Authority:
This policy is enacted pursuant to Education Code Section 49414.3, which grants school districts, county offices of education, and charter schools the authority to provide and administer naloxone hydrochloride for opioid overdose emergencies.

SB 10 Was established to:

- Require local education agencies (school districts, county offices of education, and charter schools) to embed opioid overdose prevention and treatment in their School Safety Plans, including synthetic opioids, such as fentanyl; and
- Distribute Opioid Antagonist Training & School Resource Guides to all local education agencies regarding the emergency use of opioid antagonists, such as naloxone, on school campuses; and
- Distribute safety advice to families regarding opioid overdose prevention including through student orientation materials and through posting online information; and
- Establish a State Working Group on Fentanyl Overdose/Abuse Prevention focused on public education, awareness, prevention and minimizing overdoses; and
- Set up a framework to incentivize County Working Groups on Fentanyl Overdose/Abuse Prevention like the successful model in Santa Clara County through a new state grant program

Schools, school districts, and institutions of higher education (IHE) may find the threat of opioid misuse and abuse affects their population in several possible ways:

• Students may use or abuse opioids themselves, leading to issues with drug dependence, addiction, and even the potential for overdose.

• Parents, guardians, family members, or roommates of students may be dealing with addiction issues at home, with members of their household using or abusing opioids themselves (and parents and guardians may be unaware that opioids they have in the home are being taken by their children).

• Teachers, faculty, and staff may have opioid use or abuse issues.

• Use by any member of the educational community might bring drugs physically to the campus grounds (and in some cases, lead to drug dealing on or around the property).

• Corollary issues that result from drug use and abuse might affect school/IHE members or the community as a whole, such as increased property crimes, fighting, vandalism, and the presence of weapons, other drugs or alcohol, or discarded drug paraphernalia that affects the overall safety of the environment and students' sense of safety.

Several important drug and opioid-related terms and definitions are as follows:

• **Opioids** are a class of drug prescribed by doctors to treat moderate to severe pain. Common types of opioids are oxycodone (OxyContin), hydrocodone (Vicodin), morphine, and methadone.
• **Fentanyl** is a synthetic (i.e., created by artificial chemicals) opioid, which is 50 to 100 times more potent than morphine.
• **Naloxone** is a medication that can quickly reverse an opioid overdose by restoring the normal respiration of a person whose breathing has slowed or stopped. The drug is an opioid antagonist, which means it binds to opioid receptors and can reverse and block the effects of other opioids. Naloxone can be given by injection, autoinjection via an Evzio device, or prepackaged Narcan nasal spray.

Comprehensive School Safety Plan

Gateway College and Career Academy
Section 12: Opioid Safety/ Emergency Plan
Part 2: How to Respond

Step 1: Evaluate for Signs of Opioid Overdose

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in the middle of the chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one does of naloxone, if available.

Step 2: Call 911 for Help

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training). Wait for Emergency personnel to arrive at scene before hanging up with operator. Emergency personnel should take over CPR and administer naloxone to individual/s.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

Appendix G

Audit Report

Riverside Gateway to College
Early College High School
#1602

Financial Statements and
Supplementary Information

June 30, 2024

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Independent Auditors' Report

To the Board of Directors of
Riverside Gateway to College Early College High School

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Riverside Gateway to College Early College High School (the Organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 12 of the financial statements, in 2024, management identified that certain revenue had been incorrectly recording in the Organization's 2023 financial statements, resulting in an overstatement of net assets without donor restrictions and an understatement of net assets with donor restrictions as of June 30, 2023. Accordingly, net assets at June 30, 2023 have been restated. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Organization, Schedule of Average Daily Attendance, Schedule of Instructional Time and Reconciliation of Charter School Unaudited Actuals Financial Report - Alternative Form With Audited Financial Statements are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2025 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Baker Tilly US, LLP

San Diego, California
January 31, 2025

Riverside Gateway to College Early College High School

Statement of Financial Position
June 30, 2024

Assets

Current Assets	
Cash and cash equivalents	$ 2,907,869
Restricted Cash	113,255
Accounts receivable	349,670
Total current assets	3,370,794
Total assets	$ 3,370,794

Liabilities and Net Assets

Current Liabilities	
Accounts payable	$ 340,293
Note payable	139,103
Total current liabilities	479,396
Total liabilities	479,396
Net Assets	
Net assets with donor restriction	544,202
Net assets without donor restrictions, undesignated	2,347,196
Total net assets	2,891,398
Total liabilities and net assets	$ 3,370,794

See notes to financial statements

Riverside Gateway to College Early College High School

Statement of Activities
Year Ended June 30, 2024

	Net Assets Without Donor Restrictions	Net Assets With Donor Restrictions	Total
Revenues			
Revenue limit sources:			
State apportionments	$ 4,844,122	$ -	$ 4,844,122
Education protection account	65,694	-	65,694
Federal revenues	210,163	-	210,163
State revenues:			
Other state revenues	90,905	651,772	742,677
Local revenue:			
Interest income	45,394	-	45,394
Other local revenues	34,776	118,429	153,205
Contributions of nonfinancial assets	169,344	-	169,344
Net assets released from restrictions	614,593	(614,593)	-
Total Revenues	6,074,991	155,608	6,230,599
Expenses			
Program services:			
Education	3,248,086	-	3,248,086
Support services:			
Management and general	1,165,155	-	1,165,155
Total expenses	4,413,241	-	4,413,241
Change in net assets	1,661,750	155,608	1,817,358
Net Assets, Beginning, as Restated (Note 12)	685,446	388,594	1,074,040
Net Assets, Ending	$ 2,347,196	$ 544,202	$ 2,891,398

See notes to financial statements

Riverside Gateway to College Early College High School

Statement of Functional Expenses
Year Ended June 30, 2024

	Program Services	Support Services	
	Education	Management and General	Total
Certificated salaries	$ 1,421,967	$ 150,000	$ 1,571,967
Classified salaries	312,415	491,641	804,056
Employee benefits	479,635	145,733	625,368
Books and supplies	314,230	-	314,230
Travel and conferences	54,464	-	54,464
Dues and memberships	21,800	-	21,800
Insurance	-	53,155	53,155
Rentals, leases, repairs and non-capitalized improvements	165,424	92,060	257,484
Professional / consulting services and operating expenditures	478,151	232,566	710,717
Total expenses	$ 3,248,086	$ 1,165,155	$ 4,413,241

See notes to financial statements

Riverside Gateway to College Early College High School

Statement of Cash Flows
Year Ended June 30, 2024

Cash Flows From Operating Activities	
Change in net assets	$ 1,817,358
Adjustments to reconcile change in net assets to net cash flows provided by operating activities:	
Change in operating assets and liabilities	
Accounts receivable	(222,316)
Accounts payable	297,183
Net cash flows provided by operating activities	1,892,225
Cash Flows From Financing Activities	
Payments of note payable	(6,410)
Net cash flows used in financing activities	(6,410)
Net change in cash and restricted cash	1,885,815
Cash and Cash equivalents and Restricted Cash, Beginning	1,135,309
Cash and Cash equivalents and Restricted Cash, Ending	$ 3,021,124
Reconciliation of Cash and Cash Equivalents and Restricted Cash to Statement of Financial Position	
Cash and cash equivalents	$ 2,907,869
Restricted cash	113,255
Total cash and cash equivalents and restricted cash	$ 3,021,124

See notes to financial statements

1. Nature of the Organization and Summary of Significant Accounting Policies

Organization and Nature of Activities

Riverside Gateway to College Early College High School (the Organization) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school. The school petitioned and was approved through the Riverside County Office of Education (RCOE) through June 2026. The school is funded principally through the state off California public education monies received through the California Department of Education.

The mission of the Organization is to provide at-risk youths, sixteen to twenty years of age, who have dropped out of high school or are near dropping out of high school with the opportunity to earn a high school diploma while achieving college success. Students simultaneously accumulate high school diploma and college credits earning their high school diploma while processing towards an associate degree or college transfer program.

2. Accounting Method, Basis of Accounting

Financial Statement Presentation

In accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit entities (Topic 958), Presentation of Financial Statements of Not-for-Profit Entities*, the Organization reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Net Assets Without Donor Restrictions - Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. As of June 30, 2024, there are no net assets without donor restrictions that have been designated by the Board of Directors for operating reserves or future program development.

Net Assets With Donor Restrictions - Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. As of June 30, 2024, the Organization had $544,202 of net assets with donor restrictions.

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applicable to not-for-profit organizations. The Organization uses the accrual basis of accounting, under which revenues are recognized when they are earned, and expenditures are recognized in the accounting period in which the liability is incurred.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Income Taxes

The Organization is exempt from income taxes under Internal Revenue Code Section 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Organization uses the same accounting methods for tax and financial reporting.

GAAP provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt Organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

Functional Allocation of Expenses

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

Cash and Cash Equivalents

Cash and cash equivalents are from time to time variously composed of cash on hand and in banks. Cash in county is recorded at amortized book value. The Organization considers all highly liquid investments with original maturities of three months or less at the time of acquisition to be cash equivalents. As of June 30, 2024, cash equivalents consisted of $2,831,376 held in county treasury, of which $113,255 was restricted.

Accounts Receivable

Accounts receivables are recorded based on the amount expected to be collected from the federal and state government agencies. The amount recorded is based on apportionment schedules issued by the California Department of Education (CDE) throughout the fiscal year. Management believes that collections of accounts receivable is reasonably assured based on the nature of the receivable coming from government agencies. As such, no allowance for doubtful accounts has been provided.

Revenue Sources and Recognition

The Organization primarily receives funds from the CDE. Revenue limit sources and state revenues received from the CDE are determined based on the Organization's average daily attendance (ADA) of students and recognized in the period the ADA occurs.

Contributed Assets and Services

Contributions of donated nonfinancial assets are recorded at fair value in the period received. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair values in the period received.

Contributions and Grants

The Organization receives federal, state and local revenues for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies.

The Organization recognizes federal revenue to the extent that eligible expenditures have been incurred.

Revenue from contributions and grant income is evaluated under ASU No. 2018-08 and is accounted for as nonreciprocal transactions. Unconditional contributions and grants received are recorded as net assets with donor restrictions or net assets without donor restrictions depending on the existence and nature of any donor restrictions. Support that is not restricted by the donor is reported as an increase in net assets without restrictions. All other donor restricted support is reported as an increase in net assets with donor restrictions. When a restriction expires (that is when a stipulated time restrictions ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions.

Leases

At lease inception, leases are classified as either finance leases or operating leases with the associated right-of-use asset and lease liability measured at the net present value of future lease payments. Operating leases are expensed on a straight-line basis as lease expense over the noncancelable lease term. Expenses for finance leases are comprised of the amortization of the right-of-use asset and interest expense recognized based on the effective interest method. The Organization does not separate lease and non-lease components for all asset classes. In determining the discount rate used to measure the right-of-use assets and lease liabilities, the Organization uses a risk-free rate based on U.S. Treasury notes for similar terms for the initial and subsequent measurement of lease liabilities for all asset classes. The Organization does not apply the recognition requirements to all leases with an original term of 12 months or less, for which the Organization is not likely to exercise a renewal option or purchase the asset at the end of the lease; rather, short-term leases will continue to be recorded on a straight-line basis over the lease term.

Right-of-use assets are assessed for impairment in accordance with the Organization's long-lived asset policy. The Organization reassesses lease classification and remeasures right-of-use assets and lease liabilities when a lease is modified and that modification is not accounted for as a separate new lease or upon certain other events that require reassessment in accordance with Topic 842.

Adoption of New Accounting Standards

Effective July 1, 2023, the Organization adopted the Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) No. 2016-13, *Financial Instruments – Credit Losses (Topic 326)*. Topic 326 introduces a new credit loss methodology, Current Expected Credit Losses (CECL), which requires earlier recognition of credit losses, while also providing additional transparency about credit risk. Since its original issuance in 2016, the FASB has issued several updates to the original ASU. The CECL methodology utilizes a lifetime "expected credit loss" measurement objective for the recognition of credit losses at the time the financial asset is originated or acquired. The expected credit losses are adjusted each period for changes in expected lifetime credit losses. The methodology replaces the multiple existing impairment methods in current GAAP, which generally require that a loss be incurred before it is recognized. The adoption of Topic 326 had no material impact on the Organization’s financial statements.

3. Cash and cash equivalents

Cash and cash equivalents at June 30, 2024, consisted of the following:

Cash in County treasury	$	2,718,121
Cash in bank		189,748
Total cash	$	2,907,869

Cash in County Treasury

A portion of the Organization's cash is in the Riverside County Office of Education (County) as part of the common investment pool. Cash may be added or withdrawn from the investment pool without limitation.

The County is restricted by Government Code Section 53646 pursuant to Section 53601 to invest in Mutual funds, Agency CMO, Municipal securities, Corporate securities, U.S. Government securities, Non- U.S. Government securities, commercial paper, negotiable certificates of deposit and repurchase or reverse repurchase agreements.

Cash in Banks

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts.

4. Restricted Cash

As per Section 3.4 of the memorandum of understanding (MOU) with Riverside County Office of Education (RCOE), The School is expected to maintain reserves, consistent with Title 5, California Code of Regulations Section 15450, in the following amount:

- The greater of 5% of cash in county treasury or $55,000 for schools with **0-300** ADA
- The greater of 4% of cash in county treasury or $55,000 for schools with **301-1,000** ADA
- 3% for schools with **1,001-30,000** ADA

Accordingly, Organization calculated the restricted cash as the greater of 4% of cash in county treasury or $55,000. As of June 30, 2024, restricted cash held was $113,255.

5. Liquidity and Availability of Financial Assets

As part of its liquidity management, the Organization has a goal to maintain financial assets on hand to meet a minimum of one year of operating expenses. The Organization's goal is to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. The Organization does not have a line of credit available to assist with liquidity management.

The Organization's financial assets available within one year of the Statement of Financial Position date for general expenditures are as follows:

Cash and cash equivalents	$ 2,907,869
Accounts receivable	349,670
Subtotal financial assets available within one year	3,257,539
Less: net assets with donor restrictions	(544,202)
Total financial assets available within one year	$ 2,713,337

6. Accounts Receivable

Accounts receivable outstanding at June 30, 2024 consisted of the following:

Revenue limit sources:		
State apportionments	$	114,471
Education protection account		17,460
Federal Revenues		93,274
State Revenues		99,040
Local revenues:		
Miscellaneous		25,425
Total accounts receivable	$	349,670

7. Note Payable

Note payable consisted of the following at June 30, 2024:

Economic Injury Disaster Loan (EIDL)

In July 2020, the school received an Economic Injury Disaster Loan (EIDL) under the U.S. Small Business Administration (SBA) for amount $150,000 with an interest rate of 2.75% per year and a maturity date in December 2050.	$	-
Due to continued adverse effects of the pandemic, SBA provided a deferment period of 30 months from the date on the original note for the COVID -19 EIDL borrowers. Interest will continue to accrue on the loan during the deferment.		139,103
Total	$	139,103

Changes in note payable for the year ended June 30, 2024, are as follows:

	Balance July 1, 2023	Additions	Payments	Balance June 30, 2024	Due in One Year
Economic Injury Disaster Loan (EIDL)	145,513	-	(6,410)	139,103	139,103
Total	145,513	-	(6,410)	139,103	139,103

The Loan has subsequently been repaid in full in November 2024.

8. Employee Retirement Systems

Qualified employees are covered under an employer defined benefit pension plan maintained by an agency of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

Plan Description and Funding Policy

STRS

Plan Description

The Organization contributes to STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available actuarial valuation report as of June 30, 2023, total plan net assets are $316.9 billion, the total actuarial present value of projected plan benefits is $455 billion, contributions from all employers totaled $7.7 billion and the plan is 75.9% funded. The Organization did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, California 95826 and www.calstrs.com.

Funding Policy

Active plan members are required to contribute 10.25% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2023-2024 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions to STRS for the fiscal year ending June 30, 2024 were $297,822 and equal 100% of the required contributions for the fiscal year.

9. Contributions of Nonfinancial Assets

The Organization recognized contributed nonfinancial assets representing in-kind rent for its school facilities on the campus of Riverside Community College District (RCCD). The fair value of the facilities was determined by RCCD through an appraisal study conducted on the property. This was determined to approximate fair value by the Organization by review of comparable lease prices in the area. The Organization recognized $169,344 in contributions of nonfinancial assets and a corresponding lease expense during the year ended June 30, 2024.

10. Commitments and Contingencies

State Allowances, Awards and Grants

The Organization has received state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, management believes that any required reimbursement will not be material.

Legal

The Organization may be involved from time to time in various other claims, lawsuits, disputes with third parties and actions incidental in the normal course of operations, however, the Organization is currently not involved in any such litigation except as discussed below:

At June 30, 2024, the Organization was involved in a legal case pending settlement with the defendant. On December 13, 2024, the Organization settled and agreed to pay $150,000 in legal fees for the defendant. This amount has been accrued and included in accounts payable on the statement of financial position.

11. Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through January 31, 2025, which is the date the financial statements were available to be issued.

The Organization has entered into a commercial lease agreement with The City of Riverside effective July 1st, 2024, for period of 63 months for a property located at 3750 University Avenue, Suite 560, Riverside, CA 92501 (1521 Square feet) on monthly rent of $2.85 per square feet.

The Organization accrued for the settlement amount related to the legal case, see Note 10.

The Organization has paid in full the note payable in November 2024, see Note 7.

Apart from the above, there were no subsequent events or transactions that would have a material impact on the current year financial statements.

12. Restatement

Prior Period Adjustment

In 2024, management determined that certain revenue containing donor restrictions had been incorrectly recorded in the Organization's 2023 financial statements as revenue without donor restrictions, resulting in an overstatement of revenues and net assets without donor restrictions and an understatement of revenues and net assets with donor restriction in the amount of $388,594 as of and for the year ended June 30, 2023. Accordingly, net assets as of June 30, 2023 have been restated to correct the error as follows:

	Without Donor Restrictions	With Donor Restrictions
Net assets, June 30, 2023, as previously reported	$ 1,074,040	$ -
Prior period adjustment to adjust net assets	(388,594)	388,594
Net assets, June 30, 2023, as restated	$ 685,446	$ 388,594

Riverside Gateway to College Early College High School

Organization
June 30, 2024

Riverside Gateway to College Early College High School, was granted a charter in June 2013 by the Riverside County Board of Education. The Organization is a non-classroom-based charter school. The Organization's charter number authorized by the state of California is 1602.

Governing Board

Member	Office	Term	Term Expires
Miguel Lujano	President	Two years	April, 2026
Adrienne Grayson	Vice-President	Two years	July, 2024
Ericka Murphy	Secretary	Two years	March, 2026
Thea Quigley	Treasurer	Two years	January, 2026
Ozzie Villela	Member	Two years	August, 2024
Maria Maness	Member	Two years	November, 2025
Kathleen Sarmiento	Member	Two years	May, 2026

Administration

Name	Position
Miguel Contreras	Executive Director
Samantha Di Salvio	CBO

Riverside Gateway to College Early College High School

Schedule of Average Daily Attendance
Year Ended June 30, 2024

	Second Period Report	Annual Report
Grades 9 - 12	328.47	323.12
Average daily attendance totals	328.47	323.12

The Organization is 100% independent study and generates no Average Daily Attendance (ADA) from a classroom-based program.

As of June 30, 2024, the Organization was 100% Independent Study; therefore, a Schedule of Instructional Time was not applicable.

Riverside Gateway to College Early College High School

Reconciliation of Charter School Unaudited Actuals Financial Report -
Alternative Form with Audited Financial Statements
Year Ended June 30, 2024

June 30, 2024, Charter School Unaudited Actual Financial Report - Alternative Form, Ending Fund Balance	$ 2,937,405
Adjustments and Reclassifications	
Increasing (decreasing) the fund balance:	
Cash and cash equivalents	148,673
Accounts receivable	15,248
Accounts payable	(209,927)
Rounding adjustments	(1)
Net adjustments and reclassifications	(46,007)
June 30, 2024, Audited Financial Statements, Net Assets	$ 2,891,398

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

To the Board of Directors of
Riverside Gateway to College Early College High School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of Riverside Gateway to College Early College High School (the Organization), which comprise the Organization's statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 31, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified a deficiency in internal control described in the accompanying schedule of findings and questioned costs, as item 2024-001, that we consider to be a material weakness.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The Organization's Response to Finding

Government Auditing Standards requires the auditor to perform limited procedures on the Organization's response to the finding identified in our audit and described in the accompanying schedule of findings and questioned costs. The Organization's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Baker Tilly US, LLP

San Diego, California
January 31, 2025

Report on State Compliance and on Internal Control over Compliance for State Programs

Independent Auditors' Report

To the Board of Directors of
Riverside Gateway to College Early College High School

Report on Compliance

Opinion

We have audited the Riverside Gateway to College Early College High School's (the Organization) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the Organization's state program requirements identified below for the year ended June 30, 2024.

In our opinion, the Organization complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
Proposition 28 Arts and Music in Schools	Yes
After / Before School Education and Safety Program	Not Applicable
Proper Expenditure for Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant	Not Applicable
Expanded Learning Opportunities Program (ELO-P)	Not Applicable
Transitional Kindergarten	Not Applicable
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction / Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes - Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

The term "Not Applicable" is used above to mean either that the Organization did not offer the program during the current fiscal year, or that the program applies only to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Baker Tilly US, LLP

San Diego, California
January 31, 2025

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified		
Internal control over financial reporting:			
Material weakness(es) identified?	X Yes		no
Significant deficiency(ies) identified?	Yes	X	none reported
Noncompliance material to financial statements noted?	Yes	X	no

Federal Awards

Internal control over major federal programs:			
Material weakness(es) identified?	Yes	N/A	no
Significant deficiency(ies) identified?	Yes	N/A	none reported
Type of auditor's report issued on compliance for major federal programs:	N/A		
Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a) of the Uniform Guidance?	Yes	N/A	no
Auditee qualified as low-risk auditee?	Yes	N/A	no
Dollar threshold used to distinguish between Type A and Type B programs:	Not applicable		

Identification of major federal programs:

Assistance Listing Number(s)	Name of Federal Program or Cluster

The Organization does not have over $ 750,000 in Federal Expenditures

State Awards

Internal control over state programs:			
Material weakness(es) identified?	yes	X	no
Significant deficiency(ies) identified?	yes	X	none reported
Type of auditor's report issued on compliance for state programs:	Unmodified		

Section II - Financial Statement Findings

Finding 2024-001

(1) Criteria

Internal controls over financial reporting should include preparing reliable and accurate financial reports in a timely manner.

(2) Condition

The Organization did not ensure timely closure of the year end accounting records.

(3) Cause

We identified a deficiency in its year end close procedures, including not recording audit adjustments as of June 30, 2023, delays in reconciling cash accounts, errors in reconciling the opening balance of net assets with donor restrictions.

(4) Effect or Potential Effect

Lack of timely accounting records resulted in a delay in obtaining audit support which delayed the audit testing and completion timeline. The errors in reconciling the opening balance of net assets with donor restrictions resulted in a prior period adjustment and restatement of the beginning balance, refer to foot note 12.

(5) Recommendation

We recommend the Organization hire additional accounting personnel with sufficient education and background. In addition, it is recommended that current staff receive continued training. Last, we recommend the Organization include appropriate review of the financial close information.

(6) Views of Responsible Officials and Planned Corrective Actions

a. **Hiring Additional Accounting Personnel:** School is in the process of recruiting an additional accounting staff member with the necessary expertise to strengthen financial reporting processes and ensure timely closure of year-end records.

b. **Enhanced Internal Controls and Procedures:** School will implement a revised month-end and year-end closing checklist to ensure that all financial transactions, reconciliations, and adjustments are recorded accurately and in a timely manner.

c. **Training and Professional Development:** School's existing financial team will undergo additional training on best practices in financial reporting and reconciliation to prevent future delays.

Section III - Federal Award Findings and Questioned Costs

None.

Section IV - State Award Findings and Questioned Costs

None.

Riverside Gateway to College Early College High School, Charter School #1602

Summary Schedule of Prior Audit Findings
Year Ended June 30, 2024

Findings/Recommendations	Current Status	Explanation if not Implemented
Finding 2023-001: Noncompliance with required signatures for independent study agreements.	School implemented new digital tools and added support staff to prevent future compliance issues.	N/A

Appendix H

Budget and Fiscal Policies

CHARTER SCHOOL
ADOPTED BUDGET FINANCIAL REPORT

Charter School Name: Gateway College and Career Academy
(continued)
CDS #: 3.31033E+13
Charter Approving Entity: Riverside County Office of Education
County: Riverside
Charter #: 1602
Fiscal Year: 2025-2026

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☐ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget - July 1st		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011			-			-
Education Protection Account (EPA) - Current Year	8012			-			-
State Aid - Prior Years	8019			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096			-			-
Other LCFF Transfers	8091, 8097			-			-
Total, LCFF Sources		-	-	-	-	-	-
2. Federal Revenues							
No Child Left Behind	8290			-			-
Special Education - Federal	8181, 8182			-			-
Child Nutrition - Federal	8220			-			-
Other Federal Revenues	8110, 8260-8299			-			-
Total, Federal Revenues		-	-	-	-	-	-
3. Other State Revenues							
Special Education - State	StateRevSE			-			-
All Other State Revenues	StateRevAO			-			-
Total, Other State Revenues		-	-	-	-	-	-
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO			-			-
Total, Local Revenues		-	-	-	-	-	-
5. TOTAL REVENUES		-	-	-	-	-	-
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100			-			-
Certificated Pupil Support Salaries	1200			-			-
Certificated Supervisors' and Administrators' Salaries	1300			-			-
Other Certificated Salaries	1900			-			-
Total, Certificated Salaries		-	-	-	-	-	-
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100			-			-
Non-certificated Support Salaries	2200			-			-
Non-certificated Supervisors' and Administrators' Sal.	2300			-			-

CHARTER SCHOOL
ADOPTED BUDGET FINANCIAL REPORT

Charter School Name: Gateway College and Career Academy
(continued)
CDS #: 3.31033E+13
Charter Approving Entity: Riverside County Office of Education
County: Riverside
Charter #: 1602
Fiscal Year: 2025-2026

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☐ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget - July 1st		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Clerical and Office Salaries	2400			-			-
Other Non-certificated Salaries	2900			-			-
Total, Non-certificated Salaries		-	-	-	-	-	-
3. Employee Benefits							
STRS	3101-3102			-			-
PERS	3201-3202			-			-
OASDI / Medicare / Alternative	3301-3302			-			-
Health and Welfare Benefits	3401-3402			-			-
Unemployment Insurance	3501-3502			-			-
Workers' Compensation Insurance	3601-3602			-			-
OPEB, Allocated	3701-3702			-			-
OPEB, Active Employees	3751-3752			-			-
Other Employee Benefits	3901-3902			-			-
Total, Employee Benefits		-	-	-	-	-	-
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100			-			-
Books and Other Reference Materials	4200			-			-
Materials and Supplies	4300			-			-
Noncapitalized Equipment	4400			-			-
Food	4700			-			-
Total, Books and Supplies		-	-	-	-	-	-
5. Services and Other Operating Expenditures							
Subagreements for Services	5100			-			-
Travel and Conferences	5200			-			-
Dues and Memberships	5300			-			-
Insurance	5400			-			-
Operations and Housekeeping Services	5500			-			-
Rentals, Leases, Repairs, and Noncap. Improvements	5600			-			-
Professional/Consulting Services and Operating Expend.	5800			-			-
Communications	5900			-			-
Total, Services and Other Operating Expenditures		-	-	-	-	-	-
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170			-			-
Buildings and Improvements of Buildings	6200			-			-

CHARTER SCHOOL
ADOPTED BUDGET FINANCIAL REPORT

Charter School Name: Gateway College and Career Academy
(continued)
CDS #: 3.31033E+13
Charter Approving Entity: Riverside County Office of Education
County: Riverside
Charter #: 1602
Fiscal Year: 2025-2026

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☐ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget - July 1st		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Books and Media for New School Libraries or Major							
Expansion of School Libraries	6300			-			-
Equipment	6400			-			-
Equipment Replacement	6500			-			-
Depreciation Expense (for full accrual only)	*6900*			-			-
Total, Capital Outlay		-	-	-	-	-	-
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		-	-	-	-	-	-
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		-	-	-	-	-	-
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			-			-
2. Less: Other Uses	7630-7699			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		-	-	-	-	-	-
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791			-	-	-	-
b. Adjustments to Beginning Balance	9793, 9795			-			-
c. Adjusted Beginning Balance		-	-	-	-	-	-
2. Ending Fund Balance, June 30 (E + F.1.c.)		-	-	-	-	-	-

CHARTER SCHOOL
ADOPTED BUDGET FINANCIAL REPORT

Charter School Name: Gateway College and Career Academy
(continued)
CDS #: 3.31033E+13
Charter Approving Entity: Riverside County Office of Education
County: Riverside
Charter #: 1602
Fiscal Year: 2025-2026

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☐ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget - July 1st		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Components of Ending Fund Balance (Optional):							
Nonspendable Revolving Cash (equals object 9130)	9711			-			-
Nonspendable Stores (equals object 9320)	9712			-			-
Nonspendable Prepaid Expenditures (equals object 9330)	9713			-			-
Nonspendable All Others	9719			-			-
Restricted Fund Balance	9740			-			-
Committed Fund Balance	9750, 9760			-			-
Assigned Fund Balance	9780			-			-
Reserve for Economic Uncertainties	9789			-			-
Undesignated/Unappropriated Amount	9790	-	-	-	-	-	-

Gateway College and Career Academy Charter School
Adopted Budget Report and Multi-Year Projections
2023-24 through 2027-28

DESCRIPTION		Prior Year Audited Actuals 2023-24	Adopted Budget 2024-25	Percent of Change over PY	Estimated Actuals 2024-25	Percent of Change over PY	Adopted Budget 2025-26	Percent of Change over PY	Projected Budget 2026-27	Percent of Change over PY	Projected Budget 2027-28	Percent of Change over PY
ADA Actual/Projection (Number)		327	411	25.86%	315	-3.54%	350	11.11%	375	7.14%	425	13.33%
REVENUES	*Object Codes*											
LCFF/EPA Revenue Sources	8010-8099	$ 4,909,816	$ 6,014,016	22.49%	$ 5,605,908	14.18%	$ 5,528,707	-1.38%	$ 6,040,030	9.25%	$ 7,151,062	18.39%
Federal	8100-8299	210,163	238,454	13.46%	238,454	13.46%	353,914	48.42%	233,625	-33.99%	242,375	3.75%
State	8300-8599	742,677	719,134	-3.17%	726,691	-2.15%	644,756	-11.28%	689,889	7.00%	779,574	13.00%
Local	8600-8799	367,943	528,316	43.59%	530,702	44.23%	548,641	3.38%	585,838	6.78%	658,834	12.46%
Total Revenue		$ 6,230,599	$ 7,499,920	20.37%	$ 7,101,755	13.98%	$ 7,076,018	-0.36%	$ 7,549,382	6.69%	$ 8,831,845	16.99%
EXPENSES												
Certificated Salaries	1000-1999	$ 1,571,967	$ 2,216,067	40.97%	$ 2,233,572	42.09%	$ 2,384,210	6.74%	$ 2,523,815	5.86%	$ 2,668,910	5.75%
Classified Salaries	2000-2999	804,056	1,108,790	37.90%	1,120,379	39.34%	1,257,853	12.27%	1,289,299	2.50%	1,327,334	2.95%
Benefits	3000-3999	625,368	748,191	19.64%	756,149	20.91%	832,368	10.08%	877,016	5.36%	919,136	4.80%
Books & Supplies	4000-4999	314,230	539,451	71.67%	546,352	73.87%	502,165	-8.09%	690,131	37.43%	715,380	3.66%
Services & Operating	5000-5999	1,097,620	2,887,421	163.06%	1,451,141	32.21%	2,103,218	44.94%	2,169,120	3.13%	3,201,085	47.58%
Depreciation	6000-6999			0.00%		0.00%		0.00%		0.00%		0.00%
Other Outgo	7100-7299 7400-7499			0.00%	17,743	0.00%		-100.00%		0.00%		0.00%
Other Outgo - Indirect Cost	7300-7399			0.00%		0.00%		0.00%		0.00%		0.00%
Total Expenses		$ 4,413,241	$ 7,499,920	69.94%	$ 6,125,336	38.79%	$ 7,079,814	15.58%	$ 7,549,382	6.63%	$ 8,831,845	16.99%
OTHER SOURCES & USES												
Transfers In & Other Sources	8900-8999			0.00%		0.00%		0.00%		0.00%		0.00%
Transfers Out & Other Uses	7600-7699			0.00%	170,000	0.00%		-100.00%		0.00%		0.00%
Total Expenditures & Uses		$ -	$ -	0.00%	$ (170,000)	0.00%	$ -	-100.00%	$ -	0.00%	$ -	0.00%
NET INCREASE (DECREASE) IN NET POSITION		$ 1,817,358	$ -	-100.00%	$ 806,419	-55.63%	$ (3,796)	-100.47%	$ 0	-100.01%	$ -	-100.00%
NET POSITION, RESERVES												
Beginning Balance		$ 1,203,766	$ 1,107,990	-7.96%	$ 3,061,683	154.34%	$ 3,868,102	26.34%	$ 3,864,306	-0.10%	$ 3,864,306	0.00%
Ending Balance		$ 3,021,124	$ 1,107,990	-63.33%	$ 3,868,102	28.04%	$ 3,864,306	-0.10%	$ 3,864,306	0.00%	$ 3,864,306	0.00%

Components of Ending Balance:					
Net Investment in Capital Assets					
Restricted Net Position	113,255		385,404	454,700	
Unrestricted Net Position	2,907,869	1,107,990	3,482,698	3,409,606	3,864,306	3,864,306
Total Ending Net Position	3,021,124	1,107,990	3,868,102	3,864,306	3,864,306	3,864,306
Available Reserve %	65.89%	14.77%	55.32%	48.16%	51.19%	43.75%

2025-26 Cash Flow Projections
Enter Charter School Name Here

		OBJECT	Beginning Balance	July Actuals	% Bud	August Actuals	% Bud	September Actuals	% Bud	October Actuals	% Bud	November Actuals	% Bud	December Actuals	% Bud	January Actuals	% Bud
Beginning Cash Balance				**3,868,102.00**		**3,501,796.37**		**3,314,119.95**		**3,341,296.50**		**3,532,245.01**		**3,746,174.23**		**3,722,151.63**	
RECEIPTS																	
LCFF Sources				272,930.35	5.00%	272,930.35	5.00%	491,274.63	9.00%	491,274.63	9.00%	491,274.63	9.00%	491,274.63	9.00%	491,274.63	9.00%
	LCFF Principal Apportionment	8010-8019															
	Education Protection Account	8010-8019						17,500.00						17,500.00			
	Property Taxes	8020-8079			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
	Miscellaneous Funds	8080-8099			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Federal Revenue		8100-8299			0.00%		0.00%	53,000.00	14.98%		0.00%	84,413.00	23.85%	20,261.00	5.72%	46,660.00	13.18%
State Revenue					0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
	Lottery	8560			0.00%		0.00%		0.00%		0.00%	28,309.31	29.63%		0.00%		0.00%
	Other State Revenue	8300-8599		3,948.00	0.72%	3,948.00	0.72%	7,105.00	1.29%	160,000.00	29.13%	25,420.00	4.63%	7,519.00	1.37%	111,115.00	20.23%
Local Revenue					0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
	Interest	8660			0.00%		0.00%		0.00%	21,987.00	29.32%		0.00%		0.00%	21,402.18	28.54%
	Other Local Revenue	8600-8799		3,487.96	2.29%	4,655.19	3.05%	13,869.76	9.09%	3,638.86	2.39%	3,506.92	2.30%	28,918.25	18.96%	3,660.84	2.40%
Interfund Transfers In		8910-8929			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
All Other Financing Sources		8930-8979	SELPA	16,056.80	5.00%	16,056.80	5.00%	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%
TOTAL REVENUES				**296,423.11**	**4.19%**	**297,590.34**	**4.21%**	**611,651.63**	**8.64%**	**705,802.73**	**9.97%**	**661,826.10**	**9.35%**	**594,375.12**	**8.40%**	**703,014.89**	**9.94%**
DISBURSEMENTS																	
Certificated Salaries		1000-1999		103,201.82	4.33%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%
Classified Salaries		2000-2999		72,659.03	5.78%	97,886.97	7.78%	110,886.97	8.82%	110,886.97	8.82%	110,886.97	8.82%	105,886.97	8.42%	89,886.97	7.15%
Employee Benefits		3000-3999		40,448.00	4.86%	69,086.44	8.30%	72,076.44	8.66%	72,076.44	8.66%	72,076.44	8.66%	70,926.44	8.52%	67,246.44	8.08%
Books & Supplies		4000-4999		157,579.89	31.38%	50,702.55	10.10%	36,067.48	7.18%	13,474.03	2.68%	8,749.80	1.74%	8,871.47	1.77%	10,379.76	2.07%
Services		5000-5999		288,840.00	13.73%	65,101.93	3.10%	162,955.32	7.75%	115,927.90	5.51%	53,694.80	2.55%	230,223.97	10.95%	81,097.15	3.86%
Capital Outlay		6000-6599			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other Outgo		7100-7299			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Debt Service		7400-7499			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Interfund Transfers Out		7600-7629			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
All Other Financing Uses		7630-7699			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
TOTAL DISBURSEMENTS				**662,728.74**	**9.36%**	**485,266.76**	**6.85%**	**584,475.08**	**8.26%**	**514,854.21**	**7.27%**	**447,896.88**	**6.33%**	**618,397.72**	**8.73%**	**451,099.19**	**6.37%**
BALANCE SHEET ITEMS																	
Assets and Deferred Outflows																	
Cash Not in Treasury		9200			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Accounts Receivable		9200			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Prepaid Expenditures		9330			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Capital Assets		94XX			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other Current Assets					0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
SUBTOTAL			-	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**
Liabilities and Deferred Inflows																	
Accounts Payable		9500			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Current Loans		9640			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Unearned Revenue		9650			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
Other Liabilities		9650			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
SUBTOTAL		**9650**	-	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**
TOTAL BALANCE SHEET ITEMS				-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**	-	**0.00%**
NET INCREASE/DECREASE				**(366,305.63)**		**(187,676.42)**		**27,176.55**		**190,948.52**		**213,929.22**		**(24,022.60)**		**251,915.70**	
ENDING CASH BALANCE				**3,501,796.37**		**3,314,119.95**		**3,341,296.50**		**3,532,245.01**		**3,746,174.23**		**3,722,151.63**		**3,974,067.33**	
ENDING CASH BALANCE				-		-		-		-		-		-		-	

2025-26 Cash Flow Projections

Enter Charter School Name Here

		OBJECT	February Actuals	% Bud	March Actuals	% Bud	April Actuals	% Bud	May Actuals	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance			**3,974,067.33**		**3,978,220.93**		**4,097,730.51**		**4,237,232.12**		**4,309,357.76**			**-**	**-**	
RECEIPTS																
LCFF Sources			491,274.63	9.00%	491,274.63	9.00%	491,274.63	9.00%	491,274.63	9.00%	491,374.63	9.00%		5,458,707.00	5,458,707.00	0.00
	LCFF Principal Apportionment	8010-8019												-		-
	Education Protection Account	8010-8019			17,500.00								17,500.00	70,000.00	70,000.00	-
	Property Taxes	8020-8079		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
	Miscellaneous Funds	8080-8099		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Federal Revenue		8100-8299		0.00%		0.00%	115,532.00	32.64%	23,618.00	6.67%		0.00%	10,430.00	353,914.00	353,914.00	-
State Revenue				0.00%		0.00%		0.00%		0.00%		0.00%		-		-
	Lottery	8560		0.00%	27,876.69	29.17%		0.00%		0.00%	29,364.00	30.73%	10,000.00	95,550.00	95,550.00	-
	Other State Revenue	8300-8599	6,391.00	1.16%	13,802.37	2.51%	6,391.00	1.16%	6,391.00	1.16%	85,175.00	15.51%	112,000.63	549,206.00	549,206.00	-
Local Revenue				0.00%		0.00%		0.00%		0.00%		0.00%		-		-
	Interest	8660		0.00%	21,333.63	28.44%		0.00%		0.00%		0.00%	10,277.19	75,000.00	75,000.00	-
	Other Local Revenue	8600-8799	3,655.29	2.40%	30,220.19	19.82%	4,213.34	2.76%	3,775.17	2.48%	13,153.00	8.62%	35,750.23	152,505.00	152,505.00	-
Interfund Transfers In		8910-8929		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
All Other Financing Sources		8930-8979	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%	28,902.24	9.00%		321,136.00	321,136.00	0.00
TOTAL REVENUES			**530,223.16**	**7.49%**	**630,909.75**	**8.92%**	**646,313.21**	**9.13%**	**553,961.04**	**7.83%**	**647,968.87**	**9.16%**	**195,958.05**	**7,076,018.00**	**7,076,018.00**	**0.00**
DISBURSEMENTS																
Certificated Salaries		1000-1999	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	202,488.87	8.49%	53,630.61	2,384,210.00	2,384,210.00	(0.00)
Classified Salaries		2000-2999	110,886.97	8.82%	110,886.97	8.82%	110,886.97	8.82%	105,886.97	8.42%	110,886.97	8.82%	9,437.30	1,257,853.00	1,257,853.00	0.00
Employee Benefits		3000-3999	72,076.44	8.66%	72,076.44	8.66%	72,076.44	8.66%	70,926.44	8.52%	72,076.44	8.66%	9,199.13	832,368.00	832,368.00	(0.00)
Books & Supplies		4000-4999	28,496.24	5.67%	28,615.89	5.70%	18,390.27	3.66%	9,259.54	1.84%	78,200.00	15.57%	53,378.08	502,165.00	502,165.00	-
Services		5000-5999	112,121.03	5.33%	97,332.00	4.63%	102,969.05	4.90%	93,273.57	4.43%	613,680.28	29.18%	86,001.00	2,103,218.00	2,103,218.00	-
Capital Outlay		6000-6599		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Other Outgo		7100-7299		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Debt Service		7400-7499		0.00%		0.00%		0.00%		0.00%		0.00%				-
Interfund Transfers Out		7600-7629		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
All Other Financing Uses		7630-7699		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
TOTAL DISBURSEMENTS			**526,069.55**	**7.43%**	**511,400.17**	**7.22%**	**506,811.60**	**7.16%**	**481,835.39**	**6.81%**	**1,077,332.56**	**15.22%**	**211,646.12**	**7,079,814.00**	**7,079,814.00**	**(0.00)**
BALANCE SHEET ITEMS																
Assets and Deferred Outflows																
Cash Not in Treasury		9200		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Accounts Receivable		9200		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Prepaid Expenditures		9330		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Capital Assets		94XX		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Other Current Assets				0.00%		0.00%		0.00%		0.00%		0.00%		-		-
SUBTOTAL			**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**-**	**-**	**-**
Liabilities and Deferred Inflows																
Accounts Payable		9500		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Current Loans		9640		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Unearned Revenue		9650		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
Other Liabilities		9650		0.00%		0.00%		0.00%		0.00%		0.00%		-		-
SUBTOTAL		**9650**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**-**	**-**	**-**
TOTAL BALANCE SHEET ITEMS			**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**0.00%**	**-**	**-**	**-**	**-**
NET INCREASE/DECREASE			**4,153.61**		**119,509.58**		**139,501.61**		**72,125.65**		**(429,363.69)**		**(15,688.07)**		**(3,796.00)**	**0.00**
ENDING CASH BALANCE			**3,978,220.93**		**4,097,730.51**		**4,237,232.12**		**4,309,357.76**		**3,879,994.07**		**3,864,306.00**			
ENDING CASH BALANCE			**-**		**-**		**-**		**-**		**-**					

CDS Number:	**33103300128777**	**Charter Name:**	**Gateway College and Career Academy**
Contact Name:	**Samantha Di Salvio**	**Authorizer:**	**RCOE**

ADOPTED BUDGET REPORT ASSUMPTIONS	2025-26	2026-27	2027-28
Projected Enrollment			
Grades K-3			
Grades 4-6			
Grades 7-8			
Grades 9-12	425	450	500
Total Enrollment	425	450	500
Percent Change Over Prior Year	--	5.88%	11.11%
Projected P-2 ADA			
Grades K-3			
Grades 4-6			
Grades 7-8			
Grades 9-12	350	375	425
Total ADA	350	375	425
Percent Change Over Prior Year	--	7.14%	13.33%
ADA to Enrollment Ratio	**0.823529412**	**0.833333333**	**0.85**
Staffing			
Number of Teachers (FTE)	13.50	15.00	16.00
Average Teacher Cost (Salary and Benefits)	$98,698.00	$101,165.00	$103,694.00
Step and Column Increase	2.50%	2.5%	2.5%
Health and Welfare Cost per Employee	$8,749.00	$9,187.00	$9,646.00
STRS Rates for Certificated Employees	19.10%	19.1%	19.1%
PERS Rates used for Classified Employees			
Classroom Staffing Ratio			
Students per FTE	18.42	18.75	20.23
Facilities			
Rent/Lease	$53,579.00	$55,185.00	$56,840.55
Electricity			
Heating & Gas			
Other			
Administrative Service Agreements			
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%
Administrative Services Contract			
Other			
Other Major Expenditure Assumptions			
Other Major Revenue Assumptons			

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

Riverside Gateway to College Early College High School

On Behalf of Gateway College and Career Academy

Fiscal Policies Manual

Approved: February 19, 2021

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1. CASH/CHECKS HANDLING POLICY

BOARD POLICY

In the course of normal school business, many activities (fundraising, field trips, lunch program, etc.) involve the receipt of cash and checks, to be deposited in the school's bank account upon receipt. All cash and checks must be deposited within seven (7) days cash received from a fundraising event may not be retained outside of the school's bank account to hold for future fundraising projects, for example. Since Riverside Gateway to College ECHS ("RGTC ECHS") receives cash and checks from a variety of sources for a wide range of activities, extra care must be taken at all stages of the deposit process to ensure accurate records and proper accounting controls are maintained. The specific procedures outlined below are to be kept updated and current.

Persons responsible for handling cash/checks

In order to maintain proper accounting controls, the Business Operations Manager or a designated on-site staff member are to coordinate all transactions involving the deposit of cash/checks. The Business Operations Manager or designee will be responsible for ensuring proper documentation is in place verifying the source, amount, and itemization of amounts received, preparing and making bank deposits, and placing all items to be deposited in safekeeping prior to deposit.

After deposit and within 24 business hours, a copy of the bank deposit receipt, copies of all deposited checks, along with a copy of the deposit summary, and notations indicating the nature of the deposit amount, shall be sent to the Business Operations Manager or designee, with the original kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

Procedure for receiving cash/checks

a. FROM VOLUNTEER EVENTS: For each fundraising event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity. The Volunteer Coordinator may be a staff member, but is not required to be so. The Volunteer Coordinator shall maintain a written record of each donation at the time the donation is made. The Volunteer Coordinator will provide a receipt for all cash donations to the donor showing the date, amount, and nature of the donation, and for checks if requested by the donor.

   After the event, or at least once weekly for on-going events, the Volunteer Coordinator shall use the written record maintained at the time of receipt to prepare a Deposit Summary, totaling the checks and cash. Copies of all checks must be attached. The total of the checks and cash listed in the Deposit Summary must match up with the written record of donations discussed in the above paragraph.

   The Volunteer Coordinator will then give the deposit packet (including all cash, checks, and the Deposit Summary) to the Business Operations Manager no later than close of business on the next available business day, and both parties must verify and agree on the amounts shown in the deposit packet while in each other's presence, placing their signature on the Deposit Summary form. The Business Operations Manager then holds the funds in safekeeping until a bank deposit

can be made, but in no case longer than 7 days.

After deposit and within 24 business hours, the original bank deposit receipt, copies of all deposited checks, along with a copy of the Deposit Summary, and notations indicating the nature of the deposit amount, will be kept in the school office. Additional copies may be provided to authorized individuals responsible for tracking volunteer activities, as approved by the Executive Director.

b. FROM MAIL RECEIVED OR CASH/CHECKS DROPPED OFF AT OFFICE:

For any cash or checks received in the mail, the Business Operations Manager or designee shall prepare a Deposit Summary and bank deposit receipt itemizing the amount, source, and purpose of each payment, with a designated office staff member acting as verifier and second signatory on the Deposit Summary. If multiple items are received at the same time for the same purpose, they may be summarized in a single deposit packet as long as each payment is itemized as described above. The document packet should then be held in the office lockbox or safe until it can be deposited. For cash/checks dropped off at the front desk by hand, the person dropping off the amount shall place the cash/checks in a deposit envelope, together with a note or form detailing the name of the person and the purpose and amount of the deposit, and seal and sign the deposit envelope. An office staff member must then immediately place the envelope in the office lockbox, where it will be processed along with the next batch of received mail as described above.

Procedure for storing cash/checks

All cash and checks must be kept in the office lockbox or safe for safekeeping when not under the immediate supervision of the Business Operations Manager. The office lockbox should be used for this purpose. Cash and checks may not under any circumstances be left in office or volunteer area unattended. Although the frequency of deposits must be balanced with other school needs, all efforts should be made to ensure quick turnaround and deposit of checks and cash received by the school.

2. PURCHASING POLICY

PURCHASING: All Riverside Gateway to College ECHS ("RGTC ECHS") purchases must be pre-approved. The primary person responsible for approving all purchases is the Executive Director. The Business Operations Manager may also approve purchases only in the absence of the Executive Director. For purchases exceeding $50,000 Board approval is also required, as outlined in the specific procedures below. Recurring expenses such as monthly rent, copier lease payments, recurring office supplies, or other periodic payments for which overall approval has already been granted do not require individual approval. However, a list of such recurring expenses shall be reported to the Board at its next regular meeting.

INVOICING & RECEIPTS: All purchases must be accompanied by an invoice or receipt, depending upon the nature of the item and the purchase method. For payments made using a credit card, a receipt shall be obtained and/or printed at the time of purchase.

CREDIT CARDS: Riverside Gateway to College ECHS will have use of three credit cards linked to its account at its designated banking institute. One credit card each will be kept in the Executive Director and Business Operations Manager possession. An additional credit card should be kept under locked supervision at the Administrative Office when not in use. The additional Riverside Gateway to College ECHS credit card will be checked out on a case-by-case basis. All credit card purchases are limited to $1000.00 spending limit. If an employee is planning to spend over the allowable limit, prior approval by the Executive Director is required. All credit cards may only be used when other forms of purchasing are not timely or appropriate.

Procedure for vendor bidding/estimates/proposals

a. The Board of Directors is committed to safeguarding RGTC ECHS's money and to promoting transparency and accountability when it comes to the use of public funds. When purchasing equipment, materials, supplies, or certain services, RGTC ECHS shall work to obtain the greatest possible value for RGTC ECHS.
b. For purchases or contracts up to $10,000 bids, estimates, or proposals are not required.
c. For purchases or contracts above $10,000 up to $25,000, at least three bids, estimates, or proposals are recommended and may be procured in-person, or via telephone email, letter, formal proposal, or ether method of communication.
d. For purchases or contracts above $25,000 up to $50,000, and subject to paragraph f. below, at least three written bids, estimates, or proposals are required. Each bid, estimate, or proposal must be on the vendor's letterhead and must include enough relevant information about the purchase or contract to allow the Executive Director or Designee to make an informed decision or recommendation.
e. For purchases or contracts above $50,000 a competitive bid, estimate, or proposal process is required. Requests for bids, estimates, or proposals must be published, advertised, and/or solicited in the manner determined by the Executive Director or Designee, or the Board of Directors. The request for bids, estimates, or proposals must set forth (1) the required scope of work; (2) instructions and deadline for submission; (3) the approximate date the Board will review the bids, estimates, or proposals; and (4) any other information deemed relevant to the purchase or contract. The Executive Director or Designee shall secure at least three written bids, estimates, or proposals

before they are presented to the Board. The Executive Director or Designee shall make a recommendation to the Board and all bids, estimates, and/or proposals received shall be presented to the Board for review.

f. In the event a vendor is the only vendor that can reasonably supply a certain product or service, it is permissible for RGTC ECHS to solicit and accept one bid, estimate, or proposal. The Executive Director or Designee shall retain a written explanation of why the vendor is the only vendor that can reasonably supply a certain product of service.
g. Selection of a bid, estimate, or proposal shall be based on multiple factors, including but not limited to, initial and future costs, quality of the products or services, any warranties, capability and experience of the vendor, and time of delivery or performance. Selection of the lowest bid, estimate, or proposal is not required. Selection of a bid, estimate, or proposal shall also comply with any other applicable RGTC ECHS policies.
h. The Executive Director or Designee shall maintain a copy of all written bids, estimates, or proposals for at least one year.
i. These procedures for vendor bidding, estimates, and proposals do not apply to certain contracts, such as those for professional services or insurance services, where the Executive Director or Designee in collaboration with the Board determines it is not in the best interest of RGTC ECHS to solicit bids, estimates, or proposals. The Executive Director's or Designee's determination shall be made in writing, including the reason(s) for the determination, and a copy shall be maintained on file for at least one year.

Procedure for approving purchases

a) Any desired purchase must be approved by the Executive Director, Business Operations Manager or the Site Director according to the following purchase approval levels:
b) The Requester and the Authorizer must be different individuals.
    1. For amounts up to $10,000, either the Executive Director, Business Operations Manager, or the Site Director may authorize purchases;
    2. For amounts above $10,000 up to $25,000, the Executive Director's approval is required to authorize purchases;
    3. For amounts above $25,000 up to $50,000, approval of the Executive Director and Board Chair is required to authorize purchases.
c) For purchases of $50,000 and above, Board approval is required prior to purchase, although the Executive Director may seek Board approval for unusual purchases of any dollar amount at his/her discretion.
d) For any purchase, documented evidence of the appropriate approval must be obtained prior to purchase.
e) Once the appropriate approval has been authorized for a purchase, the Business Operations Manager shall (a) create a Purchase Order, (b) have purchase order approved and signed off by the Executive Director and (c) deliver the signed Purchase Order to the vendor, OR (d) in situations where the item must be purchased directly (e.g., airplane tickets, etc.) only the most efficient and cost effective manner shall be utilized, including competitive bid procedures where required by law or otherwise deemed appropriate and are in the best interest of RGTC ECHS
f) If the item is purchased directly by an Administrator or Staff Member, a receipt must be

obtained at the time of purchase and provided to the Business Operations Manager as set forth in the "Invoicing and Receipt Procedure" below.

g) Regularly recurring expenditures exceeding $50,000 (e.g., leases, rent, etc.) require only initial Board approval and identification as a recurring expenditure to the Board. Such recurring expenditures are exempt from Board and Administrator pre-approval and purchase order requirements.

h) Every invoice that is received will be matched to the appropriate purchase order, and, if approved by the Executive Director, Business Operations Manager and/or Site Director will be entered into Riverside County Office of Education's accounting software, Galaxy, for payment. A batch of approved invoices, along with signature approval of the Executive Director, will be submitted to the County Office of Education at least twice per month.

i) A Check or Warrant Register listing all non-payroll payments (including checks, ACH, and/or wires) paid in a defined period will be included in the Board's monthly financial packet as a consent agenda item.

Invoicing and Receipt Procedure

For businesses or individuals seeking payment, an invoice must be provided prior to payment. Upon payment of invoices, verification of payment and the check number will be included on the invoice prior to filing.

Procedure for contracts and agreements

All contracts or agreements, including those for ongoing services, shall be negotiated to obtain such services in the most efficient and cost-effective manner and in the best interest of RGTC ECHS. In certain cases, the Business Operations Manager or Designee may act as agent of the Executive Director in negotiating administrative agreements such as insurance policies, subject to the Executive Director's final approval. All such agreements must clearly define the scope of services to be performed, and the price for such services. A file shall be maintained by staff containing all documentation related to the reason for the contract/agreement as well as any research showing that the purchase is in the best interest of RGTC ECHS, including but not limited to any alternate bids, estimates, or proposals received for the good/service. Any such agreements in excess of $50,000, once negotiated, must be approved by the Board prior to commencement of the contract to ensure they are in the best interest of RGTC ECHS and reflect reasonable market values. The Board may also recommend changes or revisions pending final approval. Any modifications or changes to existing contracts/agreements shall be made only in writing.

Procedure for handling invoices and vendor requests

a. All invoices received on-site should be delivered to the Business Operations Manager or Designee, who will verify and date stamp invoice. Once verified all invoices will be delivered to Executive Director for approval.

b. If the invoice is for a smaller item and/or an immediate payment is necessary for RGTC ECHS's function the Business Operations Manager may authorize on-site payment and pay for such item from the site's revolving (petty cash) fund account or issued credit card. However, use of purchase orders and payment via invoice shall be utilized whenever possible to ensure an accurate paper trail.

c. Riverside County Office shall be responsible preparing Warrants/Checks for payment once approved in Galaxy by the Executive Director.

d. Riverside County Office of Education will print and sign checks on behalf of the County Treasurer once requested in Galaxy. Once prepared the Warrants/ Checks will be delivered via JET MAIL back to RGTC ECHS's business office to be sent/delivered to vendors as required.

Receipt of Ordered Goods Procedure

All ordered goods MUST be shipped to the school site location or business office address, even during times of RGTC ECHS's closure during vacations and holidays. If goods are expected to be received during periods when the RGTC ECHS is closed, a staff member shall be directed to contact the appropriate shipping provider and instruct them to re-deliver the goods when RGTC ECHS is again open. Staff members shall not receive ordered goods during RGTC ECHS closures unless arrangements are approved by the Executive Director or Designee so that the below receiving procedure is adhered to even during RGTC ECHS closures.

When ordered goods are received at the school site or business office, at least two office staff members must be present to ensure that the items received match the packing slip. Both staff members should sign the packing slip if all delivered items are accounted for. RGTC ECHS staff will forward all packing slips to the Business Operations Manager who will mark all items as received in the accounting system. If any discrepancy exists between the packing slip and the goods as delivered, a member of the Business Office staff should be informed immediately. Once the packing slip is signed and the fixed assets are recorded in accord with the Fixed Assets Policy below, the materials can be disbursed. Staff should then follow up with vendors as necessary to resolve missed items. When invoices are received and sent to the Business Office, the Business Office will only pay for the portion of the order shown as "received" in the accounting system, unless specifically directed otherwise by the Executive Director or Designee or Business Operations Manager.

Contracts for Management Services

Under no circumstances shall RGTC ECHS enter into contracts that serve the purpose of contracting out management of the school to other entities. All management of the school and the nonprofit shall be performed by employees of the RGTC ECHS nonprofit.

Contracts for Leasing Employees

Under no circumstances shall RGTC ECHS enter into contracts for the leasing/loaning of management or supervisory employees of the organization from other entities or organizations, including related organizations.

Sole Statutory Members

RGTC ECHS shall not have, nor shall it contract with, any sole statutory member.

3. BUDGETING AND CASH FLOW MANAGEMENT

BOARD POLICY

BUDGETS: Education Code section 47604.33 requires charter schools to prepare a series of annual budget reports to be submitted to the chartering authority and the county superintendent of schools of the county in which their sponsoring district is located.

Cash flow management involves tracking actual and projected revenues, expenditures, and cash receipts and disbursements to ensure that sufficient cash is available to meet all financial needs when due, and that sufficient available reserves are maintained as a contingency in the event of unforeseen financial setbacks.

The School shall provide the following budget reports to its authorizer by the following dates:

1. On or before July 1, a preliminary budget.
2. On or before December 15, a first interim financial report reflecting changes through October 31.
3. On or before March 15, a second interim financial report reflecting changes through January 31.
4. On or before September 15, a final unaudited report for the full prior year.

ENDING BALANCE: At each June 30, RGTC ECHS shall maintain an unrestricted available ending balance at or above 5.00% of total expenditures during the fiscal year just ending. The Board's policy goal is to ultimately have the unrestricted available ending balance for each school it operates at or above 15.00% of total expenditures during the fiscal year just ending. Management is directed to develop a plan to reach this policy goal by June 30, 2030.

RUNNING CASH BALANCE: RGTC ECHS's goal is to maintain a consolidated running cash balance of at least twice the most recent month's total payroll, including benefits and deductions.

Budget Structure

RGTC ECHS's annual budget includes a Statement of Activities that shows projected revenues, expenditures, and changes in fund balance for the fiscal year beginning July 1 and ending June 30 of the following year. The overall budget contains balanced sub-budgets by resource for state categoricals, special education, and other restricted monies in addition to the unrestricted general account. The budget is based on the Statement of Activities but includes notations of balance sheet activities such as asset acquisitions and debt repayment that affect the school's operations.

All annual budgets, including initial, interim and monthly updates, shall include a multi-year projection for the current year and following two fiscal years, a assumptions summary, and as well as a corresponding monthly cash flow statement that shows year-to-date and projected revenues and expenditures as well as other transactions affecting cash, plus a beginning and ending cash balance, broken out monthly.

Annual Budget

In May of each year, the school will begin preparing the draft annual budget under the direction and supervision of the Executive Director, using all available data including monthly actual revenues and expenditures to date as well as planned adjustments for the coming year.

Prior to May 15 of each year, the Board will hold a meeting specifically for budget review and planning, in which the draft budget, prepared by the Business Operations Manager in conjunction with the Executive Director, is presented to the Board and each area of the budget is discussed in depth by staff and Board members.

Alternatively, the Board may instead designate members of a Finance Committee that will hold a separate Budget Planning meeting in place of a meeting of the entire Board. In the case of a separate Finance Committee meeting, the results of this meeting will be presented to the Board at their next regular or special Board meeting.

The Business Operations Manager (with the assistance of the Executive Director) will then revise and adjust the draft budget as directed by the Board and/or the Committee to create the Final Operating Budget for the coming fiscal year. Additional Budget Planning meetings may be scheduled if necessary to discuss any further revisions prior to finalizing the budget.

Prior to June 15 of each year, the final budget will be presented to the Board for final approval. Once approved, the final budget will be submitted to the school's sponsoring entity by July 1 as required under the Education Code.

Interim Budgets

On or before December 15 and March 15, the Business Operations Manager will develop and present an updated interim annual budget to the Board for approval at a regular or special Board meeting. The interim budget shall reflect adjustments or revisions to the original budget made in response to changing financial conditions or needs of the school. The Board may elect to hold one or more Budget Planning meetings, or name a Finance Committee to hold such Budget Planning meetings, if deemed necessary prior to approval of each interim budget. Once approved, the First and Second Interim Budgets will be submitted to the school's sponsoring entity by December 15 and March 15, respectively, as required by law.

Monthly Updates

Each month, at either the regularly scheduled or a special meeting of the Board, the Business Operations Manager or designee will provide to the Board a monthly update of year-to-date revenues and expenditures, including a comparison of budgeted vs. actual amounts and a brief explanation of significant deviations from the original budget. The Business Operations Manager or designee will also present a cash flow report that projects cash flow through the end of the fiscal year. The Board is not required to approve these monthly updates, which are informational items only – however, the Board may elect to approve any additions, revisions, or modifications to the Annual or Interim Budgets that it deems necessary, under a separate agenda item at the same or a

subsequent meeting, to allow the school to adapt to changing financial conditions. Any such Board-approved changes to the Original or Interim Budgets will be used as the current operating budget by school staff from that point forward.

Financial Statements

The Business Operations Manager is responsible for maintaining current financial statements. The Business Operations Manager, Executive Director, and the Board of Directors shall review the financial statements monthly. This will help ensure understanding and the ability to answer any questions when the reports are presented to the Board of Directors. The financial statements typically comprise three main parts: the statement of financial position, the statement of activities, and the statement of cash flows. These reports show the charter school's financial health:

Statement of Financial Position, also known as the balance sheet, lists all of the charter school's assets (e.g., cash, receivables, deposits, inventory, equipment), liabilities (e.g., payables, debt/loans, lease obligations), and net assets (which are divided into unrestricted net assets, temporarily restricted net assets and permanently restricted net assets).

Statement of Activities, also known as the income statement or profit and loss statement, shows the charter school's operational sources of cash (revenue), and uses (business expenses), and is typically divided into operating periods that cover months, quarters or years of operation. This report depicts the charter school's profitability.

Statement of Cash Flows reports on the cash generated and used during a specific time period, or even the difference between reporting periods, to help measure the health of the charter school's operations.

4. TRAVEL POLICY

BOARD POLICY

RGTC ECHS recognizes that employees may be required to travel or incur other expenses from time to time. The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Personnel. Our policy is to reimburse only reasonable and necessary expenses actually incurred by Personnel.

All Personnel are encouraged to make arrangements using the Districts purchasing procedures in lieu of using personal credit cards. The District will reimburse employees, or prepay, as applicable, for the following:

1. Mileage
2. Air Travel
3. Conference Registration Fees
4. Meals
5. Miscellaneous Business-Related Expenses

When incurring business expenses on personal credit cards, the school expects Personnel to:

1. Exercise discretion and good business judgment with respect to those expenses.
2. Be cost-conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
3. Report expenses, supported by required documentation, as they were actually spent.

Initial Approval

For both single trips and ongoing travel costs, written approval in the form of a travel request form must be given by the Executive Director prior to travel costs being incurred. A printed copy of the travel request form should be provided along with the Travel Expense Reimbursement Report at the time reimbursement is requested (see below). The travel request form will contain a brief description of the travel being approved, including dates, destination, and purpose for the trip. Repeat trips may be approved in a single approval (for example, approving a weekly trip).

Cost caps for various travel costs are listed later in this Policy. For reimbursement to be provided in excess of these cost caps, explicit pre-approval to exceed caps must be included in the approval document provided by the Executive Director. Without prior written explicit approval, no reimbursement for costs in excess of the cost caps will be provided after the fact.

Travel Expense Reimbursement Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Travel Expense Reimbursement Report. The Travel Expense Reimbursement Report, which shall be submitted within two weeks of the completion of travel if travel expense reimbursement is requested, must include:

1. The individual's name;

2. The date, destination and purpose of the trip (should match information on the approval document);
3. An itemized list of all expenses for which reimbursement is requested;
4. If item cost exceeds cap, explicit authorization on the approval document to exceed caps.

Receipts

Receipts are required for all expenditures, whether billed directly to the school, paid with a school credit card, or paid by the employee for later reimbursement. No expense will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Travel Expense Reimbursement Report original receipts from each vendor showing the vendor's name, a description of the services provided, the date, and the total expenses, including tips (if applicable). A credit card printout showing only the total purchase cost and date is insufficient, except in the case of receipts such as parking garages, tolls, or other single charges that do not provide itemized receipts.

Organization Credit Cards

If a corporate credit card is issued to personnel for travel (and other) organization-related expenses, copies of all receipts must be retained for audit purposes, although an Expense Report need not be filed if no reimbursement is requested. The monthly credit card statement is not an acceptable substitute for individual receipts. No charges may be made for non-business expenses under any circumstances even if immediately reimbursed. Failure to meet these requirements will result in loss of the credit card and discipline or dismissal of the employee. Additional credit card requirements and restrictions are included in Appendix A.

Necessity of Travel

In determining the reasonableness and necessity of travel expenses, the employee and supervisor shall consider the ways in which the school will benefit from the travel and weigh those benefits against the anticipated costs of the travel. Less expensive alternatives, such as participation by telephone or video conferencing, or the availability of local programs or training opportunities, shall be considered. However, cost is not the sole consideration – a reasonable balance should be struck between cost and convenience, with the final goal being the best combination of cost and benefit.

Air Travel

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Economy or Premium Economy should be selected in all cases unless explicit authorization, including reason, is provided for Business/First class. Personnel may choose to upgrade school-paid fares to a higher class if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Airline lounge passes may not be paid or reimbursed by the School.

Lodging

Personnel traveling on behalf of the school may be reimbursed at the single room rate for the reasonable cost of hotel accommodations at a 2-3 star "budget business" hotel such as Embassy Suites, Comfort Inn, Fairfield Inn, Days Inn, Hampton Inn, etc. Convenience, the cost of staying in the city in which the hotel is located, safety and proximity to other venues on the individual's itinerary shall be considered in determining reasonableness. Hotels that do not clearly meet the above criteria should be pre-approved in writing when requesting overall approval for the trip. Personnel shall make use of available corporate and discount rates for hotels. Personnel may choose to upgrade school-paid room charges, add incidental charges, or otherwise increase the cost of stay only if paid directly by the staff member (upgrade charge cannot be on a school card or charged to the school and later reimbursed). Room service, minibar, use of hotel telephone, valet, laundry or other charges are only reimbursable by the school if other options are unavailable (for example, late check-in after the restaurant has closed but 24-hour room service or minibar snacks are available, no self-parking, etc.) and reason for the incidental charge should be written on the Expense Report. Internet charges are reimbursable if business use of the Internet is required. In-room movies and spa/gym/pool charges are not reimbursable. Charging questionable incidentals may lead to revocation of any future hotel incidental charges and/or discipline/dismissal of the employee.

Meals

Personnel will be reimbursed for meal and incidental expenses based on a set per diem rate system of allowance. The rate for reimbursement is based on the IRS per diem rates for the current fiscal year. Meal and incidental expenses allowance will be reimbursed once the personnel returns from travel and will not require receipts based on the per diem method. If meals are included in the cost of a conference, workshop or other travel event, the employee will not receive reimbursement for those meals. If travel is less than a full day the rate paid to personnel is based on time traveled.

Meal costs in excess of the above will not be reimbursed unless explicitly pre-authorized in advance. If traveling to an expensive city or area, personnel are advised to seek pre-approval of higher caps when obtaining overall trip approval. RGTC ECHS shall not reimburse for any alcohol purchases.

Ground Transportation

Employees are expected to use the most economical ground transportation appropriate under the circumstances and should generally use the following, in this order of desirability:

Courtesy Shuttles. Many hotels have courtesy shuttles, which will take you to and from the airport at no charge. Employees should take advantage of this free service whenever possible.
Taxis/Ride Share Apps. When courtesy cars and airport shuttles are not available, a taxi/ ride share app is often the next most economical and convenient form of transportation when the trip is for a limited time and minimal mileage is involved.
Rental Cars. Employees will be allowed to rent a car while out of town provided that the total cost is estimated to be less than the total cost of alternative methods of transportation. Gas charges to refill the car are reimbursable.

Car pools are strongly encouraged when two or more employees need to travel to the same destination and would otherwise do so in separate privately-owned vehicles, unless other official business circumstances make such pooling impractical and more costly.

Employees who use private vehicles in the course of their official duties are required to have in their possession a valid California driver's license and carry current automobile insurance with at least the minimum coverage for public liability and property damage as specified by the State of California. Any traffic violation shall be the responsibility of the employee. When using private vehicles, the employee should document in their expense report the dates, miles traveled, and business purpose of each trip.

Personal Cars

Personnel are compensated for use of their personal cars when used for business travel. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the currently approved IRS rate per mile.

In the case of individuals using their personal cars to take a trip over 250 miles that could be made more cheaply by air, mileage will be allowed at the currently approved rate; however, the total mileage reimbursement will not exceed the sum of the lowest available round trip coach airfare.

Parking/Tolls

Parking and toll expenses, including charges for hotel parking, incurred by Personnel traveling on organization business will be reimbursed. The costs of parking tickets, fines, car washes, parking tickets, etc., are the responsibility of the employee and will not be reimbursed. On-airport parking is permitted for short business trips. For extended trips, Personnel should use off---airport facilities. For toll roads and bridges, when a receipt is not practical and the amount is more than $5.00, the amount and the road or bridge should be identified.

Lavish/Excessive Expenditures

The school discourages expenses in any category that could be perceived as lavish or excessive, as such expenses are inappropriate for reimbursement by a charter school. This includes situations in which these options may actually be less expensive, as charter schools face considerable scrutiny on the nature as well as the cost of business-related expenses. Personnel must be aware that as a public charter school, business travel is funded by taxpayer money and is expected to be functional but not extravagant. Some examples of excessive spending include (the following is not a comprehensive list):

1. Limousine/town car service;
2. Beach resort accommodation;
3. Sporting/golf events;
4. Music events/festivals/concerts;
5. 4-star and above hotels (unless clear reasons can be shown as to why other options were unavailable);
6. Excessive meal charges.

Cash Advances

To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track cash advances, the charter school discourages cash advances unless there are special circumstances. If an employee's cash advance is approved by administrators, a formal check request must be made and forwarded an expense reimbursement by the amount of the cash advance. If the cash advance exceeds the actual travel expenses, the employee must return the remaining cash with the completed expense report. Excess advance funds cannot be carried forward to future expense reports.

5. FIXED ASSETS

BOARD POLICY

In order to properly track all capitalized and non-capitalized assets, an inventory must be maintained for all items with a value of $5,000 or more. This Inventory Record shall include the asset description, location, and ID tag/serial number, and for items exceeding $5,000, shall reference the corresponding entry in the Fixed Asset Register for capitalized assets (see below). All inventoried items shall be tagged with a unique identification tag. An inventory of all textbooks/ chromebooks shall also be maintained.

Fixed Asset Register

Assets with a single value of $5,000 or more (or a collection of items such as a computer lab or set of similar furniture that has a system value of over $5,000) and a useful life of more than one year are considered "fixed assets," meaning they are included as assets on the school's balance sheet (rather than as expenses such as books and supplies) and the cost of these assets is spread out over the useful life of the asset. This process is called "capitalization," and involves including the value of the asset on the school's balance sheet at acquisition, and charging a portion of the item's value as "depreciation" each year over its useful life. In order to properly account for capitalized assets, a Fixed Asset Register must be maintained for all capitalized assets, and shall include asset description, acquisition date, cost basis, depreciation expense, accumulated depreciation and useful life. The Business Operations Manager or designee is responsible for maintaining the fixed asset register.

Procedure for Recording Inventory and Fixed Assets

When any item is acquired with a cost basis of $5,000 or more, an entry shall be made in the Inventory Record showing asset description, location, and ID tag/serial number, and a numbered identification tag shall be affixed to the item.

When the item (or group of items) that is purchased has a useful life of one year or more and has a cost of $5,000 or more (or is part of a system or collection that has a collective cost of $5,000 or more),the item should be entered into the Inventory Record as described in the above paragraph, and three additional steps must also be taken:

a. A notation is made in the Inventory Record that this item is a fixed asset;
b. The Business Operations Manager or designee is informed that a specific purchase meets the qualifications of a fixed asset;
c. The Business Operations Manager or designee makes an entry is made in the Fixed Asset Register reflecting the acquisition.

Annual Inventory

At the end of each fiscal year upon a date determined by the Executive Director, a comprehensive physical inventory shall be conducted of all inventoried assets of $5,000 or more (including all fixed assets), reconciling the Inventory Record, the Fixed Asset Register, and the information in

the general ledger to match the results of the physical inventory.

6. DEBT MANAGEMENT POLICY

BOARD POLICY

The purpose of this policy is to enhance RGTC ECHS's ability to manage its debt in a fiscally conservative and prudent manner. The effects of decisions regarding types of borrowing, covenants and terms, interest rates, and payment structure directly impact the school's continuing operation. RGTC ECHS has thus established this Debt Management Policy to provide goals and guidelines for RGTC ECHS borrowings.

RGTC ECHS's Debt Management Policy is as follows:

1. The Executive Director is responsible for administering and maintaining the School's current obligations under direction of the Board. The Business Operations Manager will meet with the Executive Director and Board, as appropriate, regarding the status of the School's existing debt and to make specific recommendations.

2. No new debt shall be incurred without approval of the Board.

3. All approved annual budgets shall include timely repayment of all outstanding debt, or include a reasonable repayment plan for such debt if timely repayment is not possible.

4. Prior to incurring any new borrowing, the Business Operations Manager shall prepare a financial analysis showing the effect of the borrowing on current and future operations. RGTC ECHS may not borrow if a reasonable financial analysis cannot show timely repayment of all obligations including the planned borrowing.

5. RGTC ECHS will seek financing options that are at the lowest interest cost and in the best interests of the School.

6. RGTC ECHS will take all practical precautions and proactive measures to avoid borrowing decisions that can negatively impact current or future operations.

7. RGTC ECHS will determine the term, rates, and covenants that will best fit within the overall existing debt structure at the time any new debt is incurred.

8. RGTC ECHS will explore, assess risk, and implement innovative structuring ideas when they are consistent with the above goals.

All loans or similar agreements shall be negotiated by the Executive Director to obtain such services in the most efficient and cost-effective manner, using the same procedures as described in "2. PURCHASING POLICY" above. All such agreements must clearly define all terms under which RGTC ECHS will be obligated and the price for such services. All loans shall be approved by the Board.

7. BANKING

BOARD POLICY

All bank accounts shall be established in RGTC ECHS's name with prior board approval of the initial authorized signers.

CURRENT PROCEDURE

Reconciliations
All bank statements will be reconciled monthly by the Business Operations Manager or a designee who does not participate in cash handling.

8. GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

Charter schools are required to meet generally accepted standards of fiscal management. Primary responsibility for the fair presentation of financial statements rests with the reporting management of an organization. Accordingly, RGTC ECHS management and other personnel shall design and provide reasonable assurance regarding the achievement and maintenance of the following standards:

1. A fiscal year balanced budget that clearly defines achievable goals as defined in the school's charter and approved by the Board of Directors in the form of a budget resolution.

2. Full compliance with Uniform Education Reporting System (UERS) policies and procedures.

3. Accounting records should properly and accurately record and account for all cash equivalent transactions, including actual cash. Accounting information should be relevant, reliable, comparable and consistent and must be available for the preparation of reliable financial statements.

4. Demonstrated compliance with Federal and state laws/regulations, State Board of Education policies and other compliance requirements.

5. Maintenance of documentation that outlines internal controls on business practices and operation.

6. Transactions are executed in compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a material effect on public funds.

7. Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

8. Required independent audits are performed and submitted when due in a timely manner as prescribed by the California Department of Education.

9. RGTC ECHS should have documentation that supports its financial statements and that reflect its financial position/condition, results of operations or changes in net assets and where appropriate, cash flows for any fiscal period/year.

10. Any necessary corrective action plans on any audit findings must be filed in writing and proposed changes must be implemented in the subsequent fiscal year.

Filing of Governmental Returns

The Business Operations Manager is responsible for ensuring that RGTC ECHS follows all filing requirements. This includes, but is not limited to, filing the following:

- Annual information returns with the Internal Revenue Service (IRS)
- California charitable solicitation reports
- Annual reports for corporations
- Property tax returns
- Income tax returns
- Information returns for retirement plans
- Annual reporting of compensation paid
- Payroll withholding tax returns

The following list of reports and returns are the responsibility of the Executive Director and/or the Business Operations Manager to file, as applicable:

1. Form 990, Return of Organization Exempt from Income Tax
2. For 990-T, Exempt Organization Business Income Tax Return
3. Form 199 Exempt Organization Annual Information Statement or Return (California)
4. Form 5500 Annual Return/Report of Employee Benefit Plan
5. Federal and state payroll returns
6. Form RRF-1, Registration/Renewal Fee Report to the Attorney General of California.
7. SF-SAC, the data collection form for reporting audits of state, local government, and nonprofit organizations
8. Form 1099 Miscellaneous Income
9. Form 1096 Annual Summary and Transmittal of U.S. Information Returns
10. Form W-2 Wage and Tax Statement
11. Form W-3 Transmittal of Wage and Tax Statements

Reports Regarding Unrelated Business Income

The Business Operations Manager is also responsible for tracking and filing reports and returns relating to any unrelated business activities of the nonprofit. Funds generated from these activities should be kept in separate accounts in the charter school's general ledger to facilitate tracking and accumulation of unrelated trade or business activities.

Gifts of Public Funds

The direct and primary purposes of all expenditures shall be for public education purposes. In no event shall public funds be spent on gifts for individual students, employees or community members. For example, flowers shall not be purchased if students, employees or community members are sick. Gifts shall also not be given as appreciation for work done by employees, students, or parents.

Commingling of Funds

The charter school prohibits commingling funds to such an extent that the funds become blended. Interfund, interschool, or interdepartment loans and due-to and due-from transactions are allowable only with Board approval. For purposes of this policy, blending means that the identity, origin and source of the funds are lost or unidentifiable. Financial records shall be maintained in a manner that allows auditors to trace, audit and document all funds.

Loans and Transfers to Third Parties and Organizations

RGTC ECHS shall not loan or transfer its funds to any third party or organization. Examples of third parties and organizations are employees, managers, board members, foundations, sole statutory members, parent organizations, related organizations, and student body associations.

Intra-company Transactions

All intra-company transactions shall follow the procedures contained in the Fiscal Crisis Management Assistance Team's Charter School Accounting and Best Practices Manual, as it may be revised from time to time.

Although sometimes intra-company transactions may be unavoidable, the RGTC ECHS Board desires to have each of its schools be able to operate only from the funding appropriated by the state and federal government to that school except under extraordinary circumstances. For this reason, management is directed to prepare budgets for each school reflecting the revenue generated by that school unless the Board expressly approves an intra-company loan. In the event management proposes to utilize an intra-company loan, it shall follow the procedures contained in Appendix B.

Nonprofit Integrity Act

If applicable, RGTC ECHS shall follow the Nonprofit Integrity Act.

Scrip and Cash Cards

In the event that RGTC ECHS participates in scrip or cash card programs, all such funds shall be spent on educational expenditures that benefit students and that are approved in advance by the Board. In no event shall any such scrip or cash cards be given to employees, parents, students or other individuals for their personal use.

Retention and Management of Files and Records

Board Policy : 603

See addendum A

Expense Reimbursements

Reimbursements for purchases and travel should be made according to guidelines set by the charter school. Reimbursements apply to both employees and board members. The Executive Director is responsible for approving all reimbursements.

Reimbursement steps are as follows:

- Submit accurate receipts and the completed and signed reimbursement or purchasing documentation such as the original invoice, purchase request, employee expense report or reimbursement request to the Business Operations Manager
- Obtain authorization from the Executive Director
- The Business Operations manager then prepares and issues reimbursement payment, and files all paperwork.

Reimbursement receipts should be submitted monthly, and any receipt older than 60 days may not be reimbursed, at the discretion of the Executive Director. An employee or board member may not request reimbursement for expenses for another individual or employee. Expense report forms must be filled out completely. Original receipts for items charged must accompany all reimbursement documentation. Any questions regarding completion of the expense report should be directed to the employee's supervisor or the accounting department. The accounting department can help determine which account code should be used for which expenditures/ reimbursements. Upon completion, the expense report and all attached documentation should be submitted to the Executive Director for approval. After approval, the expense report is submitted to the accounting department for processing and reimbursement. To expedite reimbursement, ensure the report is completed properly, required documentation is attached, it is properly authorized, and any unusual items are explained and documented. For unusual items, detailed written notes are needed for the supervisor and accounting department to authorize reimbursement. All reimbursement requests must be approved by the proper manager before being submitted to the accounting department. Approvals for reimbursement requests must be obtained prior to any purchase or travel.

RGTC ECHS will not be obligated to reimburse requests for which prior approval was not obtained. When the shopping or traveling is complete, the employee should return the receipts and can expect to be reimbursed if they spent funds on items for which they obtained prior approval. Prior approval can be obtained using an expenditure approval/purchase order form (for reimbursement of actual expenses when purchasing items), or an approval to attend education activity form, which must be completed before any travel, including out-of-state travel.

Out-of-state travel should have prior approval from the charter school Board of Directors. No travel reimbursements will be made in excess of the amount budgeted for such travel. Directors, principals, and manager of programs and sites are responsible for reviewing travel records and for giving initial approval for claims within the budget limits. Every employee's or board member's reimbursement or purchase request should be documented with proper travel authorization, receipts, and information on the nature of business, program allocation, and funding source (if applicable) before the reimbursement is approved. Reimbursements are usually allowed for the following:

- Travel and conferences
- Mileage
- Meals
- Car rentals
- School and classroom supplies
- Allowable academic expenses
- Student awards
- Other approved expenses

The vast majority of expenses can and should be paid for in advance through the accounts payable system rather than via reimbursement directly to individuals. This helps ensure that RGTC ECHS does not have a suspicious amount of payments being made to staff or board members, which in turn helps RGTC ECHS to avoid even the appearance of impropriety in its financial transactions.

Gifts

Reimbursement for gifts of any kind is never allowed.

Other Expenditures

A receipt is required from the vendor detailing all goods or services purchased.

Nonreimbursable Expenses

Some expenses are not considered valid business expenses, yet may be incurred for the convenience of the traveling individual. Because these are not expenses for the charter school, they are not reimbursable. Examples of non-reimbursable expenses include the following:

- Alcohol
- Theft or loss of personal property
- Parking or traffic tickets or car towing if illegally parked
- Airline or travel insurance or lounge clubs
- Dry cleaning and laundry services
- Valet parking services
- Shoe shines
- Barbers and hairdressers
- Movies or personal entertainment
- Books, magazines or newspapers (unless specific to education or the employee's job)
- Doctor bills, prescriptions, or other medical services
- Health club membership, even if for one day or short-term use
- Babysitter, lawn care, or pet care fees
- Clothes and jewelry
- Country club or golf club memberships

Prohibited Contributions, Expenditures, and Uses of Assets and Resources

Political contributions, lobbying, and expenditures that support or oppose candidates for public office include, but are not limited to, the following:

- Contributions to political parties or political action committees.
- Contributions to the campaigns of individual candidates for public office.
- Expenditures to print or assist in printing any political materials.
- Expenditures for political advertisements.
- The use of any charter school assets or resources for any political activities. This includes such use by management, employees, governing board members, or other representatives.

Charter school managers, employees, governing board members or other representatives may engage in political activities on their own time, using their personal assets and resources; however, they many not act or appear to be acting on behalf of the charter school and may not use any charter school resources to assist in political activities. A charter school must comply with all federal and state laws and regulations regarding political contributions, lobbying and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

Payroll

Non-Exempt Employees are paid on a semi-monthly basis (5th and 20th of month). Exempt Employees are paid on a monthly basis (25th of the month). Under the supervision of the Executive Director and Business Operations Manager, payroll will be processed through Riverside County Office of Education's Galaxy System.

All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Employees who are discharged shall be paid all wages due at the time of termination. Employees who quit without giving prior notice shall be paid wages at regularly scheduled payroll dates.

Debit Cards

Organization debit cards are issued to the signers of the clearing/petty cash account at the designated financial institution. Debit cards should only be used if standard purchasing processes are unavailable.

Annual Independent Audit

The Board of Directors will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the Unites States of America, Government Auditing Standards issued by the Comptroller General of the Unites States, and, if applicable, the U,S, Office

of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide, in order to properly conduct the audit engagement. At least every six fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel.

Petty Cash

The Registrar will keep a petty cash box not to exceed $100. Petty cash shall be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (not advances, personal uses, reimbursements, etc.). The Registrar shall maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Registrar or the Business Operations Manager and the petty cash recipient.

Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Necessary travel expenses incurred to attend board meetings and board committee meetings need not be approved in advance by the board. All other expenses shall be approved in advance by the board. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Nepotism

HR Policy: 511

See addendum B

9. FUNDRAISING POLICY

Riverside Gateway to College ECHS ("RGTC ECHS"), a California Nonprofit Benefit Corporation (501(c)(3)), has an interest in ensuring that all funds raised by the school, regardless of whether they are raised directly by the school or by a supporting organization to the school, are accounted for properly and spent for the purposes that the donor and RGTC ECHS Board of Directors or its designee jointly agree upon. Joint agreement between the donors and the RGTC ECHS Board or its designee is critical to ensuring that funds of both the school and donors are not spent in a duplicative manner, funds are spent on the highest needs first, and that the best interests of students are served. Donations will be used for the purposes for which they are given.

In order to effectuate these important goals, the Board requires the following:

1. All organizations that fundraise using the name "Riverside Gateway to College ECHS", the acronym "RGTC ECHS", or the names or acronyms of any of its schools, or that raise funds on school grounds or at school functions shall be supporting organizations and shall be

regulated by the policies and directives of the Riverside Gateway to College ECHS Board and its designees.

2. Supporting Organizations shall account for all dollars raised from any source as well as all expenses to their Board of Directors and to the RGTC ECHS Board or its designees on a monthly basis.
3. No Supporting Organization shall reimburse any RGTC ECHS employee for expenses incurred by an employee without prior approval of the RGTC ECHS Board of Directors or its designee. Receipts from the employee shall be required before any approval of reimbursements are permitted.
4. No Supporting Organization is permitted to compensate employees of the school for any purpose. Employees are prohibited from accepting cash or donations without the approval of the RGTC ECHS Board or its designee.
5. Any funds raised directly by RGTC ECHS shall be spent in accordance with RGTC ECHS Fiscal Policies.
6. RGTC ECHS shall approve all fundraising done by Supporting Organizations to ensure that it does not conflict with fundraising plans of RGTC ECHS.

Appendix I

GCCA Course Descriptions

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: Gateway College and Career Academy Elementary Algebra 1

Course Description:

This one-semester intensive course examines real numbers and variables as they are involved in polynomials, fractions, linear equations, quadratic equations, systems of equations, inequalities, exponential and radical expressions, and absolute value. Factoring, graphing, and word problem applications will also be included. Students will try different approaches while solving equations and will explain the mathematical processes both orally and in writing. There is an emphasis on strategies and skills for organization, note-taking, and critical thinking. The Gateway College and Career Academy Elementary Algebra 1 Class is a hybrid class that utilizes Aleks, Bootstrap online learning curriculum with Pyret coding program. Student will get familiar with coding terms, with input and output correlations. In addition to in-class resources, students are responsible for finding reliable outside sources, will work in group settings to promote collaboration, and will be required to employ strategies for organization, including effective note-taking.

Learning Objectives:

Upon successful completion of the course, students will be able to:

1. *Examine variables in polynomials, fractions, linear equations, quadratic equations, systems of equations, inequalities, exponential and radical expressions, and absolute value.*
2. *Interpret word problems, linear equation, and quadratic equations into graphs.*
3. *Use correct terms while explaining mathematical process orally and in writing.*
4. *Recognize patterns, and connections to concepts.*
5. *Employ strategies for organization, and notetaking.*
6. *Work collaborating with classmates.*
7. *Use both Google and Microsoft operating system*
8. *Use correct terms while using coding applications*

College and Career Readiness Standards:.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards Addressed:
NS1.0: Students know the properties of, and compute with rational numbers expressed in a variety of forms:
NS1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take
positive rational numbers to whole-number powers.
A-SSE.1: Interpret expressions that represent a quantity in terms of its context.
F-BF.4.a: Solve an equation for a function that has an inverse; write the inverse
A-APR Perform arithmetic operations on polynomials. (Linear and quadratic) 1. Understand that polynomials form a system analogous to intergers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
A-REI
Understand solving equations as a process of reasoning and explain the reasoning. [Master linear; learn as general principle.]
A-REI 1.Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.
Construct a viable argument to justify a solution method. Solve equations and inequalities in one variable. [Linear inequalities; literal equations that are linear in the variables being solved for; quadratics with real solutions]
A-REI 2.Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A-REI 3.1 Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA
A-REI.4.a: Use completing the square to transform quadratic equations
A-REI.4.b: Solve quadratic equations by different methods
A-REI.6: Solve systems of linear equations
A-REI.10: Understand what the graph of an equation in two variables means

A-REI.12: Graph linear and systems of linear inequalities in two variables
A-CED.1: Create and apply equations and inequalities in one variable
A-CED.2: Create equations in two or more variables; graph equations
A-CED.3: Represent constraints by equations or inequalities
A-CED.4: Rearrange formulas to highlight a quantity of interest
F-IF.5: Relate the domain of a function to its graph and to the relationship
F-IF.6: Calculate and interpret the rate of change of a function
F-IF.7.a: Graph linear and quadratic functions; show intercepts, maxima, minima
F-IF.8.a: Show and interpret zeros, extreme values, and symmetry
S-ID.7: Interpret the slope and intercept in the context of the data
F-LE.6: Apply quadratic functions to physical problems
Mathematical Practices 4: Model with mathematics,8: Express regularity in repeated reasoning
A-SSE.1.a: Interpret parts of an expression e.g., terms, factors, coefficients
A-SSE.2: Use the structure of an expression to identify ways to rewrite it
A-SSE.3.a: Factor a quadratic expression to reveal the zeros of the function
A-SSE.3.b: Complete the square to reveal the maximum or minimum value
N-RN.1: Explain rational exponents in terms of integer exponents properties
N-RN.2: Rewrite expressions involving radicals and rational exponents
F-BF.4.a: Solve an equation for a function that has an inverse; write the inverse
A-APR Perform arithmetic operations on polynomials. (Linear and quadratic) 1. Understand that polynomials form a system analogous to integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Course Content / Skills and Topics:

Topics

- Polynomials
- Fractions
- Linear Equations
- Quadratic Equations
- Systems of Equations
- Inequalities
- Exponents
- Radical Expressions
- Absolute Value
- Factoring
- Graphing
- Word Problem Applications
- Input
- Output

- Booleans
- Contracts
- Argument
- String
- Data

Skills

- Using technology
- Collaboration
- Oral and written communication
- Notetaking
- Organization

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations
Drills and pattern practices
Multimedia presentations
Pair and small group activities/discussion
Class exercises
Electronic Handouts/ Worksheets
Cooperative learning tasks
Electronic portfolios
Canvas
Aleks
Bootstrap
Pyret

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include, but are not limited to:

Quizzes/examinations
Written assignments
Class and individual projects
Final Examination
Web based assessments

In-class Participation

Course Materials:

All materials used in this course will be periodically reviewed to insure they are appropriate for Gateway to College Students.
Bootstrap
Pyret
Microsoft Classroom/ One note
Teacher created lecture notes
Canvas
Aleks
Laptop or other devices
Calculator
Class supplies
Misc apps

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: Gateway College and Career Academy – Visual and Performing Arts (VAPA)

Course Description:

This one-semester (10-credit) intensive art course examines the California State Board of Education's adoption of the California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework) on July 8, 2020. The Arts Framework supports the California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards), adopted in January 2019.

Course content will vary to provide broad exploratory and/or specialized experiences aligned to students' individual interests. All VAPA content aligns with the California Arts Framework and the corresponding Content and Performance Standards. The course provides standards-based arts education across dance, media arts, music, theatre, and visual arts.

The course is designed to develop well-rounded students through equitable and accessible arts experiences. Curriculum goals focus on supporting students' cognitive, social, cultural, and emotional development. Instruction promotes the development of Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relations, and Applications. Academic and technology skills are integrated throughout to prepare students for continued education and careers.

Learning Objectives:

Upon successful completion of the course, students will be able to:

- Anchor Standard 1: Generate and conceptualize artistic ideas and work
- Anchor Standard 2: Organize and develop artistic ideas and work
- Anchor Standard 3: Refine and complete artistic work
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

- Anchor Standard 5: Develop and refine artistic techniques and work for presentation
- Anchor Standard 6: Convey meaning through the presentation of artistic work
- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work
- Anchor Standard 9: Apply criteria to evaluate artistic work
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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Common Core Standards Addressed:

Visual Arts – Creating, Presenting, Responding, Connecting

- Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors
- Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present-day life using contemporary art or design practices
- Prof.VA:Cr2.1 Engage in making a work of art or design without a preconceived plan
- Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment; demonstrate safe handling of materials, tools, and equipment
- Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a place
- Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and revise works of art and design
- Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation
- Prof.VA:Pr5 Analyze and evaluate the reasons and methods used to present exhibitions
- Prof.VA:Pr6 Analyze and describe the impact of an exhibition or collection on personal awareness of social, cultural, or political beliefs

- Prof.VA:Re7.1 Hypothesize how art influences perception and understanding of human experiences
- Prof.VA:Re7.2 Analyze how visual imagery affects one's understanding of the world
- Prof.VA:Re8 Interpret artworks using relevant and sufficient evidence from the work and its contexts
- Prof.VA:Re9 Establish relevant criteria to evaluate a work of art or collection of works
- Prof.VA:Cn10 Document the development of ideas from early stages to fully elaborated concepts
- Prof.VA:Cn11 Describe how culture, traditions, and history influence personal responses to art

6–12 Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for Reading

- Key Ideas and Details: 1
- Craft and Structure: 4, 6
- Integration of Knowledge and Ideas: 7, 8, 9
- Range of Reading and Level of Text Complexity: 10

College and Career Readiness Anchor Standards for Writing

- Text Types and Purposes: 1, 2, 3
- Production and Distribution of Writing: 4, 5, 6
- Research to Build and Present Knowledge: 7, 8, 9
- Range of Writing: 10

Course Content / Skills and Topics:

Topics:

- Critiques
- Cultural Literacy
- Elements of Art
- Color
- Line
- 3-D Art
- Shape/Form
- Texture/Patterns
- Principles of Design
- Rhythm / Pattern / Movement
- Balance
- Proportion
- Variety / Emphasis / Harmony / Unity

Skills:

- Critique others' work
- Critique one's own work
- Use of academic language
- Oral and written communication
- Note-taking
- Organization
- Planning
- Implementation
- Critical thinking
- Collaboration
- Time management

Methods of Instruction:

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Multimedia presentations
- Pair and small-group activities/discussion
- Class projects
- Personal projects
- Electronic handouts/worksheets
- Cooperative learning tasks
- Canvas

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress and mastery of learning objectives through methods including, but not limited to:

- Quizzes/examinations
- Written assignments
- Class and individual projects
- Final examination
- Web-based assessments
- In-class participation

Course Materials:

All materials used in this course will be periodically reviewed to ensure appropriateness for Gateway College and Career Academy students.

- Watercolor sets – Prang replaceable paints (1 per student) *do not substitute*
- Small paint palette (1 per student)
- Single red watercolor (1 per student) *do not substitute*
- Single yellow watercolor (1 per student) *do not substitute*
- Single blue watercolor (1 per student) *do not substitute*
- Stable water cups (1 per student)
- Metal-edge 18-inch ruler (1 per student)
- 1 sq. inch tissue paper (1 package per student)
- X-Acto knife (1 per student)
- Box cutter (1 per student)

- Black construction paper (2 sheets per student)
- Printer paper (50 sheets per student)
- Black Sharpie (2 per student)
- Micro pens 0.3 (2 per student)
- Mixed media paper (6 sheets per student)
- Watercolor paper, 12 x 18, 90 lb. (3 sheets per student)
- White glue (1 per student)
- 5-brush paint set (Rounds 1, 6, 12; Liner 2; Angular Shader 1/2; Wash 3/4) (1 set per student)
- Pencils (3 per student)
- Pencil sharpener (1 per student)
- Eraser (1 per student)
- Crayola markers, 12-color set (1 per student)
- Colored pencils, 12-piece set (1 per student)
- Teacher-created lecture notes
- Class handouts (1 set per student)

Technology:

- Gateway Canvas
- Laptop or other device
- Internet
- Hover camera (for instructor)

Extra Resources:

- RCC Club Accessibility
- Maker Space
- RCC Performing Arts Productions

Grading Scale:

- A: 100–90
- B: 89–80
- C: 79–70
- D: 69–60
- F: 59 & below

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD
2025 Update

Course Title: GCCA Expository Reading and Writing (ERWC-Aligned)

Prerequisite: Successful completion of Foundation English.

Course Description:

This course is designed to prepare students for the literacy demands of college, career, and civic life. Drawing from the Expository Reading and Writing Curriculum (ERWC) developed by the CSU system and USC, students engage in a sequence of modules that integrate reading, writing, speaking, and listening.

Through rhetorically-based inquiry, students practice reading critically, writing effectively, and communicating persuasively. They analyze how texts are shaped by audience, purpose, and context, and they explore social, cultural, and ethical issues through sustained discussion and research. Instruction emphasizes recursive writing processes, evidence-based argumentation, and rhetorical awareness.

By the end of the course, students will demonstrate increased independence in reading and writing, preparing them for first-year college composition and workplace communication.

Learning Objectives

- Identify and develop a thesis with coherent claims and evidence.
- Engage in the full writing process: pre-writing, drafting, revising, and editing.
- Apply rhetorical concepts (exigence, audience, purpose, strategies) when reading and writing.
- Demonstrate control of expository and argumentative structures (comparison, cause/effect, problem/solution, synthesis).
- Integrate and cite sources using MLA conventions.
- Read critically to analyze authorial purpose, rhetorical strategies, and assumptions.
- Employ metacognitive strategies to monitor comprehension and reflection.
- Strengthen command of grammar, syntax, style, and academic tone in writing.
- Demonstrate oral communication skills through presentations and collaborative activities.

- Conduct academic research, integrating primary and secondary sources into sustained writing.

Standards Alignment

• Common Core State Standards (CCSS): RL.1–4; RI.1–10; W.1–10; SL.1–6; L.1–6
• California English Language Development Standards (Integrated ELD): Emphasis on language use in academic contexts.
• College & Career Readiness: Critical thinking, communication, collaboration, creativity.

Course Content / Skills

- Critical Reading: Analyzing nonfiction, literary nonfiction, and informational texts.
- Rhetorical Analysis: Purpose, audience, strategies, tone, and context.
- Expository & Argumentative Writing: Formal essays, response-to-text, synthesis, and multimodal projects.
- Recursive Writing: Drafting, reflection, and revision.
- Research & Documentation: Information literacy, MLA citation, and integrating sources.
- Vocabulary & Language Study: Academic vocabulary, syntax, style.
- Collaboration: Socratic seminars, peer workshops, and group projects.
- Speaking & Listening: Presentations, debates, and panel discussions.

Methods of Instruction

- Rhetorical reading strategies
- Collaborative group work & seminars
- Guided and independent writing workshops
- Student-led presentations
- Digital/multimodal projects (zines, podcasts, Canva/Slides)

Assessment (Formative & Summative)

- Quick writes and reading journals
- Rhetorical précis and descriptive outlines
- Argument analysis and synthesis essays
- Research project with annotated bibliography
- Presentations and multimodal projects
- Quizzes/exams on reading and writing skills
- Final exam (text analysis + written response)

Core Texts & Modules (2025)

- ERWC Modules (Selected):
    - The Rhetorical Situation (Introductory)
    - Rhetorical Appeals (Ethos, Pathos, Logos)

    - Juvenile Justice (Argumentation)
    - Into the Wild (Literary Nonfiction Inquiry)
    - Argumentative Writing

- Anchor Texts:

    - Jon Krakauer, Into the Wild

- Supplementary Readings:

    - CSU ERWC Module Readings (essays, articles, TED Talks)
    - Current news, magazine articles, and multimedia

Notes on Curriculum Review

Texts and modules are subject to periodic review to ensure alignment with USC ERWC updates, CDE guidance, and GCCA student needs.

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: American Government and Economics

Course Description:

This course is designed to help students master the collection of fundamental governmental and economic concepts and principles that they need to be successful in college and the workplace. The goal of the American Civics and Economics course is to prepare students for the complex critical thinking demands of higher education. Through a sequence of rigorous instructional activities, students develop proficiencies in primary and secondary resource critiques, author analysis, comprehensive narrative development, and civil participation in government, law, and economic processes. This course also includes an ongoing study of how government and economics are intertwined.

For the first half of the course, students will learn about the development, structure and functions of the United States government in order to become well-informed citizens, but also as a framework for understanding the principles of democracy. Students will be expected to practice, apply, and learn how to participate in the three branches of government at federal, state, and local levels. For the second half of the course, students are introduced to micro- and macro-economic concepts, taking time to consider how economics impacts domestic and international policies. Students will also be expected to demonstrate basic skills in personal finance, including budgeting, and filing taxes, etc.

Students will be expected to increase their awareness of the rhetorical strategies employed by politicians and businesspeople and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme, and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies and to examine the appropriate assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include philosophic, historic, and contemporary essays, current newspapers, magazines, and online news articles, charts, graphs, government and stock market-related financial reports, and so on.

Learning Objectives:

Upon successful completion of the course, students will be able to:

- demonstrate clear and coherent written and oral communication in government and economics.
- analyze, interpret, and apply the rhetorical strategies of a variety of political, legal, and financial texts.
- create and support written arguments based on readings, research, and personal experience.
- use cognitive and metacognitive strategies for approaching various academic reading and writing tasks.
- employ research methods and cite properly.
- read and analyze philosophical, historical, financial, and documentary texts demonstrating their ability to infer meaning from thematic, structural, and rhetorical aspects of written language.
- demonstrate their ability to continue working on and mastering conventions related to social studies when speaking and writing.
- demonstrate increased proficiency in the principles of primary and secondary resource annotations.

Common Core Standards Addressed:

All standards below refer to the History-Social Science Content Standards for California Public Schools, Grade Twelve, Principles of American Democracy and Economics.
Principles of American Democracy: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10
Principles of Economics: 12.1, 12.2, 12.3, 12.4, 12.5, 12.6

Course Content / Skills and Topics:

1. Reading – comprehension, analysis, and interpretation of the historical, legal, and financial text and their respective authors
2. Writing – formal and informal (journal, essay, note taking, short response)
3. Vocabulary (explicit and contextual)
5. Leadership and teamwork skills: group projects and presentations

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations
Strategic reading
Student-led re-teach sessions

Pattern practices
Multimedia presentations
Pair and small group activities/discussion
Learning/reading journals

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include, but are not limited to:

Academic essays and short writings
Descriptive outlines of assigned readings
Argument and author analysis
Quizzes/examinations (including timed reading and writing)
Written assignments
Class and individual projects
Final Examination (timed reading and written response)

Course Materials:

All materials used in this course will be periodically reviewed to ensure they are appropriate for Gateway to College Students.

Econ Alive! The Power to Choose Third Edition

Government Alive! Power, Politics, and You Third Edition

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: United States History

Course Description:

This course is designed to help students master the collection of historical narratives and concepts, related to United States history, that they need to be successful in college and the workplace. The goal of the United States history course is to prepare students for the complex critical thinking demands of higher education. Through a sequence of rigorous instructional activities, students develop proficiencies in primary and secondary resource critiques, author analysis, and comprehensive narrative development. This course also includes an ongoing study of how the social, economic, political, cultural, and geostrategic elements of the United States' history are intertwined.

Students will examine the foundations and continuing development of the United States' history using evidence from a wide variety of primary and secondary sources from various mediums. This course is designed to ensure that students have the essential skills necessary to understand and recognize patterns of behavior and development throughout history, with an emphasis on historical and critical thinking skills. This course focuses on grade and skill-level-appropriate reading, writing, speaking, and listening skills through engaging students in discussion, individual and group activities, and diverse projects and lessons.

Students will be expected to increase their awareness of the rhetorical strategies employed by historical characters and to acknowledge the impact of those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme, and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the appropriate assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include historic and contemporary essays, diary entries, biographies, historic and current newspapers, magazines, online news articles, charts, graphs, historically relevant financial reports, and so on.

Learning Objectives:

Upon successful completion of the course, students will be able to:

- demonstrate clear and coherent written and oral communication in United States history.
- analyze, interpret, and critique the rhetorical strategies of a variety of historically significant political, legal, geostrategic, financial, and social/cultural texts.
- create and support written arguments based on readings, research, and personal experience.
- use cognitive and metacognitive strategies for approaching various academic reading and writing tasks.
- employ research methods and cite properly.
- read and analyze historical and documentary texts, demonstrating their ability to infer meaning from thematic, structural, and rhetorical aspects of written language.
- demonstrate their ability to continue working on and mastering conventions related to social studies when speaking and writing.
- demonstrate increased proficiency in the principles of primary and secondary resource annotations.

Common Core Standards Addressed:
CCSS.ELA-LITERACY.RH.11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10
CCSS.ELA-LITERACY.WHST.11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9, 11-12.10

All standards below refer to the History-Social Science Content Standards for California Public Schools, Grade Eleven, United States History, and Geography.
Continuity and Change in the Twentieth Century: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.11

Course Content / Skills and Topics:

1. Reading – comprehension, analysis, and interpretation of the historical text and their respective authors
2. Writing – Formal and Informal (journal, essay, note taking, short response)
3. Vocabulary (explicit and contextual)
5. Leadership and teamwork skills: Group projects and presentations

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations
Strategic reading
Student-led re-teach sessions
Pattern practices
Multimedia presentations
Pair and small group activities/discussion
Learning/reading journals

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation, which may include, but are not limited to:

Academic essays and short writings
Descriptive outlines of assigned readings
Argument and author analysis
Quizzes/examinations (including timed reading and writing)
Written assignments
Class and individual projects
Final Examination (timed reading and written response)

Course Materials:

All materials used in this course will be periodically reviewed to ensure they are appropriate for Gateway to College Students.

TCI History Alive! Pursuing American Ideals Third Edition

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: Financial Literacy

Course Description:

This one-semester intensive course includes National Standards for Personal Financial Education aligning to the Council for Economic Education, Jump$tart Coalition, National Standards for Personal Financial Education, California Common Core State Standards Mathematics and Eight Mathematical Practices. Course content overview covers budgeting, saving, taxes, credit, spending, insurance, and investing. There is an emphasis on math application and understanding financial decisions that impacts present and future everyday life. This includes multiple technological tools and formulas. Moreover, strategies and skills for organization, note-taking and test preparation is emphasized. Students are required to try different approaches while solving mathematical equations and to understand different reasoning styles (abductive, deductive, and inductive). All mathematical processes must be explained both orally and in writing. In addition to in-class resources, students are responsible for working in group settings to promote collaboration, and will be required to employ strategies for organization, including effective note-taking.

Learning Objectives:

Upon successful completion of the course, students should be able to:

1. Apply the fundamental laws of arithmetic on whole numbers, fractions, and decimals.
2. Make career decisions by better understanding career paths, wage and salary compensation versus employee benefits, with consideration in deciding whether to invest in additional education/training, and the effect of market conditions and technological advances on labor market opportunities.
4. Make spending decisions consistent with their budget, and with critical consideration of product pricing, quality, and features. Standards related to charitable giving and consumer protection are also included .
5. Make decisions based on the understanding of erosion of savings from inflation, real versus nominal interest rates, the role of markets in determining interest rates, the choice of savings account type, financial regulation, tax incentives for saving, and behavioral factors that can affect saving decisions.
7.Use advanced investment concepts, including the effect of individual risk tolerance and behavioral biases on investment choices, factors influencing market prices of financial assets, the benefits of portfolio diversification, how financial markets are regulated, and the benefits of financial technology.
8.develope credit management skills through understanding of the characteristics and costs of different types of credit, the factors and behaviors that contribute to strong credit reports and scores (while understanding and avoiding credit misuses), consumer credit protections under the law, and resources available to people who need assistance with managing their debts.
9. make decisions while exploring methods for lowering personal risk, and factors to consider before buying insurance products and extended warranties. The standards address the costs and benefits of common types of insurance, including health, auto, homeowners/ renters, disability, and life insurance products.
6. Employ strategies for organization, and notetaking.

Eight Mathematical Practices Applied:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6.Attend to precision.
7.Look for and make use of structure.
8.Look for and express regularity in repeated reasoning.

Common Core Standards Addressed:

NS1.0: Students know the properties of, and compute with rational numbers expressed in a variety of forms:
NS1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
NS1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications
A-SSE.1: Interpret expressions that represent a quantity in terms of its context.
A-SSE.1.a: Interpret parts of an expression, such as terms, factors, and coefficients.
F-BF.4: Find inverse functions.
A.REI.1 Understand solving equations as a process of reasoning and explain the reasoning. Master linear; learn as general principle
A-REI.3.1: Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. CA
S.CP.1, 2, 3, 4, 5 Understand independence and conditional probability and use them to interpret data. Link to data from simulations or experiments
AF4.2:Solve multistep problems involving rate, average speed, distance, and time or a direct variation.
AF5.0: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
F-BF: Build a function that models a relationship between two quantities

National Standards for Personal Financial Education Addressed:

2021_Natl_Standards_Downloadable_final.pdf (natljumpstart.wpenginepowered.com)

I. Earning Income.12:1a-d, 2a-c, 3a-c, 4a-c, 5a-c, 8a-b, 9a-b, 11a-b
II. Spending.12: 1a-d, 2a-c, 3a-c, 4a-c, 5a-c, 6a-c
III.Saving.12: 1a-b, 2a-c, 3a-c, 4a-c, 5a-c, 6a-c, 7a-d, 8a-b, 9a-b
IV. Investing.12: 1a-c, 2a-c, 3a-d, 4a-c, 5a-d, 6a-d, 7a-c, 8a-c, 9a-b, 10a-b, 11a-c, 12a-c, 13a-c, 14a-c
V. Managing Credit.12: 1a-b, 2a-c, 3a-c, 4a-d, 5a-d, 6a-d, 7a-d, 8a-c, 9a-c, 10a-d, 11a-c, 12a-c, 13a-c
VI. Managing Risk.12: 1a-b, 2a-b, 3a-c, 4a-c, 5a-c, 6a-b, 7a-c, 8a-b, 9a-b, 10a-b, 11a-d, 12a-b

College and Career Readiness Anchor Standards Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards Writing:

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Course Content / Skills and Topics:

1. Behavioral Economics
2. Banking / Saving
3. Paying for College
4. Taxes
5. Life Skills
6. Career
7. Credit
8. Spending
9. Medical
10. Insurance
11. Budgeting
12. Retirement / Investing

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations
Drills and pattern practices
Multimedia presentations
Pair and small group activities/discussion
Class exercises

Handouts
Cooperative learning tasks
Web based software
AI querying techniques and hypothetical financial modeling

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include, but are not limited to:

Oral reports/presentations/performance
Written reports/presentations
Quizzes/examinations
Written assignments
Class and individual projects
Interactive Web Assignments
Laboratory projects/performance
Final Examination
Web based assessments
Multimedia presentations (in preferred language)

Course Materials:

All materials used in this course will be periodically reviewed to ensure they are appropriate for Gateway to College Students.
Next Gen Personal Finance Website:

The NGPF Team approaches curriculum development with our two-fold mission in mind – to revolutionize the teaching of personal finance in all schools and to improve the financial lives of the next generation. In developing resources, we focus on the 4 Cs:

1. **Comprehensive** - teaching and learning over 15+ units of content, with full courses available for middle school, financial algebra, and personal finance in a trimester, semester, or full-year format
2. **Customizable** - fully designed in Google docs so that each teacher can edit as needed to meet their specific students' needs as well as offer student choice and agency in learning
3. **Current** - updated regularly to reflect the dynamic content of the modern financial world
4. **Curated** - hand selected from more than 500 sources or created in-house by our expert curriculum designers to engage students

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: STUDENT LEADERSHIP YOUTH COUNCIL (SL-YC)

Course Description:

This is a semester-long elective course, with the option to repeat for 5 elective credits per semester. The grades are based on the curriculum outline and participation. Student Leadership will have semester themes that correspond to the ***Leader in Me curriculum.*** *Within the semester themes of the course are eight possible microcredentials addressing Living the 7 Habits, Achieving Goals, Strengthening Wellness, Finding Your Voice, Developing High-Trust Relationships, Contributing to the Community, Succeeding with People, and Leading Teams. Students will also plan events to benefit Gateway, and the RCC campus and surrounding communities. This will be achieved by fundraising, writing grants, planning, implementing surveys, and collecting data while collaborating with peers.*

Learning Objectives:

Upon successful completion of the course, students will have experience and be able to:

Effectively and nimbly use both written communication and spoken communication in a variety of settings

Successfully conduct or participate in interviews in a variety of different settings

Experience and develop formal and informal public speaking skills

Develop group management skills through detailed planning and awareness of both the location and the composition of the group participants

Develop and refine requisite skills in listening, communicating, advising, and seeking outside support when needed
Self evaluate and seek useful feedback from outside observers in order to expand leadership skills

Develop exceptional interpersonal skills that focus on active listening, taking initiative, and collaborating positively

Lead effectively and work collaboratively to create vision, purpose, and direction for their team. Particular emphasis will be paid to developing positive group dynamics and how that leads to the best possible outcome for the team's mission

Identify a shared vision and develop a systematic plan for the implementation of the team's vision and associated goals leading to success

Develop self-awareness and an appreciation for the diversity of others in order to utilize their strengths and contribute positively to the group

Successfully participate in the system of government and procedures with affiliated organizations to establish mutually beneficial connections between themselves and other organization that exist on their campus. Additionally, to successfully facilitate an d allow the making of comparisons between student government and local, state, and national government systems and policies; and to experience the constraints within which all government systems must operate

Become informed global citizens through practical experiences such as being aware of various needs and changes to systems of governance. Additionally, to become aware of how to best serve others by creating connections and thereby awaken a sense of responsibility around societal challenges

Understand the format and structure of an effective meeting

Successfully advertise, recruit, and promote organizational activities and events by using blends of more traditional media… including posters, flyers video production, photography, and social media as they create a positive culture and climate at their school

Develop the ability to meaningfully collaborate on budgets, scripts, to -do lists, calendars, surveys, etc.

Meaningfully connect with others in -person; and to responsibly engage with, understand, and manage their digital footprint, as they treat others with kindness, dignity, and respect

Set up and use video, amplified sound, and other technologies needed for rallies, assemblies, and outdoor activities

The following 26 (sub-category) State of California Student Leadership Standards were each mindfully selected from a larger set of Standards for their relevance to this Student Leadership course:
https://docs.google.com/document/d/1JpnvCElfaKsV67hnJ9-J3BrMl0zOR4AfbotLciJXgO0/edit

I. Communication
- Written Communication Standards 1-13
- Interviewing Skills Standards 1-7
- Public Speaking Standards 1-7
- Crowd Management Standards 1-6
- Conflict Resolution Standards 1-7
- Evaluation and Feedback Standards 1-5
- Interpersonal Skills Standards 1-10

II. Personal and Social Development
- Group Dynamics Standards 1-10
- Goal Setting, Feedback, and Evaluation Standards 1-6
- Social and Emotional Learning Standards 1-10

III. Civic and Service Learning
- Civic and Community Engagement Standard 1-4
- Service Learning Strategies Standards 1-5
- Community Service Standards 1-4

IV. Government
- Authority and Governance Standards 1-6
- Procedures Standards 1-3
- Effective Meetings Standards 1-4

V. Business and Finance
- Finance/Accounting Standards 1-7
- Fundraising Standards 1-6
- Marketing Standards 1-3
- Advertising Standards 1-6
- Customer Service Standards 1-6
- Business Law Standards 1-3

VI. Technology and Digital Citizenship
- Digital Workspace and Collaboration Standards 1-3
- Digital Citizenship Standards 1-4
- Audio/Visual Presentation Standards 1-5
- Video and Photography Standards 1-5

The following California Career Technical Education Model Curriculum Standards were each mindfully selected from a larger set of Standards for their relevance to this Student Leadership course:

https://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc

I. Communications Standards 2.1 - 2.6

II. Problem-Solving and Critical Thinking Standards 5.1-5.3
III. Responsibility and Flexibility Standards 7.1-7.4
IV. Ethics and Legal Responsibilities Standards 8.1-8.5
V. Leadership and Teamwork Standards 9.1-9.6

The following 32 Common Core Connections were each mindfully selected from a larger set of Standards for their relevance to this Student Leadership course:

https://docs.google.com/document/d/1JpnvCElfaKsV67hnJ9-J3BrMl0zOR4AfbotLciJXgO0/edit

CCSS.ELA-LITERACY.W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.MATH.PRACTICE.MP3
Construct viable arguments and critique the reasoning of others.

CCSS.ELA-LITERACY.SL.11-12.1.C
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.SL.11-12.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.MATH.PRACTICE.MP4
Model with mathematics.

CCSS.ELA-LITERACY.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.3.A
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.RI.11-12.8
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-LITERACY.W.11-12.9.B
Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

CCSS.MATH.PRACTICE.MP7
Look for and make use of structure.

CCSS.ELA-LITERACY.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.MATH.PRACTICE.MP5
Use appropriate tools strategically.

CCSS.ELA-LITERACY.W.11-12.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-LITERACY.SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.MATH.PRACTICE.MP1
Make sense of problems and persevere in solving them.

CCSS.MATH.CONTENT.HSS.MD.B.7
Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.11-12.6
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

College and Career Readiness Anchor Standards
6–12 Literacy in History/Social Studies, Science, and Technical Subjects

https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp

I. **Key Ideas and Details Standards 1-3**
II. **Craft and Structure Standards 4-6**
III. **Integration of Knowledge and Ideas Standards 7-9**
IV. **Range of Reading and Level of Text Complexity Standard 10**
V. **Text Types and Purposes Standards 1-3**
VI. **Production and Distribution of Writing Standards 4-6**
VII. **Research to Build and Present Knowledge Standards 7-9**
VIII. **Range of Writing Standard 10**

Course Content / Skills and Topics:

1. Communication
2. Personal and Social Development
3. Civics and Service Learning
4. Government
5. Business and Finance
6. Technology and Digital Citizenship

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations
Leader in Me Curriculum
Multimedia presentations
Pair and small group activities/discussion
Class exercises
Handouts
Cooperative learning tasks
Web-based software
AI querying techniques and hypothetical social justice issues and/or community needs

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation which may include, but are not limited to:

Oral reports/presentations/performance
Written reports/presentations
Quizzes/examinations
Written assignments
Class and individual projects
Laboratory projects/performance
Final Examination
Web-based assessments
Multimedia presentations (in preferred language)

Course Materials:

All materials used in this course will be periodically reviewed to ensure they are appropriate for Gateway to College Students.

Leader In Me Online Curriculum

Gateway College & Career Academy

INTEGRATED COURSE OUTLINE OF RECORD

Course Title: Gateway Foundation English

Course Description:

Students will engage in a variety of standards based academic, functional, and creative writing and reading tasks, which connect both fiction and non-fiction to their life experiences. Students will use writing process activities in a variety of genres including narrative, reflective, and literary analysis. Students will also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students will engage in close reading and exploration of themes found in fiction, non-fiction, and the American experience through a balanced, integrated program of non-fiction, literature, and language study. Students will read and respond to culturally significant pieces as well as important documents from United States history. Students will also gain proficiency in the skills required to successfully transition into college and/or career and will demonstrate growth in both conventions and rhetoric. Students will maintain and develop Writing Assessment Portfolios for demonstration.

Learning Objectives:

Upon successful completion of the course, students will be able to:

- demonstrate clear and coherent written and oral communication within the standard genres.
- read and analyze literary, historical, and documentary texts demonstrating the ability to infer meaning from thematic, structural, and rhetorical aspects of written language.
- demonstrate the ability to read and comprehend a wide range of fiction and non-fiction grade appropriate materials as represented in their textbooks.
- demonstrate the ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments.
- demonstrate the ability to continue working on and mastering English-language conventions when speaking and writing.
- write in a variety of academic and professional formats demonstrating an increased proficiency of the standard forms of academic and professional writing.

- demonstrate increased proficiency of the principles of grammar, syntax, spelling, and punctuation through their use of all forms of writing and in the proficient completion of quizzes and tests.
- apply listening, speaking, reading and writing skills to everyday life and in the workplace.

Common Core Standards Addressed:

All standards below refer to the College and Career Readiness Anchor Standards 1-10
RL 1-6, 10a
RI 1, 3-6, 8-10
W 1a-e, 2 a-f, 3 a-e, 4-8, 10
SL 1-4a, 5-6
L 1-6

Course Content / Skills and Topics:

1. Reading – Comprehension, Analysis, and Interpretation (Fiction, Non-Fiction, Informational Text)
2. Writing (Variety of Genres) – Formal and Informal (Sentence, Paragraph, Essay, Response)
3. Vocabulary (explicit and contextual)
4. Essentials: grammar, sentence structure and syntax, spelling
5. Problem solving
6. Oral Skills: Presentations
7. Leadership and Teamwork Skills: Group Projects and Presentations

Methods of Instruction:

Methods of instruction may include, but are not limited to:

Class lectures/discussions/demonstrations/Close Reading
Student-Led Reteach Sessions
Pattern practices
Multimedia presentations
Pair and small group activities/discussion
Think/Pair/Share
Class exercises
Cooperative learning tasks
Computer Lab Use

Online Instruction

Methods of Assessment (Formative & Summative):

Students will be evaluated for progress in and mastery of learning objectives by methods of evaluation, which may include, but are not limited to:

Oral reports/presentations/performance
Written reports/presentations
Online quizzes/examinations
Written assignments
Class and individual projects
Laboratory projects/performance
Final Examination

Course Materials:

All materials used in this course will be periodically reviewed to ensure they are appropriate for Gateway to College Students.

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Crichton Books, 2008
Langan, John. *English Skills with Readings.* New York: McGraw Hill, 2012
Lowry, Lois. *The Giver.* New York: Random House Children's Books, 1993. Print.
Griffin, John, and George Orwell. *Animal Farm*. George Orwell. Harlow: Longman, 1989. Print.

Appendix J

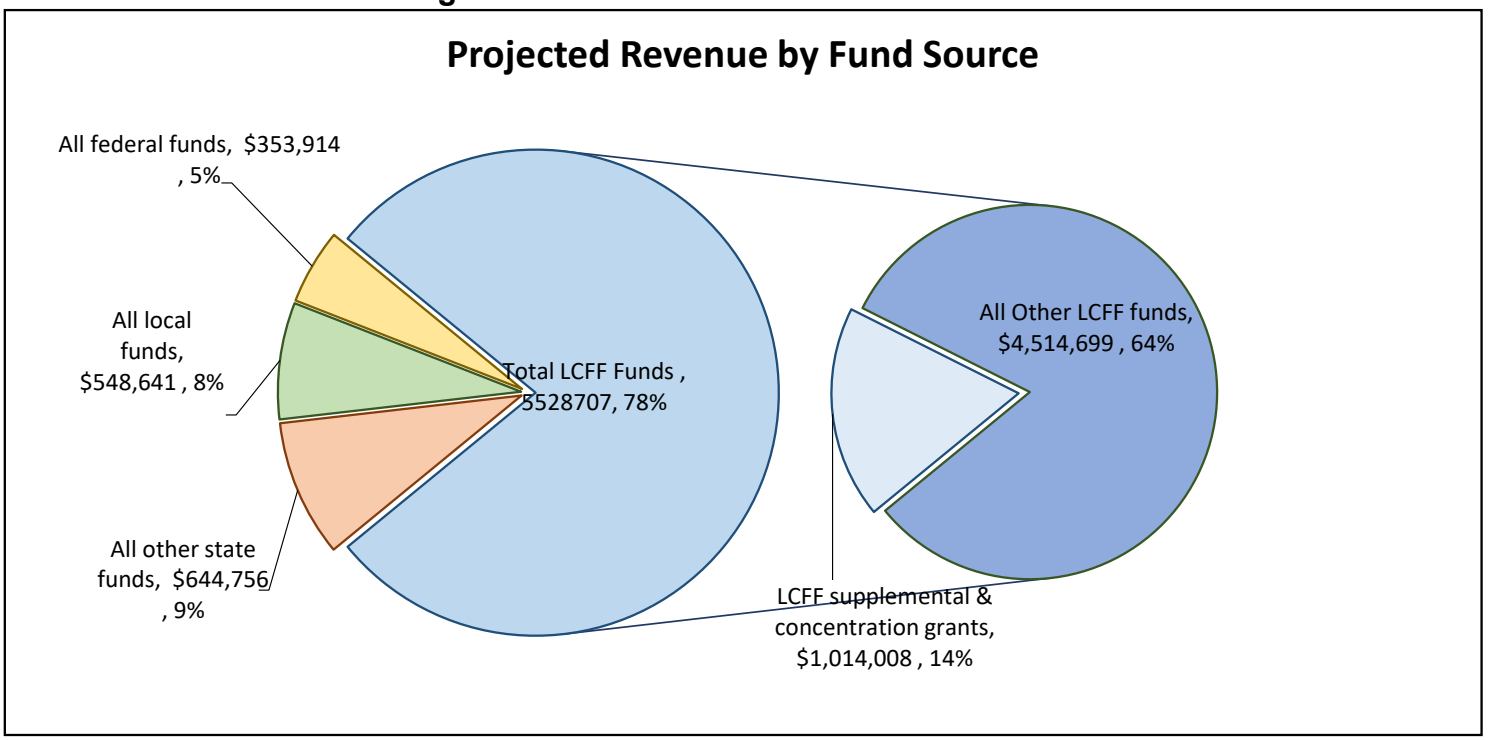
Local Control and Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
CDS Code: 331033300128777
School Year: 2025-2026
LEA contact information: Samantha Di Salvio, 951-222-8916, Samantha.Hager@rcc.edu

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

Budget Overview for the 2025-2026 School Year

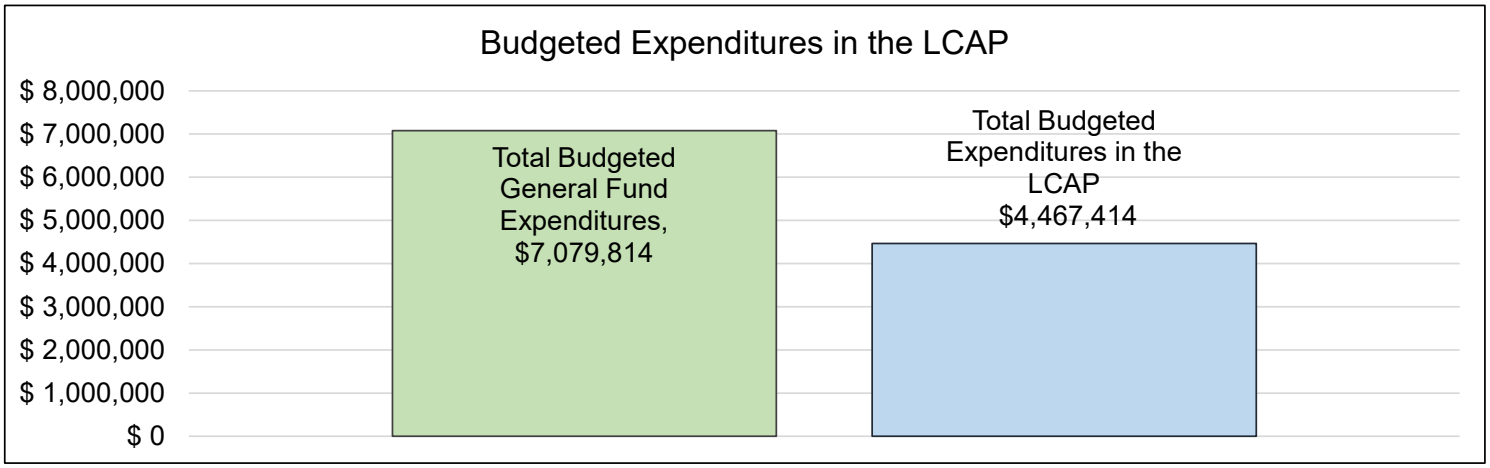


This chart shows the total general purpose revenue Gateway College and Career Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway College and Career Academy is $7,076,018.00, of which $5,528,707.00 is Local Control Funding Formula (LCFF), $644,756.00 is other state funds, $548,641.00 is local funds, and $353,914.00 is federal funds. Of the $5,528,707.00 in LCFF Funds, $1,014,008.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Gateway College and Career Academy plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway College and Career Academy plans to spend $7,079,814.00 for the 2025-2026 school year. Of that amount, $4,467,414.42 is tied to actions/services in the LCAP and $2,612,399.58 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

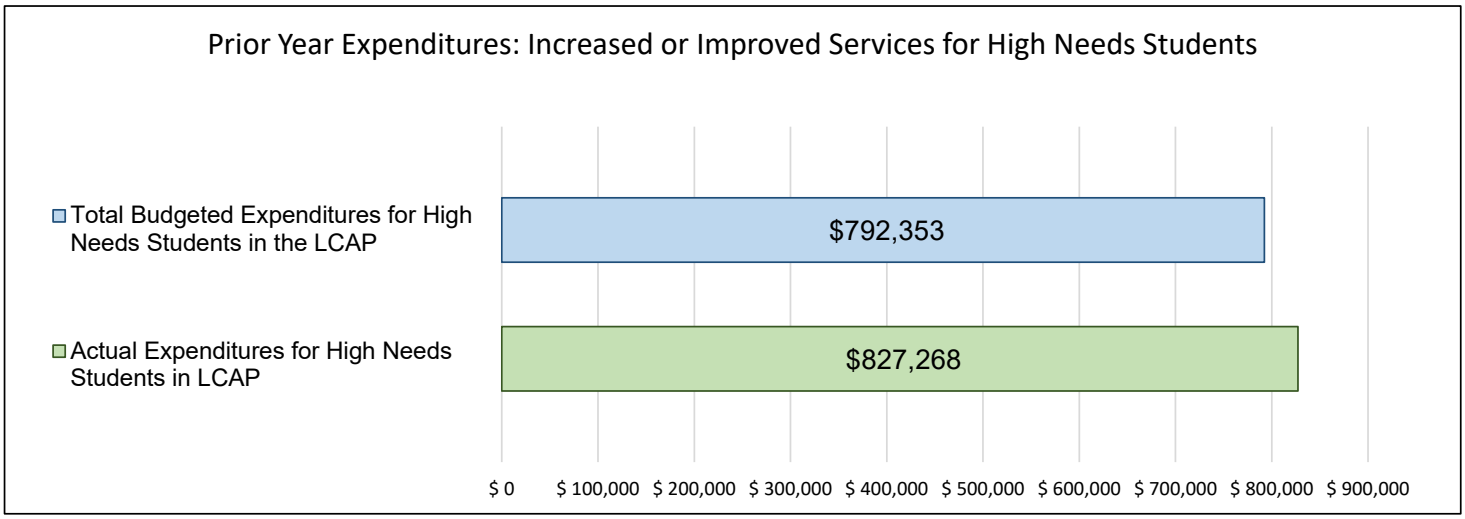
General fund budget espenditures not included in the LCAP include salaries and benefits for operations staff including the Executive Director, Chief Business Officer, HR Manager, and Office Clerk. In addition, general operations expenses such as insurance, dues and memberships, and leases are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Gateway College and Career Academy is projecting it will receive $1,014,008.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $1,027,830.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, Gateway College and Career Academy 's LCAP budgeted $792,353.00 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $827,268.00 for actions to increase or improve services for high needs students in 2024-2025.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway College and Career Academy	Miguel Contreras, Executive Director	Miguel.contreras@rcc.edu, 951-557-4294

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Gateway College and Career Academy (GCCA) is an alternative public high school operating on the Riverside City College (RCC) campus under charter authorization from the Riverside County Office of Education through June 30, 2026. Founded in 2013 and renewed in 2018, GCCA serves as a “second chance” setting for students who are off-track or disengaged from their traditional district high schools.

Campus and Programs

Location: Fully integrated into RCC’s campus, leveraging college-level facilities, labs, and support services.

Instructional Model: Blends high-school coursework, college dual-enrollment, and online credit recovery (e.g., Apex), allowing students both to finish diploma requirements and simultaneously earn college credit.

Flexible scheduling: in-person, hybrid, independent study, and evening labs.

Accreditation Status: WASC accredited and Recognized as a Dashboard Alternative School Status (DASS) Community of Practice by the California Department of Education.

Student Body: Age & Background: Incoming students average 16.5 years old with roughly 90 high-school credits already earned, many having previously disengaged or dropped out entirely.

Geographic Reach: Drawn from multiple feeder districts across Riverside County.

Supports & Services

Academic: 1:1 Chromebooks, hotspots, tutoring by instructional aides, college mentoring and academic support, credit recovery labs, and standards-aligned high school curriculum.

Specialized: SPED and 504 accommodations, third-party speech/OT/counseling, ELD courses (five levels), and reclassification supports for English learners.

Social-Emotional: On-campus therapy (LifeSource partnership), wraparound services, PBIS, and wellness workshops.

Basic Needs: Two daily meals, snack pantry, holiday family meal bags, emergency food referrals, bus passes for transit.

Vision & Strategic Focus

GCCA's mission is to "refocus struggling students on their education" through a college-and-career-pathway model. By embedding high expectations, holistic supports, and a tightly integrated RCC partnership, GCCA aims to accelerate students' academic recovery, re-engage them in learning, and propel them toward postsecondary success.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Gateway College and Career Academy (GCCA) continues to demonstrate steady progress across key performance indicators, drawing from the most recent California School Dashboard data (where available) and our robust internal alternative data systems. These results reflect the ongoing impact of our equity-centered, student-responsive model.

Alternative Graduation Rate

Although finalized Dashboard data for 2024–25 is pending and there were reporting mistakes for the class of 2024, internal tracking indicates that GCCA's one-year DASS graduation rate remains strong, sustaining gains from the prior year. Strategic efforts—such as expanded credit recovery options, individualized academic planning, and increased counselor support—have helped maintain an internally calculated graduation rate near 80% for the class of 2024. This reflects continued momentum following the 26-point gain between 2021–22 and 2023–24. There remain operational improvements to ensure internal graduate cohort projections and designations are accurate and reflected in our official CALPADS reporting.

English Learner Participation & Growth

ELPAC Participation remained high at 95%, sustaining our trend of exceeding state participation benchmarks and reinforcing our commitment to full access for English learners.

ELPAC Growth remains a strength, with internal results indicating most EL students (70% in 2024-25) are continuing to meet or exceed expected language development benchmarks.

However, the Reclassification Rate dropped to 0% in 2024–25, signaling a need to reevaluate our ELD instruction, monitoring, and reclassification process and criteria. This area will be prioritized for intervention in the coming year.

Academic Growth (MAP Assessments)

MAP Reading performance surpassed our Year 3 target, with 63% of students achieving growth at or above the 40th percentile, a marked increase from the 41.25% baseline.

MAP Math growth also improved to 56%, continuing the upward trend from prior years, though still slightly below the 60% target.

These gains suggest that ongoing investment in tiered academic supports, data-informed interventions, and Friday lab instruction is effectively improving student achievement.

Course Success & College/Career Readiness

While final year-end metrics are pending, early indicators show continued growth in dual enrollment participation, with more students completing college courses and RCC CTE certificates.

College and Career Readiness continues to improve based on internal metrics, and students report increased clarity and confidence in their postsecondary plans. We are particularly encouraged by our first reporting of the alternative college/career indicator, showing a strong 65% readiness rate among our graduating students and we believe our increased focus on CTE courses will raise the average number of college units completed by our graduates.

Course success rates remain a focus area; while stable, they have yet to reach our long-term 75% target.

School Climate & Student Engagement

Youth Truth Survey scores remained consistent, with Engagement holding at 65%, Academic Challenge at 75%, and School Culture at 62%. These levels align with or exceed similar schools statewide, though deeper progress in school culture remains a goal.

Suspension and expulsion rates remained at 0%, and the attendance rate stayed high, affirming a safe and inclusive campus climate.

Student participation in field trips, showcases, and culture-building activities was strong, reflecting stronger engagement in school life.

Supports for Unduplicated and High-Need Students

GCCA maintained and expanded critical supports for students with disabilities, English learners, foster youth, and socioeconomically disadvantaged students.

Services included targeted tutoring, access to counseling, and family support coordination—all contributing to stronger student outcomes and sustained engagement.

Institutional Capacity and Growth

GCCA successfully responded to increased demand, serving nearly 100 additional students in 2024–25. New staffing, expanded classroom/lab capacity, and operational enhancements ensured that academic quality and individualized support remained strong during this period of growth.

These performance reflections guide our ongoing 2025–26 LCAP development. They confirm that our multi-tiered academic and support strategies are yielding measurable success in key areas—graduation, academic growth, postsecondary preparation, and student belonging. At the same time, they highlight the need to sharpen our focus on EL reclassification, course success, and school culture metrics as we plan our next phase of improvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Single school LEA: Gateway College and Career Academy.

Support for Identified Schools

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

As a single-site LEA and DASS Community of Practice School, GCCA will continue to support the development of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) plans by integrating the process with the existing cycle of

inquiry and continuous improvement utilized for the LCAP. This ensures alignment of strategies and resources and includes an annual comprehensive needs assessment.

Planning:

The planning process is coordinated by the school's leadership team, supported by faculty and staff. The leadership team meets weekly to evaluate the implementation of strategies, actions, and services, and to monitor progress using formative data to address all elements of the comprehensive needs assessment. CSI and ATSI planning are embedded within the LCAP development process, with all LCAP goals addressing the CSI improvement area of graduation rates and ATSI academic performance and graduation rates for socioeconomically disadvantaged and Hispanic students.

Regular team meetings include monitoring key metrics, developing timely interventions, and incorporating stakeholder input. Key data points monitored include DASS graduation rate, DASS college/career readiness indicator, college units earned, and student perceptions of academic rigor, college and career readiness, school climate, and student engagement. Actions and services aimed at CSI and ATSI improvement areas are developed during this continuous planning and monitoring process.

Stakeholder Engagement:

Stakeholder groups involved in CSI and ATSI planning processes include students, parents/guardians, school staff and faculty, and governing board members. Staff, faculty, and board members participate through regular team and board meetings, while students and parents contribute via annual surveys and reflection/input sessions. Draft plans are created and reviewed with stakeholder input leading up to adoption by the board of directors.

Resource Inequities:

The LEA analyzed student performance data in course success rates, academic skills assessments, graduation rate, and student engagement to address potential resource inequities. This analysis, part of the annual LCAP development process, determined that CSI and Supplemental/Concentration funds should support high-need students, including English Learners, socioeconomically disadvantaged, and Hispanic students. Supported actions and services include increased staffing, teacher coaching, supplemental academic support, nutrition, credit recovery, college dual enrollment, expanded school participation options, extended school year, and continued PBIS implementation.

Planned Evidence-Based Interventions and Resources:

Digital subscriptions for academic assessments and content supporting arithmetic, pre-algebra, and algebra 1 courses to promote college-ready skills.

Professional development for counseling staff to implement equity-focused student support strategies.

College textbooks and materials for dual enrollment courses at Riverside City College to engage and motivate students towards graduation and post-secondary pathways.

Access to digital credit recovery programs enabling students to complete graduation-required courses when classroom options are unavailable or inappropriate.

Instructional coaching for teachers to assess and improve instructional practices.

Extended school year with summer school sessions aimed at accelerating progress or credit recovery toward diploma requirements.

Operations on the Riverside City College campus, including facilities access, lunch program operation, IT support, and access to student life and support programs, to promote high expectations and increase student engagement.

Monitoring and Evaluating Effectiveness

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

Monitoring:

GCCA will monitor its Comprehensive Support and Improvement and Additional Targeted Support and Improvement plans in conjunction with the implementation of its Local Control and Accountability Plan by employing the following strategies:

Stakeholder Meetings: Conduct regular stakeholder meetings to review progress on the LCAP, CSI, and ATSI plans. These meetings will include input from students, parents, school staff, and governing board members to ensure comprehensive feedback and engagement.

Leadership Team Monitoring: Make the progress of the LCAP, CSI, and ATSI plans a recurring agenda item for the weekly leadership team meetings. This ensures continuous oversight and allows for timely adjustments based on ongoing evaluation.

All-Staff Meetings: Review LCAP, CSI, and ATSI plan goals, actions, and services at the fall all-staff meeting. This ensures that all faculty and staff are aligned and informed about the objectives and their roles in achieving them.

Performance Data Analysis: Collect and analyze performance data at the end of each academic term (fall, winter, spring). This data-driven approach helps in assessing the effectiveness of the interventions and making necessary adjustments.

Professional Development: Provide professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP, CSI, and ATSI plans. This training ensures that staff are prepared to implement the strategies effectively.

Supervision and Evaluation: Supervise and evaluate the implementation of the plans as part of the teacher, counselor, aide, and coordinator evaluations. This includes assessing how well the staff are executing the strategies and interventions.

Data Disaggregation and Analysis: Disaggregate and analyze both formal and informal assessment data to identify areas needing systemic improvement as well as specific areas for individual students and staff. This granular analysis helps in pinpointing precise issues and tailoring interventions accordingly.

Staff Engagement: Engage staff during team meetings (teachers and counselors) in discussions about current student support and school improvement methods and ways to improve. This collaborative approach encourages the sharing of best practices and fosters a culture of continuous improvement.

Evaluation of Plan Effectiveness:

Regular Monitoring: Establish a regular monitoring schedule to track the implementation of the CSI and ATSI plans. This will include monthly check-ins with school leadership and quarterly reviews of student performance data to ensure the plans are on track.

Feedback Mechanisms: Implement feedback mechanisms to gather input from teachers, students, and parents on the effectiveness of the CSI and ATSI plans. This will include surveys, focus groups, and regular meetings with the school community to incorporate diverse perspectives.

Annual Evaluation: Conduct a comprehensive annual evaluation of the CSI and ATSI plans' effectiveness. This will involve reviewing all collected data, assessing the impact of implemented interventions, and making recommendations for the following year.

Fidelity of Implementation: Ensure that interventions are being implemented with fidelity through site visits, classroom observations, and regular reports from GCCA staff. This will help in maintaining the integrity of the plans and ensuring they are executed as intended.

Student Performance Outcomes: Track student performance outcomes to measure the impact of the CSI and ATSI plans. This will include analyzing changes in graduation rates, test scores, and other relevant metrics to determine the success of the interventions.

Adjustments and Improvements: Based on the evaluation results, work with GCCA to make any necessary adjustments to the CSI and ATSI plans. This will ensure continuous improvement and better support for student and school success.

This comprehensive approach ensures that GCCA is effectively monitoring and evaluating its plans to support student and school improvement, leading to sustained progress and achievement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Regular scheduled department meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, team discussions, focus groups during Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help understand, develop, participate in, and prioritize the implementation plan of our California Community Schools Partnership Program (CCSPP). Teachers also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Principal and Administrators	Regular scheduled department and schoolwide shared leadership meetings to discuss, plan, implement, and evaluate current needs of students, parents, and colleagues. Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Staff Huddles, Staff Development days, and support from our district office Community School Coordinator. Opportunity to participate in Gateway Community Advisory Team/Steering Committee (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help develop, participate in, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP). This group also completed an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Other School Personnel	Share ideas and concerns through one-on-one conversations, group discussions, and focus groups during Department Meetings, Staff Huddles, and Staff Development days. Opportunity to participate in Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC). Opportunity to voice opinions and concerns through the annual Youth Truth Survey. Opportunity to help to develop, participate, and prioritize the implementation of our California Community Schools Partnership Program (CCSPP) Other school personnel were also invited to complete an LCAP survey to provide input on what went well this school year and what areas of improvement we need to address in the coming school year.
Parents	Opportunity to voice opinions and concerns through the annual Youth Truth Survey and multiple Coffee and Tea (Townhall) meetings, onboarding sessions, listening sessions, and one on one discussions during family resource fairs, back to school resource fair and family night, and student led activities on campus, and via phone calls. Receive weekly emails and Remind app messages containing school and community activities and resource announcements.

Students	Opportunity to voice opinions, concerns, and interests through class specific surveys, annual Youth Truth Survey, Youth Council, Leadership program, and Gateway Community Advisory Council (GCAC) participation. A general survey during class to ask about mental health concerns, graduating seniors participated in exit interviews to share about their experience about the strengths of the program and make suggestions for improvements. Students also completed surveys in their classrooms to provide suggestions on what went well and offered insight on what the instructor could do to improve next term.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

• Maintaining varied program participation options and flexible scheduling. GCCA will continue to offer various program options to include in person daily classes and support, hybrid classes, classes designed for in-person and virtual students simultaneously, independent study, college dual enrollment and credit recovery.

• Increasing/improving relevant mental health services through multiple partnerships with local service providers, including access to free individual therapy and other wellness activities and events.

• Implementation of Gaggle, a software that monitors school activity on school-provided devices for concerning content, social emotional support and other ways to help support struggling students.

• Increasing counselors, teachers, and academic support staffing to ensure there are enough personnel available to work with students.

• Increasing bilingual staffing and resources including translation tools available to help staff better serve EL students.

• Increased field trips and engagement activities for students.

• Implementation and continuation of “Family Resource Fair” event during the welcome week.

• Implementation of Open House and Family Night events.

• Holding multiple parent input/engagement sessions during the school year.

• Improving resources for parents' access to information and communication through Power School features. This includes emails and robo calls regarding events and attendance.

• Expanding academic support.

• Expanding English Language Learners mental health supports in the Spanish language.

• Increased basic needs support by way of emergency food referral program.

• Increased engagement opportunities through extracurricular activities for students including a Coding Class in Fall and a DJ club that ran the entire school year.

• Based on the Youth Truth Survey, we saw an increase in students' vaping. As a result, we partnered with YVAPE, an organization that provides mentorship and online lessons to increase awareness of the dangers of vaping and substance abuse.

• Increased collaboration with teachers, counselors and SPED Team through “health checks”. These health checks served as an opportunity to track student progress in the areas of attendance, academics and when needed, Social-Emotional support. The team tracked information through google sheets which provided real-time access to student progress.

• Increased student engagement through “Enrichment Thursdays” which included workshops from RCC’s SHPS (Student Health and Psychological Services) around wellness, Youth Council activities, and DJ Club presence.

• Increased Friday engagement through mental health workshops from Cup of Happy, a program through Operation Safehouse

Goals and Actions

Goal

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

State Priorities addressed by this goal.

1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA’s multifaceted approach—anchored in standards-based instruction, robust academic supports, individualized learning pathways, targeted services, and sustained professional development—is strategically designed to meet the diverse needs of our students. These efforts are intentionally structured to foster equitable access and outcomes, particularly for historically underserved populations. Key metrics, including ELA and Math progress indicators, ELPAC participation and growth, MAP assessment growth percentiles, and EL reclassification rates, are consistently monitored to assess effectiveness and drive data-informed decisions. This integrated system of actions and measures ensures students receive the timely, targeted support needed to build academic skills, close performance gaps, and make measurable progress toward graduation and postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Academic Progress Indicator: ELA/Math	ELA: 161.2 below Orange Math: 213 below Orange	TBD	TBD	N/A	
2	Alternative Metric: ELPAC Participation	98.4%	95%	TBD	100%	-5%
3	Alternative Metric: ELPAC Growth	91.9%	70.2%	TBD	90% will achieve growth	
4	Alternative Metric: MAP Assessment Reading Student Growth Percentile	41.25%	63%	TBD	60% in 40th Conditional Growth Percentile or higher	+3%
5	Alternative Metric: MAP Assessment Math Student Growth Percentile	53.25%	56%	TBD	60% in 40th Conditional Growth Percentile or higher	-4%
6	EL Student Reclassification Rate	14.51%	0%	TBD	25%	-25%
7	Maintain EL Program	Completed	Completed	Completed	Completed Annually	N/A
8	CalSass Report Misassignments	0	TBD	TBD	0	N/A
9	Standards Aligned Instructional Materials Audit	Completed	Completed	TBD	Completed Annually	N/A

10	Annual OSHA Inspection	Completed	Completed	TBD	Completed Annually	N/A
11	Academic Content and Performance Standards Audit	Completed	Completed	TBD	Completed Annually	N/A
12	Annual Parent Input/engagement Survey	Administered	Completed	TBD	Administered Annually	N/A
13	Broad Course of Study: Maintain Dual Enrollment program	Completed	Completed	TBD	Completed Annually	N/A
14	Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	Completed	Completed	TBD	Completed Annually	N/A

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal #1 Implementation Reflection: 2024–2025 School Year

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) implemented the planned actions associated with Goal #1, focused on ensuring that students demonstrate the acquisition of academic skills and knowledge aligned with state standards. All actions were implemented as outlined in the LCAP, including standards-based instruction, tiered academic and language supports, instructional materials audits, and targeted services for English learners and unduplicated pupils. These strategies formed the backbone of GCCA's efforts to promote equitable academic achievement and prepare students for postsecondary success.

Implementation Challenges:
One key challenge was accelerating learning recovery in mathematics, where student growth continued to lag slightly behind expectations. Students who enrolled midyear or required intensive remediation often struggled to close gaps within limited timeframes.

Another significant challenge was the English Learner reclassification rate, which dropped to **0%** in 2024–25. While ELPAC participation remained high, no students met reclassification criteria, prompting the school to initiate a deeper review of its ELD instructional practices, monitoring systems, and support strategies. This area has been prioritized for targeted improvement moving forward.

Implementation Successes:
Despite these challenges, GCCA achieved measurable success across several academic indicators:

MAP Reading Growth improved substantially, with **63% of students** meeting or exceeding the 40th percentile target—surpassing both the baseline and the 2025–26 goal.

MAP Math Growth rose to **56%**, reflecting steady year-over-year improvement from a baseline of 53.25%, and approaching the Year 3 target of 60%.

ELPAC Participation held strong at **95%**, exceeding the state average and underscoring GCCA's commitment to inclusive assessment practices.

All **compliance-focused actions**—including the academic content audit, instructional materials verification, OSHA inspection, and services for unduplicated and exceptional needs students—were completed on time and with fidelity.

Friday academic labs continued to be a key lever for student success, offering structured time for tutoring, credit recovery, and college course support.

The **dual enrollment program** remained a cornerstone of GCCA's academic model, enabling students to make progress toward both high school graduation and college credit accumulation.

Overall:
The implementation of Goal #1 in 2024–2025 was successful, with most actions fully executed and many student outcomes showing clear improvement. The gains in MAP Reading, continued upward trajectory in math, and high ELPAC engagement reflect the effectiveness of GCCA's instructional and support systems. At the same time, the lack of EL reclassification and uneven math recovery highlight the need for more intensive supports and targeted intervention strategies. These insights will inform the refinement of programs and resource allocation for 2025–2026 as GCCA continues to pursue high academic achievement for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the specific actions implemented under Goal #1 in 2024–2025 have been effective in supporting measurable progress toward the goal. The coordinated approach—grounded in standards-based instruction, broad access to academic supports, individualized learning pathways, targeted services for English learners and unduplicated students, and sustained professional development—has continued to strengthen the academic foundation for all students.

These actions were further supported by consistent implementation of instructional materials reviews, technology access, parent engagement efforts, and cross-functional collaboration among staff. Together, they form a comprehensive academic support system responsive to student needs and grounded in continuous improvement.

The effectiveness of these actions is reflected in several key outcome areas. Notably:

MAP Reading Growth exceeded the Year 3 target, with 63% of students reaching or surpassing the 40th percentile.

MAP Math Growth showed year-over-year improvement, increasing to 56%.

ELPAC Participation remained strong at 95%, signaling high engagement from English learners.

However, the EL reclassification rate, which fell to 0% this year, highlights an area in need of urgent focus and refinement. Despite this, the overall implementation fidelity and the upward trends in other academic indicators suggest that the core strategies under Goal #1 are working as intended and provide a strong foundation to build on in 2025–2026.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for Goal #1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Based Instruction.	• Provide standards-based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. • Support instruction with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration.	$914,554	No

2	Broad Access to Academic Supports and Interventions	• GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning, assist students with interpreting and completing classroom assignments/homework, provide additional instructional materials and support to ensure student success in courses and mastery of subject matter, monitor and report on student achievement in tutoring groups. • Supplemental support is scheduled before, during, and after class and all day on Friday for ELA, Math, Social Studies, Science, electives, and college dual enrollment courses. Additionally, afternoon homework labs are built into the master schedule and facilitated by several academic support assistants, so students can drop by without an appointment when support is needed. • The Academic support department helps GCCA students taking any college courses and Apex courses needed to complete high school diploma requirements. This outreach may include regular check-ins via email or Remind, progress monitoring, 1:1 tutoring, and/or study groups. • Dual enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department. • GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services. • Counselors monitor the academic progress of all students including homeless and foster youth. • Accommodations for students with 504 plans, ensuring equal access to educational opportunities.	$630,524 $447,849	Yes

3	Access and Individualized Pathways	Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy: • College and Career guidance courses • Dual-enrollment program • Summer school program • Course extensions • Credit recovery • Independent Study • In-person/virtual simultaneous courses • Asynchronous course access • CTE Pathway, access to certificate courses AA/Transfer Pathway, access to dual enrollment with the opportunity to take courses towards an AA or Transfer Pathway.	$108,568	No

4	Specialized Services	Special Education Services Overview
		
		Support the unique needs of our students through a comprehensive range of services provided in the classroom, in an office, or via Zoom. Services are offered one-on-one or in small groups, ensuring personalized attention.
		• Specialized Academic Instruction (SAI)
		• Personalized instructional support to enhance academic skills and meet individual learning needs.
		• Behavior Intervention Services (BIS)
		• Targeted interventions to address behavioral challenges and promote positive behaviors.
		• Contract with third-party providers to offer:
		  ○ Speech & Language Pathology (SLP)
		  ○ Occupational Therapy (OT)
		  ○ Individual Counseling
		  ○ College Awareness
		  ○ Career Awareness
		  ○ Psychological Services
		
		Additional Supports:
		• Assist students in transitioning to Riverside City College's Disability Resource Center (DRC) for academic accommodations and support in their college courses.
		
		Dedicated SPED team ensures every student receives the support they need to succeed academically and personally.
			$638,686	No

5	Student Data Collection and Analysis	• Utilize a Student Information System (Aeries) to analyze data and tailor student interventions. • Improve institutional effectiveness processes. • Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps. • Maintain a Student Information System Manager position. Contract with student information systems support providers to enhance internal capabilities. (Edtec, data analysis contractors)	$130,999	No

6	Faculty and Staff Training	Conduct professional development to improve instruction: • Assessment Coordinator(s) • Effective Classroom Management • Data Driven Instruction • Culturally Responsive Curriculum • Effective Strategies for Teaching English Language Learners • ELD Standards/Lesson Design for Integrated ELD (SIOP Model) • CA English Learner Roadmap/Teacher Toolkit • SPED Instructional Strategies • Academic Support Strategies and Paraprofessional Training • MTSS /Positive Behavior Interventions and Supports (PBIS) • Addressing the needs of Foster Youth, EL, and Low-Income students • Alternative Education Best Practices • Social Emotional Supports through partners including Lifesource • Professional Learning Communities • Monthly Teacher Meetings (Mini-PD opportunities) • Accelerated Learning Strategies • Active shooter training • CPI (Crisis Prevention Intervention) Training • Suicide Prevention Training • Mandated Reporter Training • Behavior Management Training • MAP Assessment Training • Training opportunities from outside agencies including: RCOE, Center for Teacher Innovation, and RCC • Online Learner Training	$130,000 $35,000	No

7	Instructional Materials	Evaluate need and purchase texts, supplemental materials, services and tools, aligned to the standards and that are culturally responsive to student's needs. Savvas ELA - $8063 1 per teacher, Cody only now ($6400) TCI History - $3938 1 includes 2 teachers 105 students Savvas Science Biology - $6210 Leadership Curriculum	$125,490	No
8	Student Laptops and Internet Access	Provide a 1:1 ratio of Chromebooks all students. Hotspots are available to low-income students who do not currently have internet in their homes.	$20,250 $76,350	Yes

9	Parent/Guardian Engagement	• Communicate with parents regarding available community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified. • Connect students and families to support programs during and beyond the school day for students, that meet critical needs and support student achievement. • Disseminate information to prospective families about the school program and enrollment processes; oversee student enrollment processes including conducting school information sessions and distributing marketing and enrollment materials. • Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated. • Communicate schoolwide announcements/policies to parents in English and Spanish. • Request input from parents through surveys. • Parent meetings to ensure ongoing input from families. • Family Community Nights provide opportunities to build support systems and trust. • Parent Engagement Activities per semester • Fall Welcome Day/ Resource Fair to raise awareness of community partner resources for families and students. • End of Semester Events to engage families • Host two college and 2 career readiness events per semester • Home visits to help engagement and attendance • Monthly Gateway Community Advisory Team/Steering Committee) Meetings (GCAT) made up of school site members from every discipline to collaborate and inform and strategize community school goals and activities. • Invite parent leaders, students, and community partners to join Gateway Community Advisory Council (GCAC) to inform and strategize community school model goals and activities. • Parent Communication via Parentsquare, emails, and phone calls. • Weekly resources are sent to families • Monthly newsletter is sent to families and community partners	$137,995 $85,532 Reference Goal 1 Action 5	Yes

		• Communication with parents regarding student's attendance • Parent Onboarding Sessions with Community School awareness		
10	Parent Guardian Access	• Maintain school information system parent portal and ability to translate website to all available languages through web program technology • Addition of parent access to Canvas course management system • Access to Aeries Parent Portal which gives parents access to their student's attendance and grades	Reference Goal 1 Action 5	No

11	English Language Learner and Long-term English Learners (LTELs) Support	Maintain and further develop EL and Long-term English Learners (LTELs) support program: • Conduct annual notification to parents • Identify EL students upon enrollment • Offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition, including the delivery of a new Newcomers ELD course. • Continue to expand our ELD High School Class. Working on aligning this course to better support students that choose to continue taking additional ESL courses through RCC • Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants. • Utilize DeepL, a translation program that helps translate documents in spanish among other languages. This has been a helpful tool to offer documents in the languages requested by parents and students. • Bilingual instructional assistants are available to support Spanish-speaking students before, during and after all high school courses (to preview, interpret and review content). Bilingual instructional assistants are also available to support Spanish-speaking students in college courses needed to complete their high school diploma requirements. • Provide designated ELD through the newly designed ESL courses at RCC, which are offered at five ELP levels, and focus on building communicative competence in listening, speaking, reading and writing. Students earn college credit for ESL courses. • Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap, research based integrated ELD approaches for content area classes, and scaffolded support strategies.	$206,826.03 Reference Goal 1 Action 6 Refence Goal 1 Action 2	Yes

		• Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study. • Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, and Social Studies courses. • Convene EL Taskforce, including instructional assistants, instructional support coordinator, and a designated English instructor, among others, to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs. • Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window. • Conduct reclassification procedures in alignment with current reclassification guidelines. • Adopt the English 3D ELD curriculum to our ELD Class • Monitor student progress during and after reclassification.		

12	Multi-disciplinary Teams	• Weekly counselor meetings are conducted to address student and counseling department needs. • Bi-Weekly teacher meetings are conducted to address learning challenges, collaborate on teaching strategies and address any student performance concerns. • Weekly SPED meetings between SPED Teachers and Instructional Aides are conducted to address student needs and IEP meetings. • Weekly Instructional Aide and Teacher meetings are conducted to address weekly coursework, create a game plan to support struggling students, and create an action plan to support students in the lab. • Bi-Weekly teacher and counselor meetings are conducted to develop action plans for struggling students needing more interventions, accommodations and support. Monitor and adjust as needed. • Leadership meetings	Reference Goal 1 Action 1,2,4,11 Reference Goal 2 Action 1 Reference Goal 3 Action 1	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	GCCA students will be prepared for college and careers.	Broad Goal

State Priorities addressed by this goal.

4, 7, 8

An explanation of why the LEA has developed this goal.

GCCA is committed to preparing students for success in college, careers, and beyond. Through a comprehensive system of support—including college readiness coursework, expanded dual enrollment pathways, individualized transition planning, and career exploration and work-based learning—students are equipped with the knowledge, skills, and confidence to pursue meaningful postsecondary outcomes. Progress is monitored through key metrics such as the one-year graduation rate, college and career readiness indicators, dual enrollment

credits earned, and course success rates. These aligned strategies ensure that students—many of whom begin their journey at GCCA off-track—gain both the academic foundation and practical tools to see college as attainable and to chart clear paths to their future goals.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24 data)	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Alternative Metric: 1 Year Graduation Rate	79%* Corrected for misreported cohort	TBD	TBD	90%	-11%
2	Dashboard Indicator: College and Career Readiness Indicator	16.7%	TBD	TBD	50%	-33.3%
3	Alternative Metric: College and Career Readiness	65.6%	TBD	TBD	80%	-14.4%
4	Alternative Metric: Dual Enrollment Credits Earned	7	TBD	TBD	12	-5%
5	Alternative Metric: Course Success Rate	55%	TBD	TBD	75%	-20%
6	A-G Completion Rate	0%	TBD	TBD	N/A	N/A
7	CTE Completion Rate	4.6%	TBD	TBD	10%	-5.4%

8	A-G and CTE Completion Rate	4.6%	TBD	TBD	10%	-5.4%
9	AP Exam Pass Rate	0%	TBD	TBD	N/A	N/A

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) fully implemented the planned actions associated with Goal #2, which is centered on preparing students for success in college, careers, and beyond. Key strategies—including college readiness coursework, expanded dual enrollment access, individualized transition planning, and career exploration opportunities—were carried out as described, with no substantive deviations from the plan. These efforts reflect GCCA's continued commitment to building a system of supports that helps students, many of whom enter off-track, gain the skills and confidence to pursue meaningful postsecondary outcomes.

Implementation Challenges:
One persistent challenge was ensuring consistent **student participation and success in dual enrollment courses**, particularly for students who enrolled midyear or lacked prior experience with college-level academic expectations. While targeted mentorship from college mentors and instructional assistants helped mitigate these barriers, some students continued to struggle with confidence, time management, and navigating multiple systems.

Another challenge involved the **logistics of coordinating multiple layers of postsecondary support**, including CTE coursework, college and career readiness workshops, and one-on-one transition planning. Competing academic demands sometimes limited access to these resources. Ongoing collaboration with RCC partners and internal coordination—especially from GCCA's CTE team—proved vital in ensuring students could take advantage of these opportunities.

Implementation Successes:
Despite the challenges, several successes signaled strong progress toward the goal:

Dual enrollment participation and performance increased, with students enrolling in a broader array of RCC courses and earning more college credits than in previous years.

GCCA saw an **uptick in students completing RCC CTE certificates**, a tangible indicator of postsecondary readiness and momentum toward career-aligned outcomes.

The school made progress on its **alternative College and Career Indicator (CCI) metric**, which showed more students on track to graduate with a college- and career-ready designation.

Students engaged deeply in **personalized transition planning sessions and RCC counseling**, helping them develop clearer goals and greater motivation to pursue college and career pathways.

Career readiness programming—such as **job skills workshops and exploration of college programs**—helped students build confidence and expand their awareness of viable future options.

Overall:
The actions under Goal #2 were implemented with fidelity and had a meaningful impact on preparing students for postsecondary success. Although final data for the graduation rate, Dashboard CCI, and course success is still pending, the expansion of dual enrollment, growth in CTE completion, and improved access to individualized guidance demonstrate strong forward momentum. As GCCA looks ahead to 2025–2026, continued refinement of scheduling systems, advising practices, and student supports will be key to deepening outcomes and ensuring that every student graduates with a clear, attainable path to college and career success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the specific actions implemented under Goal #2 during the 2024–2025 school year have been effective in advancing GCCA students' preparation for college and careers. The strategic combination of college readiness coursework, expanded dual enrollment access, personalized transition planning, and career exploration and work-based learning has continued to create a comprehensive and supportive environment that equips students with both academic and real-world skills.

These actions have increased student motivation, confidence, and clarity around postsecondary goals—particularly for students who entered GCCA off-track or uncertain about their future pathways. The expansion of dual enrollment participation and early successes in CTE certificate completion further underscore the growing strength of these programs.

While official outcome data for some key metrics—such as college and career readiness indicators, course success rates, and 1-year graduation rate—is still being finalized, strong qualitative and internal indicators point to continued progress. Student feedback, increased

RCC course enrollment, and successful transition planning sessions with college counselors all suggest forward momentum in preparing students for life after high school.

The integrated approach under Goal #2 remains foundational to GCCA's mission and will continue to be refined to ensure that every student has access to meaningful, supported pathways toward college, career, and long-term success.

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

The planned goal, metrics, desired outcomes, and actions within Goal 2 will remain largely unchanged for 2025-26 except for the following:

Addition of new alternative College and Career Indicator metric due to weaknesses in how state CCI is calculated (only includes students within their four- and five-year graduation cohorts).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Preparedness	• Conduct “Introduction to College” and “College Success Strategies” courses in which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, gain skills in taking effective notes, study skills for tests, and explore strategies to balance school, work, and family life.	Reference Goal 1 Action 2	No
2	Dual Enrollment Program	• Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. All college fees for unduplicated students to be paid by GCCA. • Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC. • GCCA College Mentors/Instructional Assistants. • Access to GCCA “Do Two” Program, facilitating students’ ability to earn a high school diploma and a RCC career technical education certificate simultaneously. • Oversight of Dual Enrollment by School Principal	$275,399 $20,479	Yes

3	College and Career Transitions	• Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. • In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. • All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements. • Gateway Counselors will receive ongoing training from the RCC Counseling Department to learn how to create SEP plans for students. This allows students to better understand their next steps after high school.	Reference Goal 1 Action 2	No

4	Career Exploration and Workforce Readiness	Provide career exploration courses and work readiness skills development activities:
		• "Career Exploration and Life Planning" course
		  ○ Industry and job market research
		  ○ Educational and technical training programs research
		  ○ Skills, interest, and personality inventories with Eureka platform
		  ○ Interview techniques
		  ○ Resume and cover letter
		  ○ Conduct college and career exploration tours
		• Career Center services (RCC)
		• CTE Job Placement Coordinator (RCC)
		• Student employment and internships (RCC)
		• Continue partnership with EDD or RCC CTE programs to access work readiness and work experience resources.
		• Access to "Do Two Program" giving students the opportunity to earn a high school diploma and a college CTE certification simultaneously.
			Reference Goal 2 Actions 1, 2, 3
			$15,000
				No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

5, 6, 3

An explanation of why the LEA has developed this goal.

GCCA’s goal is to foster meaningful student engagement by creating a safe, supportive, and inclusive school environment. A comprehensive set of strategies—including tiered attendance interventions, social-emotional supports, campus culture-building activities, nutrition and wellness initiatives, safe and welcoming facilities, and PBIS implementation—work together to promote consistent participation and a strong sense of belonging. Progress is tracked using metrics such as suspension and expulsion rates, daily attendance, and student perception data from the Youth Truth Survey. These coordinated actions ensure that students feel seen, supported, and connected—laying the foundation for improved academic achievement, well-being, and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
1	Dashboard Indicator: Suspension Rate	0%	TBD	TBD	0%	None
2	Dashboard Indicator: Expulsion Rate	0%	TBD	TBD	0%	None
3	Alternative Metric: Attendance Rate (NCB attendance)	97.28%	81.78%	TBD	TBD	TBD
4	Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	65%	65%	TBD	80%	-15%
5	Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	75%	75%	TBD	80%	-5%
6	Alternative Metric: Youth Truth Survey School Culture Positive Response Rate	64%	62%	TBD	80%	-18%

Insert or delete rows, as necessary.

Goal Analysis for [2025-2026]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, Gateway College and Career Academy (GCCA) implemented all planned actions under Goal #3, which focuses on fostering meaningful student engagement and a strong connection to school. Strategies—including tiered attendance supports, social-emotional learning interventions, school culture-building events, wellness and nutrition initiatives, and the continued use of PBIS—were executed as designed and aligned with the intent of the goal.

Implementation Challenges:
One of the most significant challenges this year was a **sharp decline in the reported attendance rate—from 97% to 81%**—due not to reduced student participation, but to changes in how attendance is collected and reported under newly issued auditor guidance. These updated compliance requirements introduced additional layers of complexity that impacted GCCA's ability to capture and report average daily attendance with the same accuracy as in prior years. In response, the school began refining its attendance collection and reporting processes while also reinforcing its tiered intervention system to better support students with participation concerns.

Another ongoing challenge was maintaining **deep engagement across both in-person and virtual learning environments**. While overall student participation remained steady, creating authentic connections—particularly for newer students or those on hybrid/asynchronous schedules—required increased outreach, flexibility, and collaboration from instructional and counseling staff.

Additionally, coordinating **timely access to social-emotional and mental health supports** was at times logistically difficult, especially during periods of heightened need. While services were delivered effectively, demand sometimes exceeded capacity, underscoring the importance of continued investment in these systems.

Implementation Successes:
Despite these challenges, GCCA achieved several important successes aligned with Goal #3:

Suspension and expulsion rates remained at 0%, reinforcing the effectiveness of GCCA's safe, restorative school climate.

Youth Truth Survey results remained stable, with 65% of students reporting positive engagement, 75% feeling academically challenged, and 62% expressing a positive view of school culture. While these results mirror the previous year's scores, they continue to place GCCA above many comparable schools and provide a strong baseline for future growth.

The **nutrition program** continued to play a key role in addressing food insecurity, improving students' focus and overall well-being.

A wide array of **student activities and campus events**—including field trips, lunchtime gatherings, spirit days, and a widely attended spring student showcase—strengthened the sense of community and school pride.

Friday academic and enrichment labs provided valuable opportunities for tutoring, relationship-building, and SEL reinforcement, serving as an anchor point for many students each week.

Overall:
The implementation of Goal #3 was strong, with all major actions executed as planned and a clear positive impact on school climate, student connection, and emotional well-being. Although the reported attendance rate decline poses a challenge, it reflects procedural changes rather than a drop in student engagement. As GCCA continues to improve its attendance systems and deepen its SEL and engagement strategies, the foundation laid in 2024–2025 will support even stronger outcomes in the year ahead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal #3 during the 2024–2025 school year have been effective in promoting student engagement at GCCA. Through a coordinated approach—combining tiered attendance interventions, comprehensive social-emotional supports, enriching campus culture initiatives, a reliable nutrition program, well-maintained facilities, and consistent implementation of PBIS—GCCA has continued to create a safe, inclusive, and welcoming environment where students feel connected and supported.

While these strategies contributed to strong student participation and a zero percent suspension and expulsion rate, the reported attendance rate dropped from 97% to 81%, due not to changes in student behavior but to newly adopted attendance collection procedures required to comply with more stringent and complex auditor guidance. The school has since begun refining its attendance reporting processes to more accurately reflect actual student participation and continues to strengthen its tiered intervention system to respond more effectively to emerging attendance and engagement issues.

Youth Truth Survey results held steady, with 65% of students reporting positive engagement and 62% responding positively to school culture—levels that remain competitive when compared to similar schools statewide and signal a stable climate with room for growth.

A strong sense of community was further cultivated through campus culture-building events such as the spring student showcase, field trips, lunchtime activities, and spirit days, all of which helped deepen student connection and belonging.

Overall, the actions under Goal #3 continue to be effective in fostering engagement and supporting student well-being. With improvements underway in attendance reporting and intervention systems, GCCA is well-positioned to deepen these efforts in 2025–2026 through a continued focus on student voice, relationship-building, and responsive social-emotional supports.

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

The planned goal, metrics, desired outcomes, and actions within Goal 3 will remain largely unchanged for 2025-26

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Engagement	Strategies to improve attendance/engagement: • Improve teacher planning and involvement in promoting regular daily attendance through our tiered attendance policy. Through these tiers, engagement efforts are made to ensure students improve their attendance habits and continue to make academic progress. • Send robo calls and emails to parents regarding tier-1, tier-2, tier 3 absences • Incentivize good attendance habits though PBIS Strategies • Communicate with families effectively through home notifications using Parent Square. • Conduct bi-weekly enrollment meetings to monitor new student engagement and attendance interventions • Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) • Track attendance/absence data and interventions including the use of weekly attendance reports • Make appropriate referrals for support when indicated by attendance data. • Maintain a dedicated Enrollment/Retention Coordinator position to support the counseling department with dropout prevention and recovery interventions. • Bi-weekly meetings with counselors, teachers, and SPED team to review attendance and engagement concerns in the classroom • Transportation support through RTA bus passes.	Reference Goal 1 Action 9 $176,661 $1,500	Yes

2	Social and Emotional Support	Strategies to support students' social and emotional needs to enhance full academic engagement: • Continue partnership with Lifesource to provide individual and family counseling free of charge to students. Students will be able to see a therapist as needed on campus, via phone call and online. Life Source is able to provide therapy sessions in both English and Spanish. • YVAPE is offered to students who are found under the influence or who are found with drug related substances. This program requires students to complete workshops to increase awareness of the dangers of these products • Wrap-around services include needed academic support, mental health services, health care, housing, peer support networks, emergency food services, etc. • Students in need of emergency support, will have access to Gateway's Emergency Funds • Provide programming to empower youth to be educated, promote cultural arts, and resilience, and restorative justice to break the cycle of victimization and trauma • RCC Student Health and Psychological Support Department, which provides physical health services in addition to mental health services. • RCC Wellness Workshops (i.e. Stress Management, Mental Health Guide, Financial Wellness, etc.) • Homeless and Foster Youth support and resources (Aspiranet, RCC Guardian Scholars, etc.) • Suicide prevention resources and information for students, parents, and all staff. • Additional PD opportunities to continue engaging in ways to improve in this area. • Art sessions boost creativity, a supportive environment and safe zones. • Staff training on suicide prevention strategies and internal procedures. Engaging students to participate in suicide prevention activities during the month of September and advertising crisis	Reference Goal 1 Action 2 Reference Goal 1 Action 9 $25,700 RCC Provides via MOU	No No No

		resources to students throughout the campus (i.e. To Write Love on Her Arms, 988, etc.) • Mental Health activities presented in conjunction with the Youth Council to promote school wide messaging. Engaging students to participate in Mental Health Awareness month in May and offering mental health resources to all students (i.e. Takemyhand.org, It's Up to Us Riverside, etc.) • Gaggle monitoring notifications so counselors can provide more timely responses to student needs • Community resource connections through community school partnerships.		

3	Campus Culture	School Culture Development in addition to programs identified above: • Assist students in developing a sense of purpose for continuing their education and pursuing college and career success • Place new students in small learning communities through Guidance courses. • Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events). • Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships. Conduct: • Welcome week (Fall and Spring semesters) • Semester awards and End of Semester activities • Student Council Events and Activities that promote in-person and online engagement including opportunities at RCC and the community • Expand more opportunities to participate in community events supporting student work. • Gateway Graduate Dinner and Graduation Ceremony. • Tours of various RCC programs including academic engagement centers. • Associated Students of Riverside City College events. • Increased field trip opportunities, including college fieldtrips, Cheech Art Museum and Grad Night • Provide space for engagement opportunities through music, art and gaming. • Continue the implementation of the DJ Club, which offers students the opportunity to learn how to DJ and equip themselves with the skills necessary to start their own businesses. • Chick-fil-a Leader Academy offers the opportunity for students to organize events that benefit GCCA and the surrounding community	$40,500	No

4	Nutrition Program	Nutritional Support: • Provide two meals per day for all students at no cost. • Provide a snack pantry for all students for daily access to small meals and drinks. • Provide Family meal bags for students during school holiday school closures. • Expand food and home necessities partnerships through local partners, including ongoing partnership with Panera. • Provide emergency food access for students and families Increased nutrition support program- Snack Pantry, School Lunch Program, Emergency Food Program, Holiday Meal Baskets	$150,000	Yes
5	Facilities Maintenance and Safety	Provide welcoming, well-maintained, and safe facilities to conduct programs and promote student engagement and motivation to come to school: • RCCD Police/security personnel • Student Engagement/Safety Specialists • Emergency planning and drills • Custodial services • Facilities/grounds maintenance • All staff have access to RAVE (RCC's emergency communication system)	Provided in-kind by RCC $68,191	No

6	Positive Behavior Interventions and Supports/MTSS	• Implementation of MTSS (Multi-Tiered Systems of Support in combination with PBIS. Social Emotional, Academics and Attendance will be addressed through this MTSS model. • Continued implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. • Continue to assess progress on the Tiered Fidelity Inventory to assess the school's progress. Continue school-wide acknowledgement system with monthly opportunities for students to be recognized for their academic and social emotional growth. • Continue use of behavior matrix in the classrooms. Maintain integration of Tier 1-3 supports through MTSS for 2025-26	Reference Goal 1 Actions 1, 6 Goal 2 Action 1, 3 Goal 3 Action 1, 3	

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1014008	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.73%	0%	$0	22.73%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1, Action 2	**Academic Support/Instructional Assistants:** Low-Income Students: Limited Access to Resources: Low-income students often lack access to educational resources such as textbooks, technology, and supplemental learning materials. GCCA's instructional assistants and academic support services provide the necessary resources and assistance to bridge this gap. Additional Academic Support: Many low-income students may have educational gaps due to inconsistent schooling or lack of support at home. The individualized and small group tutoring helps address these gaps, ensuring they can catch up and stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience disruptions in their education due to changes in their living situations. Consistent tutoring and academic monitoring help stabilize their educational experience and provide continuity. Emotional and Social Support: Foster youth may face emotional and social challenges that impact their learning. Access to counselors and small group settings provides a supportive environment where they can receive personalized attention and care. Homeless Youth: Instability and Basic Needs: Homeless youth often struggle with instability and unmet basic needs, which can severely affect their academic performance. GCCA's flexible scheduling and supplemental support ensure they have access to learning opportunities regardless of their circumstances.	Broad access to academic support is a major component of GCCA's strategy to support student success. By offering academic support during class, after school, and online, GCCA can effectively address the unique challenges faced by unduplicated students, including low-income students, foster youth, homeless youth, and English Language Learners (ELs). This comprehensive approach increases the likelihood that these students will improve their academic skills, complete required courses, and make timely progress toward graduation. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

	Safe Learning Environment: A stable, supportive school environment with access to academic help and resources offers homeless youth a sense of security and belonging, which is crucial for their engagement and success. English Language Learners (ELs): Language Barriers: ELs need targeted language acquisition support to become proficient in English while keeping up with their academic studies. The specialized tutoring helps them improve their language skills while mastering content in other subjects. Cultural Integration: ELs may struggle with cultural adjustments in addition to language barriers. The inclusive support system, including personalized tutoring and engagement with the broader school community, helps them integrate more smoothly and feel valued. General Benefits Across All Groups: Personalized Instruction: Individual and small group tutoring allows for personalized instruction tailored to each student's specific needs, helping them understand difficult concepts and improve their academic performance. Consistent Monitoring and Feedback: Regular academic progress monitoring by counselors ensures that any issues are promptly addressed, and students receive the interventions they need to succeed. College and Career Readiness: Dual enrollment and access to college support services provide all students, especially those from disadvantaged backgrounds, with opportunities to earn college credits and prepare for post-secondary education and careers. These services are essential for addressing the unique challenges faced by unduplicated		

	students, ensuring they receive the support necessary to thrive academically and personally.		
Goal 3, Action #4	**Nutritional Support Program:** This action was designed to address the unique needs of unduplicated students, identified through our annual schoolwide student survey and the counselor-facilitated intake/needs assessment completed with every GCCA student. Unduplicated students, including those who are low-income, foster youth, homeless, and English Language Learners, are particularly vulnerable to food insecurity. Addressing this need is crucial for supporting their overall achievement and well-being. Ensuring access to nutritious food helps to stabilize their daily lives, enabling them to focus better on their studies and participate more fully in school activities.	Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was necessary for achieving the school's student outcomes. Providing free food to students can increase students' ability to focus on their studies and create a more engaging campus climate. The Schoolwide approach supports Unduplicated students in their academic growth without disrupting their participation in the broader school community.	• Suspension Rate • Expulsion Rate • Attendance Rate • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 1, Action 11	**English Language Development and Support:**
	ELs and Long-term English Learners (LTELs)at GCCA have specific needs including:
	• Language Acquisition:
	  ○ Targeted instruction to achieve English proficiency.
	• Access to Core Curriculum:
	  ○ Support to master Common Core State Standards content.
	• Cultural and Linguistic Integration:
	  ○ Culturally responsive teaching practices.
	• Continuous Assessment:
	  ○ Regular evaluation of language and academic progress.
	• Holistic Support:
	  ○ Social-emotional services and peer support.
	• Parental Involvement:
	  ○ Resources and communication in parents' native languages.
	
	These actions ensure ELs receive comprehensive support to thrive academically and socially.
		While a broad range of academic support is available to all students at GCCA, English Learners (ELs) require targeted assistance to acquire English language proficiency while mastering content and skills in subject area classes aligned with the Common Core State Standards. The schoolwide implementation of these services ensures they are seamlessly integrated into the curriculum, eliminating the need to pull students out of mainstream programs and activities. The Schoolwide approach supports ELs in their academic growth without disrupting their participation in the broader school community.	• MAP Assessment Reading Student Growth Percentile
			• MAP Assessment Math Student Growth Percentile
			• EL Student Reclassification Rate

Goal 2, Actions 2,3,4	**Dual Enrollment Program Access and Support:** Low-Income Students: Financial Barriers to Higher Education: Low-income students often face financial constraints that limit their access to college. The dual enrollment program covers all college fees for these students, removing a significant barrier and making higher education more accessible. Lack of Resources and Support: Many low-income students lack access to essential academic resources and support systems. The "Introduction to College" and "College Success Strategies" courses provide these students with crucial skills and knowledge, while additional academic support from GCCA College Mentors and Instructional Assistants helps them stay on track. Foster Youth: Educational Disruptions: Foster youth frequently experience changes in their living situations, leading to disruptions in their education. Regular college transition workshops and the development of personalized educational plans with RCC counselors help stabilize their academic journey and ensure continuity. Emotional and Social Support: Foster youth often face emotional and social challenges. The career exploration courses and work readiness activities provide a structured environment where they can build confidence and prepare for their future careers. Homeless Youth: Instability and Basic Needs: Homeless youth struggle with instability and unmet basic needs, affecting their academic performance. Flexible scheduling of supplemental support and career	College and Career Preparedness Action Design: "Introduction to College" and "College Success Strategies" Courses: Equip students with essential skills and knowledge for higher education, addressing academic preparedness and organizational needs. Why LEA-Wide/Schoolwide: Ensures all students, especially unduplicated ones, gain foundational skills necessary for college success, bridging gaps due to varied circumstances. Dual Enrollment Program Action Design: Dual Enrollment with RCC: Allows students to earn college credits while completing high school, covering all college fees for unduplicated students, and aligning high school curriculum with RCC programs. Why LEA-Wide/Schoolwide: Maximizes participation, removes financial barriers, and fosters a college-going culture, keeping students engaged and motivated. College and Career Transitions Action Design: College Transition Workshops: Provide guidance through college admission, financial aid, and program selection, with personalized planning. Why LEA-Wide/Schoolwide: Ensures every student receives necessary support for a smooth college transition, demystifying the process for all. Career Exploration and Workforce Readiness Action Design: Career Exploration and Work Readiness Activities: Include career planning courses, skills	• 1 Year Graduation Rate • College and Career Readiness Indicator • College and Career Readiness • Dual Enrollment Credits Earned • Course Success Rate

	exploration activities ensures they can access learning opportunities and support services despite their circumstances. College and Career Readiness: Dual enrollment and comprehensive college and career preparedness programs provide students with early exposure to college-level coursework and career exploration opportunities, increasing their readiness for post-secondary education and careers. These targeted actions address the unique needs of unduplicated students, ensuring they receive comprehensive support to succeed academically and personally.	inventories, and access to RCC Career Center services. Why LEA-Wide/Schoolwide: Provides equal opportunities for all students to explore and prepare for future careers, ensuring comprehensive support. General Benefits Across All Groups Action Design: Personalized Instruction and Support: Individual and small group tutoring, regular academic monitoring, and dual enrollment programs offer tailored support. Why LEA-Wide/Schoolwide: Ensures all students, especially unduplicated ones, receive equitable academic assistance and opportunities, fostering an inclusive educational environment. These actions comprehensively address the needs of unduplicated students, promoting academic success and readiness for college and careers, while ensuring equitable access for the entire student population.	

Goal 3, Action 2 Goal 1, Action 9	**Social/Emotional Support:** This action effectively addresses the unique needs of unduplicated students—low-income students, foster youth, homeless youth, and English Language Learners (ELs)—by building upon needs reported during the school intake process. By connecting students and families to resources that alleviate socioemotional and economic challenges, these actions help ensure that students remain engaged in school and progress toward graduation.	Action Design: Needs Assessment and Resource Connection: The school intake process identifies student and family needs, allowing GCCA to connect them with appropriate socioemotional and economic resources. Academic and Emotional Support: Services include individual and small group tutoring, counseling, and dual enrollment opportunities, addressing both academic and emotional challenges faced by unduplicated students. Why LEA-Wide/Schoolwide: Equity and Access: Providing these services on an LEA-wide or schoolwide basis ensures that all unduplicated students have equitable access to the necessary support, regardless of their specific circumstances. Holistic Support: By addressing the broad range of needs across the entire student population, GCCA fosters an inclusive environment that supports academic success and personal well-being for all students. These actions are designed to comprehensively address the diverse needs of unduplicated students, ensuring they receive the support necessary to stay engaged in school and progress toward graduation.	• Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 3, Action 1	**Transportation Support:** Unduplicated students at GCCA, including low-income students, foster youth, homeless youth, and English Language Learners (ELs), face unique challenges that affect their attendance and engagement. One critical need is reliable transportation. Transportation Support: Low-Income Students: Often lack access to private transportation and may rely on public transit, making consistent attendance difficult. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, which can disrupt their ability to get to school regularly. English Language Learners (ELs): May face additional barriers in navigating transportation options due to language difficulties. Action Design: RTA Bus Passes: Providing bus passes ensures that all students have reliable transportation to and from school, directly addressing the barrier of inconsistent attendance. By addressing the transportation needs of these students, GCCA can improve daily attendance and engagement, thereby enhancing their overall academic success and well-being.	Action Design: Transportation Support through RTA Bus Passes: This action is designed to provide reliable transportation for all students, particularly those who are low-income, foster youth, homeless, or English Language Learners (ELs). By offering bus passes, GCCA ensures that transportation barriers do not impede students' ability to attend school regularly. Why LEA-Wide/Schoolwide: Equity and Access: Providing transportation support on an LEA-wide basis ensures that all students, regardless of their socio-economic status or living situation, have equal access to education. This approach addresses the diverse transportation needs across the student population, promoting consistent attendance and engagement for all. Holistic Support: Implementing this action schoolwide creates a more inclusive environment, as it ensures that every student can benefit from reliable transportation. This holistic support is crucial for fostering a supportive educational environment that helps all students succeed academically and personally. By addressing transportation needs through LEA-wide bus passes, GCCA effectively promotes regular attendance and engagement, which are essential for academic success and overall student well-being.	• Suspension Rate • Expulsion Rate • Attendance Rate (NCB attendance) • Youth Truth Survey Engagement Positive Response Rate • Youth Truth Survey Academic Challenge Positive Response Rate • Youth Truth Survey School Culture Positive Response Rate

Goal 1, Action 8	**Provide a 1:1 ratio of Chromebooks and internet hotspots for all students:** Low-Income Students: Often lack the financial resources to afford personal laptops and reliable internet access, limiting their ability to complete assignments and participate in online learning. Foster Youth and Homeless Youth: Frequently experience instability in their living situations, making it challenging to maintain consistent access to technology and the internet. English Language Learners (ELs): May require additional online resources and tools to support language acquisition and complete schoolwork. Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: Providing each student with a Chromebook and internet hotspot ensures that all students have the necessary tools to engage fully in their education, regardless of their personal circumstances.	Action Design: 1:1 Ratio of Chromebooks and Internet Hotspots: This action is designed to eliminate the digital divide by ensuring that every student has access to a personal device and reliable internet connection. This support enables students to participate in online learning, complete digital assignments, and access educational resources from home. Why LEA-Wide/Schoolwide: Equity and Access: Providing Chromebooks and internet hotspots on an LEA-wide basis ensures that all students, including those who are low-income, foster youth, homeless, or English Language Learners, have equal access to the technology necessary for academic success. This comprehensive approach addresses the digital needs of the entire student population, fostering an inclusive learning environment. Holistic Support: Implementing this action schoolwide guarantees that every student can benefit from consistent access to technology and the internet, which is essential for modern education. This holistic support is critical for bridging the digital gap and promoting educational equity. By addressing the technology needs through LEA-wide provision of Chromebooks and internet hotspots, GCCA effectively supports student engagement and learning, thereby enhancing academic outcomes and overall student well-being.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

Goal 1, Action 6	**ELL Curriculum Development and Alignment** Unduplicated students at GCCA, particularly English Language Learners (ELs) and Long-term English Learners (LTELs), face unique challenges in mastering academic content while acquiring English language proficiency. • ELL Curriculum Development and Alignment: • Language Barriers: ELs need specialized instruction to develop English language skills alongside their regular academic curriculum. • Cultural Integration: ELs benefit from culturally responsive teaching practices that make learning more relevant and accessible. • Academic Achievement: ELs require curriculum and instructional strategies aligned with ELD standards to ensure they can achieve academic success. Action Design: • Effective Strategies for Teaching English Language Learners: Implementing research-based instructional strategies that cater to the specific learning needs of ELs. ELD Standards/Lesson Design for Integrated ELD: Developing and aligning curriculum to ELD standards ensures that ELs receive consistent, high-quality instruction that integrates language development with academic content.	Action Design: Effective Strategies for Teaching English Language Learners: This action involves professional development for teachers to equip them with the best practices for teaching ELs, focusing on strategies that enhance language acquisition and academic achievement. ELD Standards/Lesson Design for Integrated ELD: Aligning the curriculum with ELD standards ensures that all instructional materials and lesson plans support both language development and content mastery, providing a cohesive and supportive learning experience for ELs. Why LEA-Wide/Schoolwide: Equity and Access: Providing these actions on an LEA-wide basis ensures that all ELs across the school receive the same high-quality instruction and support. This approach guarantees that no student is left behind and all can succeed academically. Holistic Support: Implementing these strategies schoolwide creates a consistent and inclusive educational environment. It ensures that every teacher is prepared to meet the needs of ELs, fostering a school culture that values and supports language diversity and academic excellence. By focusing on ELL curriculum development and alignment, and effective strategies for teaching English Language Learners, GCCA addresses the unique needs of ELs, promoting their language acquisition, academic success, and overall integration into the school community.	• MAP Assessment Reading Student Growth Percentile • MAP Assessment Math Student Growth Percentile • EL Student Reclassification Rate

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	24.13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.53

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 5,528,707	$ 1,014,008	18.341%	0.000%	18.341%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,131,334	$ 369,740	$ 588,970	$ 377,369	$ 4,467,412.61	$ 3,598,540	$ 868,873

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Standards Based Instruction	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 905,588	$ 8,965	$ 768,991	$ 136,597	$ -	$ 8,965	$ 914,553	0.000%
1	2	Broad Access to Academic Supports and Interventions	Unduplicated	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	Ongoing	$ 447,849	$ -	$ 447,849	$ -	$ -	$ -	$ 447,849	8.100%
1	2	Broad Access to Academic Supports and Interventions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 630,524	$ (0)	$ 379,063	$ 76,853	$ -	$ 174,608	$ 630,524	0.000%
1	3	Access and Individualized Pathways	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 108,568	$ 29,488	$ -	$ -	$ 79,080	$ 108,568	0.000%
1	4	Specialized Services	Special Education	No	Limited	N/A	Gateway College and Career Academy	Ongoing	$ 563,686	$ 75,000	$ -	$ -	$ 588,970	$ 49,716	$ 638,686	0.000%
1	5	Student Data Collection and Analysis	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 94,099	$ 36,900	$ 125,999	$ 5,000	$ -	$ -	$ 130,999	0.000%
1	6	Faculty and Staff Training	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 10,000	$ 120,000	$ 110,000	$ 20,000	$ -	$ -	$ 130,000	0.000%
1	6	Faculty and Staff Training	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.814%
1	7	Instructional Materials	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 125,490	$ 30,000	$ 30,490	$ -	$ 65,000	$ 125,490	0.000%
1	8	Student Laptops and Internet Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 20,250	$ 20,250	$ -	$ -	$ -	$ 20,250	0.000%
1	8	Student Laptops and Internet Access	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 76,350	$ 76,350	$ -	$ -	$ -	$ 76,350	1.400%
1	9	Parent/Guardian Engagement	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 81,326	$ -	$ 81,326	$ -	$ -	$ -	$ 81,326	1.500%
1	9	Parent/Guardian Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 139,701	$ 2,500	$ 142,201	$ -	$ -	$ -	$ 142,201	0.000%
1	10	Parent Guardian Access	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	English Language Learner Support	Unduplicated	Yes	Schoolwide	English Learners	Gateway College and Career Academy	Ongoing	$ 194,676	$ 12,150	$ 206,826	$ -	$ -	$ -	$ 206,826	3.800%
1	12	Multi-diciplinary Teams	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	College and Career Preparedness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2	Dual Enrollment Program	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 270,759	$ (0)	$ 195,659	$ 75,100	$ -	$ -	$ 270,759	0.000%
2	2	Dual Enrollment Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ 15,479	$ 5,000	$ 20,479	$ -	$ -	$ -	$ 20,479	0.370%
2	3	College and Career Transistions	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Career Exploration and Workforce Readiness	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 15,000	$ 15,000		$ -	$ -	$ 15,000	0.000%
3	1	Attendance and Engagement	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 176,661	$ 0	$ 176,661	$ -	$ -	$ -	$ 176,661	0.000%
3	1	Attendance and Engagement	Unduplicated	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	Ongoing	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.027%
3	2	Social and Emotional Support	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 25,700	$ -	$ 25,700	$ -	$ -	$ 25,700	0.000%
3	3	Campus Culture	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ 40,500	$ 40,500	$ -	$ -	$ -	$ 40,500	0.000%
3	4	Nutrition Program	Unduplicated	Yes	Schoolwide	All	Gateway College and Career Academy	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	2.700%
3	5	Facilities Maintenance and Safety	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ 68,191	$ -	$ 68,191	$ -	$ -	$ -	$ 68,191	0.000%
3	6	Positive Behavioral Interventions and Supports	All	No	Schoolwide	N/A	Gateway College and Career Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,528,707	$ 1,014,008	18.341%	0.000%	18.341%	$ 1,029,330	18.711%	37.329%	**Total:**	$ 1,029,330
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,029,330

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Standards Based Instruction	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	2	Broad Access to Academic Supports and In	Yes	Schoolwide	Foster Youth and Low-Income	Gateway College and Career Academy	$ 447,849	8.100%
1	2	Broad Access to Academic Supports and In	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	3	Access and Individualized Pathways	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	4	Specialized Services	No	Limited		Gateway College and Career Academy	$ -	0.000%
1	5	Student Data Collection and Analysis	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	6	Faculty and Staff Training	Yes	Schoolwide	All	Gateway College and Career Academy	$ 45,000	0.814%
1	7	Instructional Materials	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	8	Student Laptops and Internet Access	Yes	Schoolwide	All	Gateway College and Career Academy	$ 76,350	1.400%
1	9	Parent/Guardian Engagement	Yes	Schoolwide	All	Gateway College and Career Academy	$ 81,326	1.500%
1	9	Parent/Guardian Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	10	Parent Guardian Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
1	11	English Language Learner Support	Yes	Schoolwide	English Learners	Gateway College and Career Academy	$ 206,826	3.800%
1	12	Multi-diciplinary Teams	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	1	College and Career Preparedness	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	2	Dual Enrollment Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 20,479	0.370%
2	3	College and Career Transistions	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
2	4	Career Exploration and Workforce Readines	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	1	Attendance and Engagement	Yes	Schoolwide	Low-Income	Gateway College and Career Academy	$ 1,500	0.027%
3	2	Social and Emotional Support	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	3	Campus Culture	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	4	Nutrition Program	Yes	Schoolwide	All	Gateway College and Career Academy	$ 150,000	2.700%
3	5	Facilities Maintenance and Safety	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
3	6	Positive Behavioral Interventions and Suppo	No	Schoolwide		Gateway College and Career Academy	$ -	0.000%
							$ -	0.000%
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2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,168,229.12	$ 3,726,220.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards Based Instruction	No	$ 912,850	$ 829,024
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 112,564	$ 107,861
1	2	Broad Access to Academic Supports and Interventions	No	$ 612,612	$ 587,644
1	3	Access and Individualized Pathways	No	$ 72,500	$ 74,953
1	4	Specialized Services	No	$ 494,408	$ 497,721
1	5	Student Data Collection and Analysis	No	$ 136,094	$ 114,287
1	6	Faculty and Staff Training	No	$ 230,300	$ 117,071
1	6	Faculty and Staff Training	Yes	$ 35,000	$ 15,317
1	7	Instructional Materials	No	$ 107,401	$ 67,509
1	8	Student Laptops and Internet Access	No	$ 35,000	$ 27,312
1	8	Student Laptops and Internet Access	Yes	$ 129,150	$ 70,243
1	9	Parent/Guardian Engagement	Yes	$ 56,947	$ 71,823
1	9	Parent/Guardian Engagement	No	$ 94,561	$ 79,376
1	10	Parent Guardian Access	No	$ -	$ -
1	11	English Language Learner Support	Yes	$ 384,819	$ 397,591
1	12	Multi-diciplinary Teams	No	$ -	$ -
2	1	College and Career Preparedness	No	$ -	$ -
2	2	Dual Enrollment Program	No	$ 280,003	$ 262,474
2	2	Dual Enrollment Program	Yes	$ 10,000	$ 8,162
2	3	College and Career Transistions	No	$ -	$ -
2	4	Career Exploration and Workforce Readiness	No	$ 15,000	$ 1,857
3	1	Attendance and Engagement	No	$ 110,451	$ 140,241

3	1	Attendance and Engagement	Yes	$ 1,000	$ -
3	2	Social and Emotional Support	No	$ 72,820	$ 51,608
3	2	Social and Emotional Support	Yes	$ 14,041	$ 16,441
3	3	Campus Culture	No	$ 38,300	$ 12,534
3	4	Nutrition Program	Yes	$ 150,000	$ 139,831
3	4	Nutrition Program	No	$ 2,500	$ 3,000
3	5	Facilities Maintenance and Safety	No	$ 59,908	$ 32,342
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -
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2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 792,353	$ 893,521	$ 827,268	$ 66,253	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Standards Based Instruction	No	$ -	$ -	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 112,564	$ 107,861.05	0.000%	0.000%
1	2	Broad Access to Academic Supports and Interventions	No	$ -	$ -	0.000%	0.000%
1	3	Access and Individualized Pathways	No	$ -	$ -	0.000%	0.000%
1	4	Specialized Services	No	$ -	$ -	0.000%	0.000%
1	5	Student Data Collection and Analysis	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	No	$ -	$ -	0.000%	0.000%
1	6	Faculty and Staff Training	Yes	$ 35,000	$ 15,316.77	0.000%	0.000%
1	7	Instructional Materials	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	No	$ -	$ -	0.000%	0.000%
1	8	Student Laptops and Internet Access	Yes	$ 129,150	$ 70,243.10	0.000%	0.000%
1	9	Parent/Guardian Engagement	Yes	$ 56,947	$ 71,823.01	0.000%	0.000%
1	9	Parent/Guardian Engagement	No	$ -	$ -	0.000%	0.000%
1	10	Parent Guardian Access	No	$ -	$ -	0.000%	0.000%
1	11	English Language Learner Support	Yes	$ 384,819	$ 397,590.55	0.000%	0.000%
1	12	Multi-diciplinary Teams	No	$ -	$ -	0.000%	0.000%
2	1	College and Career Preparedness	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	No	$ -	$ -	0.000%	0.000%
2	2	Dual Enrollment Program	Yes	$ 10,000	$ 8,161.50	0.000%	0.000%
2	3	College and Career Transistions	No	$ -	$ -	0.000%	0.000%
2	4	Career Exploration and Workforce Readiness	No	$ -	$ -	0.000%	0.000%
3	1	Attendance and Engagement	No	$ -	$ -	0.000%	0.000%
3	1	Attendance and Engagement	Yes	$ 1,000	$ -	0.000%	
3	2	Social and Emotional Support	No	$ -	$ -	0.000%	0.000%
3	2	Social and Emotional Support	Yes	$ 14,041	$ 16,441.00	0.000%	0.000%
3	3	Campus Culture	No	$ -	$ -	0.000%	0.000%
3	4	Nutrition Program	Yes	$ 150,000	$ 139,831.00	0.000%	0.000%
3	4	Nutrition Program	No	$ -	$ -	0.000%	0.000%
3	5	Facilities Maintenance and Safety	No	$ -	$ -	0.000%	0.000%
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,366,504	$ 792,353	0.000%	18.146%	$ 827,268	0.000%	18.946%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.

- The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,

- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics

- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs

assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix K

Strategic Plan

Empowering Students to Serve and Lead: A Plan for Community Impact

Strategic Plan

2023-2026

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Message from the RGTC ECHS/GCCA Board President

Gateway College and Career Academy (GCCA) a charter school at Riverside City College (RCC), continuously operated and overseen by the Board of Directors of Riverside Gateway to College Early College High School since 2004, is a unique educational option for learners in our County who are left behind. GCCA's mission is to provide all learners with personal and academic success through equitable practices and individualized plans leading to a high school diploma and access to college and career pathways. We are part of the newly coined "Big Blur" an entirely new type of institution-neither high school nor college-that obliterates the barriers toward higher education and stable, family-supporting careers. (Jobs For the Future, 2021).

Our school initially was established to replicate the promising early college model, Gateway to College, which started on the campus of Portland Community College. As our school matured we embraced its potential as a laboratory school or design shop and supported structural changes to respond to local community needs: additional online curricular and advisement options were attuned to individual learning and scheduling demands of students who need to work; younger enrollees, many of them 16 years old, increasingly entered the program; and our school adopted alternative state accountability metrics to better align with expected early college student outcomes. It was fortuitous that these and other flexibilities and wrap-around supports we adopted prior to the pandemic provided students and staff with educational and emotional lifelines during the loss of in-person learning and increased isolation.

When we were able to gather and refocus again on school vision and planning, we also took stock of social, economic and cultural opportunities and dislocations accelerated by the pandemic. Our vision coalesced: Gateway; an early college high school providing all learners opportunities to reach their potential, transform their lives, and improve the well-being of their families and community. Empowering Students to Serve and Lead: A Plan for Community Impact develops four strategies to support our school vision; embedded in the strategic goals and objectives is GCCA as a California Community School and pipeline for RCC's academic and career technical education programs.

Thank you to all the Gateway students, parents, faculty, staff, partners and Board members who contributed to the development of this plan. Thank you to the Strategic Planning Task Force for its hours spent gathering and integrating stakeholder input. The continuing partnership and support of RCC and the Riverside County Office of Education also remains key to our shared students' success.

Riverside Gateway to College ECHS
Gateway College and Career Academy Board of Directors

Jill Marks
President

Ruth Adams
Vice President

Ozzie Villela
Treasurer

Maria Maness
Secretary

Ericka Murphy
Member

Thea Quigley
Member

Adrienne Grayson
Member

GCCA Mission

GCCA will provide all learners with personal and academic success through equitable practices and individualized plans leading to a high school diploma and access to college and career pathways.

GCCA Vision

Gateway; an early college high school providing all learners opportunities to reach their potential, transform their lives, and improve the well-being of their families and community.

RGTC ECHS Purpose

The primary purpose of the Riverside Gateway to College ECHS, a nonprofit public benefit corporation, shall be to manage, guide, direct, and promote one or more California public charter schools (Source: RGTC ECHS Bylaws).

Planning Assumptions, 2022– 2026

These planning assumptions summarize trends expected to impact the trajectory of GCCA and, therefore, inform the strategies, goals, and objectives within this plan. The assumptions are based upon a review of partner and regional planning documents.

- Postsecondary education and training continue to be necessary foundations for family sustaining careers and improved quality of life for learners and communities.
- Advances in the science of learning and in digital technologies present opportunities for innovation to better connect learners to services, learning and credentials.
- These same advances are revolutionizing the educational landscape and contributing to a redefinition of work skills for the 21st century.
- Higher demand for virtual/remote/hybrid learning options accelerated by the pandemic will persist (particularly for community colleges).
- Transportation remains a challenge within the region suggesting pursuit of strategies (new sites, flexible scheduling, use of digital technologies, etc.) to bridge geographic barriers to student success.
- Population growth within the region is continuing, though the regional economy has expanded more slowly compared to other urban areas as it seeks to transition toward a more diversified, higher-value growth economy amid rapid expansion of its logistics sector.
- Regional demographic and economic trends suggest there will be continued demand for programs and services reconnecting youth, who have fallen behind in high school credits, to postsecondary career and transfer opportunities.
- Reflecting its region, the GCCA learner population will continue to be ethnically diverse, with a majority Hispanic/Latino enrollment, over the next 3-5 years.
- Charter school funding will continue to be sensitive to state fiscal and political trends. High inflation and its impact on the economy could have funding impacts beginning in 2023-2024.
- Trends within California community colleges and K-12 suggest GCCA will have the opportunity to continue to develop more efficient pathways through the “transition zone” between high school and college, especially for Career Technical Education and apprenticeship pathways.

- Community School planning and implementation provides renewed opportunity to partner with public, nonprofit and private-sector organizations working to improve outcomes for young adults and their families.
- As teacher and staff shortages are realized, GCCA will face increasing competition when hiring faculty and staff.
- Student recruitment and enrollment efforts will continue to be competitive as charter schools expand within the region, K-12 partners increasingly focus on retaining and graduating all students, and other alternatives (such as a strong labor market) compete for learners' time and attention.
- As of 2021, 45% of Inland Empire residents had educational attainment of a HS diploma or LESS.
- Currently only 22% of Inland Empire residents have a bachelor's degree or higher.
- National college going rates are decreasing due to
    - Perceptions of value (ROI)
    - Shifting labor market
    - Time to completion
    - Tangible connections to careers
- The Inland Empire's labor market has fully recovered from the COVID-19 pandemic and continues to show strength. The Inland Empire's unemployment rate, at 3.7%, is now lower than its pre-pandemic level of 4.1% in February 2020. More than 280,000 jobs have been added since the national lockdown in April 2020, surpassing the 228,000 jobs that were lost at that time. Employment growth in the Inland Empire outpaced the state and nation during this period. By contrast, California's overall labor force has declined by -1.5%, or -299,600 workers.

Strategy One: Focus on Learners

GCCA seeks continuously to learn and respond to the needs of the learners we serve. Our overarching goal is to become truly learner-centered by responding to the learning needs and motivations of those we enroll and seek to enroll through innovative service and curriculum design. We will judge our success by how well we make learning happen and by the college and career achievements of our students.

	Target Date	Status
Goal 1: Address barriers to enrollment, engagement, completion, and transition to college.		
Objective 1: Assess enrollment process to identify and address inefficiencies.	June 2023: In process	
Objective 2: Identify best practices for virtual/hybrid student engagement, counseling, advising, and holistic support.	August 2023: On-going	
Objective 3: Improve and expand curricular alignments within college career and transfer pathways.	June 2024: Pending	
Objective 4: Reassess Counselor assignments, caseloads, and support to allow for increased student progress monitoring.	June 2023: In process	
Objective 5: Strengthen college connections among students, faculty and staff.	June 2023: Pending	
Goal 2: Improve newly implemented GCCA pathways; career technical education program, virtual, hybrid, and credit recovery.		
Objective 1: Identify and implement best practices for effective virtual teaching and learning.	August 2023: On-going	
Objective 2: Assess the success of the K-12 Strong Workforce grant project to target growth of CTE program.	June 2023: Pending	
Objective 3: Reassess and clarify roles and explore opportunities within the GCCA organizational structure to optimize service and support increased student success.	June 2023: In process	

Strategy Two: Build a Culture of Inquiry and Effectiveness

As a learning organization, GCCA promotes continuous improvement through inquiry, assessment, and evidence-based practice.

	Target Date	Status
Goal 1: Continue to develop student achievement metrics to measure academic growth, college and career readiness, and work readiness.		
Objective 1: Disaggregate and analyze metrics by demographic groups and program pathways to identify and address achievement gaps.	June 2023: Pending	
Objective 2: Develop internal data collection and reporting capacities.	June 2023: Pending	
Objective 3: Develop post-graduation student achievement metrics.	December 2024: Pending	
Goal 2: Build GCCA analysis and reporting capacity to support decision making, planning, and strategic positioning aligned with K-12 accreditation and charter renewal criteria.		
Objective 1: Adjust as necessary the alternative accountability metrics developed in partnership with RCOE.	June 2023: In process	
Objective 2: Foster partnerships and/or contract services to enhance GCCA analysis and reporting capacity.	December 2024: Pending	
Objective 3: Deliver strategic plan, WASC, and LCAP progress reports to inform school stakeholders and/or to inform proposed initiatives and assess improvements.	December 2024: In process	

Strategy Three: Achieve Sustainable Strategic Position

GCCA seeks to establish a sustainable strategic position within the region's educational and youth services landscape.

	Target Date Status
Goal 1: Stabilize and grow enrollment	
Objective 1: Identify channels and construct message improvements to position GCCA in the minds of prospective learners, stakeholders and the community.	July 2023: In process
Objective 2: Grow and strengthen relationships with school districts, school site staff, and youth services providers.	June 2023: In process
Objective 3: Assess staffing and resource needs to re-launch marketing and communications efforts.	June 2023: In process
Goal 2: Grow presence and impact in the region	December 2023: Pending
Objective 1: Display and highlight our work and successes (conference presentations, annual report).	August 2024: Pending
Objective 2: Establish physical presence at additional locations.	
Goal 3: Engage with new RCC/RCCD leadership	December 2023: Pending
Objective 1: Re-assess GCCA's position in RCC Facilities Master Plan.	December 2023: Pending
Objective 2: GCCA staff and leadership will participate in RCC committees and workgroups.	

Strategy Four: Expand Community and Fiscal Resources

GCCA seeks to expand partnerships and secure resources to fully meet our commitment to learners.

	Target Date Status
Goal 1: Buffer effects of potential lower or stagnant state funding and inequitable treatment of charter sector by diversifying fiscal resources beyond apportionment.	
Objective 1: Enhance capacity to explore and act upon grant opportunities to address school and student needs.	July 2023: Pending
Objective 2: Develop capacity for fundraising to supplement student support resources and programs.	July 2023: Pending
Goal 2: Implement the Community School Model	
Objective 1: Community School Planning Grant components; conduct needs assessment, staff training, form steering committee and sub-committees, secure implementation grant.	May 2024: In process
Objective 2: Launch Community School Model	August 2024: Pending

Appendix L
WASC Report

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Gateway College and Career Academy

Riverside City College
Campus 4800 Magnolia
Avenue
Riverside, CA 92506

A Charter School authorized
by the Riverside County
Office of Education

September 18-19, 2023

Visiting Committee Members

Malia Pulido-Dahal, Chairperson
ACS Director, WASC

Allison Bravo
Director of School Initiatives, iLEAD California

Julie Alcala
Education Specialist, Sky Mountain Charter School

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

Gateway School has implemented a year-long collaborative approach involving staff, community partners, and stakeholders to support student success equitably. This process is driven by the Local Control Funding Formula (LCFF) and requires annual goal-setting in the Local Control and Accountability Plan (LCAP) with measurable objectives. Progress is regularly monitored and adjustments made as needed. Results are shared with staff, students, and the community.

The self-study process began in 2022, emphasizing the importance of understanding the WASC process. Data analysis and focus group leaders were identified, and a Committee of the Whole approach was adopted due to the school's small size and diverse roles. Information was shared through a shared slide deck.

Due to the need for more post-pandemic data, an extension was granted by WASC until September 2023. The self-study draft was completed in spring 2023, and it underwent thorough review and synthesis through various meetings, ensuring a true reflection of the school's practices, leading to identified areas for improvement and strengths to reinforce.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

All school instructional staff and educational partners, students are involved in data review, analysis and dialogue about the school's effectiveness and perceived strengths and growth areas.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

Significant Developments:

Gateway School implemented a 1:1 Chromebook program during the 2020 virtual learning shift, improving access to information and differentiated instruction. They adopted the Canvas LMS for teaching and extended learning. The school transitioned to non-classroom-based (NCB) attendance reporting, providing flexible scheduling options and increasing program choices for students. Four pathways were introduced, allowing students to tailor their education. LCAP became the school's single action plan, promoting effective communication and input.

The school emphasized mental health, partnering with LifeSource Counseling Services and Art with Parker. It gained Alternative School status and adopted alternative student achievement metrics through DASS and A-GAME, enhancing accountability and performance measurement.

The Executive Director at the organization has established a comprehensive process for sharing and gathering feedback on the LCAP (Local Control and Accountability Plan). LCAP information is integrated into staff meetings and gatherings to ensure all stakeholders can participate and comment on it. This approach aligns LCAP goals with the mission, vision, and WASC Action Plan.

Stakeholders have multiple opportunities to offer input and feedback, including Leadership Team discussions, regular metric and Alternative Dashboard reviews, Board of Directors Meetings, Parent Voices events, Student Voices events, student council meetings, all-staff meetings, and through the GCAC.

Progress on Last Action Plan:

From the 2017 Self-Study Report and 2020 Mid-Cycle report, the VC observed progress or achievement of the following critical areas of growth:

Critical Learner Need #1 was achieved Alternative School Status and subsequent renewal in order to find alternative assessment that accurately illustrates student growth. The VC confirmed that MAP testing and other alternative metrics are utilized to monitor student growth and achievement.

Critical Learner Need #2 was partially addressed with hiring instructional assistants and a testing coordinator to support a strong ELD program and support English learner growth. The VC concurs with ongoing prioritization of designated ELD instruction, capturing meaningful data to inform instruction and support, and ensuring resource alignment for strong EL supports.This is a continued area of growth for the school with the growing number of English Language Learners.

The VC observed **Critical Learner Need #3** of prioritizing CTE pathways and career awareness through career weeks, Guidance courses, RCC course offerings, and utilization of Strong Workforce Funding grant to expand pathways. Learners confirmed that they enjoyed CTE offerings and were engaged in career awareness activities.

Critical Learner Need #4 was addressed with flexible attendance options and facilities adjustments. Gateway works with RCC facilities team. The VC observed that the Board of Directors is also cognizant of ongoing facilities strategic planning and that facilities are adequate for current enrollment and serve the needs of the school.

Significant progress has been made to transform the school into a community school Mental health partnerships allow for free counseling for students. Gateway is to be commended for it's achievement of Critical Learner Need #5.

The VC confirmed that Critical Learner Need # 6 was met through partnerships with RCC for alignment of RCC classes.

Funding and support of professional development was observed by the VC in staff focus groups. The VC found administrative support for individual staff requests for professional development. The VC concurs with the ongoing prioritization of instructional assistant professional development and systems for whole-staff sharing and implementation of evidence- based practices learned at professional development opportunities. This is a continued area of focus in the LCAP.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

There have been significant developments and progress on previous action plan goals. The focus on improving ELD support and ongoing professional development for staff is a continued area of growth and a prioritized LCAP action step for the school.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Gateway College and Career Academy (Gateway) is an early college high school that operates under a countywide charter, meaning that the benefits of the school's existence cross school district lines and reach throughout Riverside County. Gateway is authorized by the Riverside County Board of Education. Gateway operates on the campus of Riverside City College (4800 Magnolia Avenue, Riverside, CA) and students attend from the various school district areas throughout the region.

Gateway implements the Essential Elements and Core Commitments of Gateway to College that are critical to the program model: significant dual credit, sustainable partnerships, holistic student support, innovative teaching and learning, and intentional collaboration. Along with the core Gateway to College elements, the school has implemented program variations to better meet the needs of students in their local communities. The VC confirmed through focus groups and parent interviews Gateway students may enter into one of several Pathway statuses based on student need and interest, academic progress, and enrollment timing. A strong enrollment team and process ensures that all students receive individualized guidance and support.

The school's success is rooted in maintaining high academic expectations while providing one-on-one personalized advising and support. Counselors play a pivotal role as mentors, coaches, and advisors, assisting students with various aspects of their educational journey, including college enrollment and financial aid. The school has prioritized maintaining low counselor-to-student ratios to ensure that all students' needs are addressed and that they feel a sense of belonging.

Enrollment Data:

Gateway currently has 271 students enrolled. Entering GPAs are lower, credits arriving are lower, and age is lower. The decrease in enrollment in the years leading up to 22/23 was due to school districts retaining off-track students for longer periods, and AB104 enabled many of these students to graduate from local schools and Gateway. The recent enrollment increase can be attributed to the introduction of flexible scheduling, accommodating students who live further away or have unpredictable schedules. Additionally, an emphasis on outreach efforts in the past 14 months has played a significant role in boosting enrollment for the 22/23 academic year.

11% of students in the 22/23 school year entered as 9th graders (which is a big change for Gateway), while 89% came to them from continuation/alternative education programs or traditional high schools. On average, incoming students who are not 9th graders have a GPA of 1.49 and have completed an average of 73 credits toward their high school diploma.

Average Age, High School Credits Earned, and GPS: The enrollment of 9th and 10th-grade students at Gateway has led to younger students with fewer credits upon entry. Lower GPAs upon entry may be attributed to disengagement or a lack of services at their previous schools during and after the COVID-19 pandemic.

Students who graduate from Gateway experience a significant 1-point increase in their GPAs during their time at the school. This GPA improvement is remarkable considering the short duration of their enrollment.

An increase in credits earned by Gateway graduates is observed, especially as younger students spend more time at the school. On the contrary, non-graduating students leave with fewer credits. The data highlights the importance of early engagement, emphasizing that students who do not engage in their first Gateway term are more likely to leave with fewer credits.

Student Demographics: The school has seen a notable increase in male students, though the reasons behind this trend are not yet clear. To gather more information, a comprehensive survey campaign is currently underway. This surge in male students has prompted the school to focus on recruiting staff who can effectively engage with young men and explore potential partnerships with organizations dedicated to supporting boys. Goal: hire more male teachers

The growth in the ELL (English Language Learner) population at the school is mainly due to a trusted partnership with RUSD, particularly Arlington High School, which refers newcomers and ELL students who are not on track to graduate. The overall enrollment increase in the past two years has also led to a rise in students with IEPs or 504 plans. The support needed to differentiate instruction effectively is a

continued and identified area of growth for the school.

However, there has been a decrease in the number of students reporting as homeless, prompting the school to review how they ask this question, as they believe they are still serving the same number of homeless students, despite the data not reflecting this change accurately.

Regarding foster students, historically, they have not chosen Gateway as an option, resulting in minimal foster student enrollment. Given the small numbers, even a minor change can lead to significant percentage shifts in this population.

Educational Setting Trends: 61% of students attending virtually and 23% choosing to sometimes come in person and sometimes attend virtually.

Academic Achievement: Effective coordination of the ELPAC (English Language Proficiency Assessment for California) has had a significant positive impact on student participation.

While the implementation of MAP (Measures of Academic Progress) assessment procedures and data tracking is still in its early stages, initial results are prompting the school to take more actions and provide additional services to work toward achieving their academic goals. It's noted that targeted and personalized instruction resources were not consistently used in the past year, which could potentially explain the decline in math scores. As the school reviewed the data, they noticed that Gateway students grew in reading achievement over last year, but not in math.The VC confirmed that this is an area of growth for the school.

EL Reclassification presents a challenge due to a larger than average population of "long-term ELL" and new English speakers at the school.

The steady increase in DASS (Dashboard Alternative School Status) graduation rates at GCCA can be attributed to several key factors:

> **Flexible Scheduling:** The implementation of flexible scheduling allows students to tailor their educational experience to better suit their needs. This can help struggling students catch up on credits and stay engaged in their education.
>
> **Access to Credit Recovery through Apex:** Providing access to credit recovery programs like Apex enables students to make up for missed credits, which is particularly valuable for students who are behind in their coursework.
>
> **Increase in Academic Support Staff:** The addition of more academic support staff can provide students with the individualized assistance and guidance they need to succeed academically.

Regarding students leaving GCCA without graduating, it appears that they are pursuing various alternative paths such as continuing with other high school programs, obtaining a GED, entering CTE (Career and Technical Education) certificate programs, or entering the workforce. This suggests that GCCA is accommodating a diverse range of educational and career goals for its students.

However, the acknowledgment of limited data and the identification of this as a growth area indicate a commitment to further understanding and improving the outcomes for students who do not graduate from GCCA. This proactive approach can lead to more effective support and better outcomes for all students in the future.

The VC confirmed that Gateway has made significant progress in measuring its outcomes and comparing results to similar schools, particularly with the DASS Graduation rate metric, which considers the transient nature of alternative school student populations.

While Gateway's dual enrollment program has seen more students succeed, the school has indicated that there's a need to improve student engagement and persistence. Challenges include academic skills gaps, social-emotional and mental health struggles, transportation issues, and competing priorities like work

and family obligations. Strategies for addressing these barriers include flexible scheduling, remote access to course content, relevant academic offerings, and work readiness opportunities through Career Technical Education partnerships with RCCD.

Students can access a variety of college courses, including those related to college success, career exploration, communication, computer information systems, sciences, arts, and career technical education, aligning with their academic goals. Changes brought about by AB 705 have also allowed more Gateway students to complete college English and math requirements.

To better address the needs of students choosing Gateway for its flexible offerings, discussions and improvements are needed in social-emotional support, family support, math skill development, literacy score enhancement, and first-term persistence issues. These are all addressed the school's LCAP goal #3.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

School leadership and staff implement and assess the impact of personalized, academic and personal multi-tiered supports and alternative instructional approaches to meet student needs. The school acknowledges the need for additional support in EL, Math, and SPED, as indicated by MAP results, ELPAC scores, and completed college credit courses.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- **For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category;* include supporting evidence as appropriate.**
- **Rate the effectiveness of each criterion and complete the narrative rationale for the rating**
  - **Highlight the areas of strength**
  - **Highlight the growth areas for continuous improvement**
  - **List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.**

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

Gateway has a clear and well-defined vision and mission, rooted in student needs and equity, diversity, and inclusion principles. These statements are regularly reviewed and refined through an inclusive and collaborative process, involving board members, staff, and stakeholders.

The Board Retreat in August 2022 played a significant role in aligning the Mission and Vision statements with Gateway's current model, facilitated by a professional consultant, Dr. Carmella Franco. Stakeholders, including students, parents, and staff, have opportunities to participate in the development and refinement of these statements through various channels, such as surveys, meetings, and feedback sessions.

The Mission and Vision statements, along with the Student Learner Outcomes (SLOs), are accessible to the community through the school's website, classrooms, and Canvas platforms. These SLOs are integrated into the curriculum, and monthly activities aligned with them are organized as part of Gateway's programming. The Principal leads these activities, emphasizing their importance.

Parents, students, and other stakeholders demonstrate their understanding and commitment to Gateway's Mission, Vision, and SLOs by participating in school surveys, attending Parent Nights, and providing feedback during board meetings. The LCAP development process also includes multiple opportunities for input through surveys and meetings.

Furthermore, Gateway has hired a Community School Coordinator to strengthen community relationships and promote awareness of the school's unique offerings, including parent engagement. Regular Staff Development Days are conducted to build a sense of community and provide professional development activities aligned with the school's mission, vision, SLOs, and PBIS campaign.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school has a clearly stated vision and purpose reflecting students' needs, current educational research based practices, with attention to equity, inclusion and a belief that all students can learn and achieve. It was clear to the VC that all educational partners understand and remain committed to the school's mission and vision.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and

college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

The Gateway Board comprises up to eight members representing local industry and colleges. Riverside County Office of Education (RCOE) serves as the school's authorizing body, providing oversight in areas like enrollment, finances, governance, and operations. RCOE also offers professional development opportunities and supports LCAP development. They monitor the school's website for legal compliance and handle complaints filed against the charter, adding an extra layer of accountability. Gateway's charter petition is authorized through June 2026.

The Charter Bylaws outline the responsibilities, duties, and functions of the Board, including approving school policies and the budget. The Board plays a key role in hiring and evaluating the Executive Director, who collaborates with the Board to implement the school's vision and mission. The Executive Director also works closely with partner community colleges to align programs and resources and supervises various staff members. Evaluation of the Executive Director occurs every three years.

The Executive Director delegates responsibilities to administrators and staff leaders, participates in developing the schoolwide action plan and LCAP, and maintains engagement with diverse stakeholders. Gateway has a complaint procedure in place, including a Charter School Complaint form, to address matters related to non-discrimination in enrollment and disenrollment, ensuring compliance with state regulations.

***Governance* that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school's purpose is aligned with governing board goals and focused on student achievement and well-being. The school community has a clear understanding of the role of the governing board and how their decisions, expectations and initiatives guide the work of the school. The VC was impressed with the strength, involvement, and expertise of the governing board.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner

outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

Gateway School follows an inclusive and collaborative planning process involving various stakeholders. This process is carried out through formal all-staff and department meetings, as well as informal information-gathering sessions. Surveys are effectively used to collect input and assess school needs, and the LCAP is developed with input from all stakeholders.

The Leadership Team, which includes representation from different school departments, meets weekly to discuss and address teaching and learning support. Smaller department and team meetings engage in ongoing collaboration to monitor strategies for student success, with a strong focus on LCAP goals and data-driven decision-making.

The VC confirmed in Focus Groups that Bi-monthly Teacher Meetings involve teachers and the principal in shared decision-making for implementing practices, programs, and actions that support student learning, including field trips, self-reflection, and professional development activities. The analysis of data from internal assessments is still and area of growth for the school.

Teachers and counselors work together in cohort meetings to reflect on student learning and devise plans to enhance student outcomes. All staff and community members have the opportunity to participate in Board Meetings where decisions affecting student learning are made, and input is actively sought and valued.

Gateway has a clear organizational chart that guides staff on addressing student and classroom needs, with a structured process for conflict resolution. The school emphasizes open communication and has not had to resort to involving stakeholders in Board Meetings for conflict resolution in nearly 20 years.

Furthermore, Gateway maintains internal communication through a monthly newsletter written and distributed by the Outreach/Enrollment Specialist, highlighting the school's successes and projects.

Leadership: Data-Informed Decision-Making and Continuous School Improvement **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

It is clear the school leadership and staff demonstrate shared decision-making and responsibility for

actions and accountability for implementation of goals. The schoolwide action plan/LCAP is directly correlated to and driven by the analysis of student achievement and other data. To move to highly effective, there is still a need for site-wide data analysis and collaboration (PBIS, MAP academic data achievement, engagement- especially for EL/SPED). The school identified data analysis as a continued area of growth.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning*:* There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

Gateway is piloting a new evaluation system for both classified and certificated staff aimed at promoting and supporting staff growth effectively.

For classified staff, the evaluation process involves self-assessment followed by individual evaluations by their supervisors, which include ratings in various performance areas. Supervisors then meet with staff to discuss evaluation ratings and set development goals for the upcoming year.

Both the counseling and teaching teams have their own evaluation tools that also serve as growth plans. While the counseling forms align with essential skills in counseling work, the teacher evaluation tool is still being refined to balance safe growth with measuring specific areas related to effective teaching, including the six California Standards for the Teaching Profession. This area is a focus for improvement.

The Employee Handbook is provided to every employee upon hire and updated at the beginning of each school year, ensuring that staff are aware of written policies. The Gateway Organizational Chart defines roles, responsibilities, and relationships among leadership and staff members.

Operational practices are an ongoing topic of discussion at Gateway during all-staff, departmental, and individual meetings. These practices can be adjusted as needed based on student outcomes, reflecting a commitment to continuous improvement.

Staff indicated that when a new Student Information System goes into effect, the entire school would benefit from training. In addition, with the growing number of EL students, staff indicated the need for site-wide training on EL strategies and best practices.

***Staff: Qualified and Professional Development* that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school has created onboarding systems and handbooks to better communicate school policies. Staff has indicated that they will continue to benefit from EL professional development, as indicated in Focus Groups, the Self-Study report, and LCAP. As staff participates in this training, the school should develop systems to measure the impact on student achievement.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

Gateway's resource allocation process involves board approval, with the budget developed based on the LCAP, a dynamic document guiding responsible fiscal decision-making. Updates on resource expenditures related to school-wide goals are provided by the Executive Director and Chief Business Officer (CBO). Expenditure requests are submitted to the principal and CBO, who then formalize the requests to the Executive Director.

The Executive Director and CBO collaborate to maximize funds from the Comprehensive Support and Improvement Plan (CSI) grant, allocating these resources to Summer School programs, hiring additional

Instructional Assistants, and providing materials to enhance graduation rates.

Annually, an external audit by an independent firm, approved by the California State Controller's Office, is conducted. The audit findings are reviewed and approved by the Board of Directors and shared with the Charter Authorizer (RCOE) and relevant state agencies.

The staff, students, and families indicated that Gateway's facilities are currently safe, functional, well-maintained, and adequate for students' learning needs. However, with the school's growth, there is a need to strategize the master schedule to maximize classroom and office space usage. Additional classroom space is required, whether through physical expansion or extending class schedules into the late afternoon. The school's Board is thoughtful about growth and the need for additional facilities.

Gateway relies on in-kind support from Riverside City College, where it is located, for its facilities. The school is currently exploring additional space in collaboration with Riverside City College.

A need for classroom and office furniture has been identified, with the last purchase made in 2012. New, flexible classroom furniture is budgeted to arrive in October 2023, and recent upgrades to carpet and flooring have already been completed.

The VC confirmed that at regular meetings, staff can request instructional materials, equipment, and additional personnel to meet student needs. The Executive Director, principal, and CBO work together to identify these needs and adapt the budget accordingly. Gateway's history of responsible fiscal decision-making ensures that reasonable requests for materials and personnel are routinely fulfilled to support classroom and counseling needs.

***Resources* that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

It is clear to the VC that human, material, physical and financial resources are sufficient and used appropriately to support student success. School leadership, faculty and many staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan and the LCAP. The school has been transparent about their resources and budget. As indicated in Focus Groups, there is a need to expand facilities to better meet the academic needs of their English Language Learners.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines

internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

Gateway's LCAP serves as the foundation for the school's financial and resource planning, developed through a year-long process with input from students, staff, and parents. The LCAP identifies specific goals and actions where resources will be allocated, with all expenditures linked to one of these goals.

The Leadership Team meets weekly to stay informed about fiscal and legislative trends that may impact the school's goals and planning. These meetings also ensure that the school's financial plan aligns with the LCAP goals and the mission and vision of Gateway.

The Chief Business Officer (CBO) provides a detailed financial report to the Charter Board monthly, including revenue and expenditure information, and notes any variances. Preliminary and final budgets are presented to the board for approval, with opportunities for stakeholders to provide input.

Gateway reports to RCOE and the State with interim reports twice a year, allowing for necessary adjustments. Fiscal policies were updated in the 21/22 fiscal year, and the business and operations team adheres to fiscal policies and SACS accounting standards, with monthly purchasing operations reviewed by the Board.

The leadership team meets as needed to review compensation packages, benefits, and job descriptions, with management compensation set by the Charter Board based on recommendations from the Executive Director. Executive Director compensation is determined after a compensation comparability study in accordance with California law.

Recommendations for additional staffing needs are brought to the Charter Board for approval. Compensation studies are conducted for all staff levels to remain competitive.

Gateway meets specific reserve requirements as mandated by its Charter Petition and California law. An enrollment campaign for 23/24 was initiated late in the 22/23 school year, involving marketing efforts and "ground game" work to attract students.

Gateway received approval for the Middle College and Early College Grant, planning to allocate funds for marketing and advertising the dual enrollment program. The school provides all required fiscal, accountability, and compliance documents to RCOE, the California Department of Education (CDE), and the Special Education Local Area Plan (SELPA).

Submissions requiring public comment are included on Charter Board Meeting Agendas, allowing for adequate public review and feedback.

***Resources* that supports high achievement for all students. [CHARTER SCHOOLS ONLY]**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:
The school is highly effective in developing policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Strong retention of staff
2. Diverse Board of Directors
3. Strong processes to facilitate board oversight
4. Large reserves for small school
5. Fiscal policies and controls

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Further development of data capture, reporting, and analysis capacities for student enrollment, average daily attendance, and student outcomes (need to analyze and address student sub-group outcomes) (from Ch. 11)
2. Incorporating area leads/managers to meet the demands of more complex operational and school program needs (updating organizational chart and ensuring the staff understands reporting lines and areas of responsibility)
3. Teacher Evaluations to include the CSTP's (California Standards for the Teaching Profession) and CCSS accountability
4. Formalizing PD requests to ensure alignment to SLO's, provide relevant opportunities to further staff education in their focus areas, better track staff-wide needs and PD expenditures
5. On-site PD's for all staff to support LCAP goals

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the

actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

Gateway staff participate in ongoing Professional Development rooted in current educational research and practices. These workshops occur both on and off-campus, including attendance at Riverside County Office of Education PD programs.

Teachers actively share their learning and resources with their colleagues, fostering a collaborative learning environment. The curriculum adopted by Gateway adheres to promising educational practices and supports academic standards. For instance, the StudySync curriculum aligns with Common Core ELA standards, offering engaging and rigorous content.

Gateway recognizes the need for additional ELA offerings and is exploring courses like LatinX literature to meet student interests.

In Math, the curriculum includes Basic College Mathematics 11th edition Pearson (textbook) and ALEKS for Algebra 1.

The Social Science curriculum comprises four different textbooks, each connecting to California History Social Science Standards. These resources are accessible to students both physically and through Canvas. APEX courses provide rigorous A-G offerings suitable for various learning settings.

RCC College courses follow college standards, aligning with CCSS and College and Career Readiness standards. Unit Plans prioritize academic standards, and the recent inclusion of College and Career Readiness Standards was a result of this self-study.

Gateway offers a comprehensive Career Week event aligned with Career and College Readiness standards. It includes workshops on job searching, resume building, and interview skills, providing students with valuable resources.

Guidance classes, such as Guidance 47 (Career Exploration and Life Planning) and Guidance 48 (College Success Strategies), are taught by Gateway staff and support College and Career Readiness. They introduce students to college life and norms, making curriculum relevant through personalized activities.

These courses align with Gateway's SLOs and standards, featuring guest speakers who connect content to real-life experiences. Students engage in activities and assignments in core classes that promote critical thinking, effective communication, and mastery of college-level writing and career-related skills.

The VC confirmed that students who need to make up credits or are new to Gateway participate in APEX courses. Teachers stated that there is a high number of students who sign in to take courses.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school has a population of students in 9th-12th grades, who entered the school with a variety of needs. Curriculum is designed to support students with their academic needs but varies among hybrid and online. To increase equity and academic achievement, determining the root cause for achievement

gaps through relevant data will allow the school to better personalize instruction for students.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

Gateway's educational plans are highly personalized to align with each student's individual goals, whether they aim to pursue a CTE Certificate, transfer to a university through IGET-C coursework, complete an Associate Degree, or explore various career interests. Students have the opportunity to join RCC clubs related to their career interests, although only a few actively engage with these clubs. Gateway encourages students to participate in college-run events, such as college fairs and CTE exploration days, and also organizes its own events like Career Week to enhance career-related skills. Students play an active role in selecting courses, professors, and course schedules, demonstrating agency in their academic choices. Additionally, Gateway's curriculum promotes rigor, relevance, and real-world application, with plans to expand course offerings to reflect the diversity of its students.

The integration of technology tools into instruction enhances the learning experience by providing various modalities to make learning relevant and engaging. This approach allows students to connect their learning to real-world experiences, fostering critical thinking and maximizing engagement. The holistic model for Specialized Academic Instruction (SAI) at Gateway overcomes the limitations of traditional delivery models, offering continual instructional support to general education teachers and reducing stigma associated with special education services. While Gateway acknowledges the need for further work in implementing the state EL Roadmap, it has revamped its EL Plan to accurately reflect its services for English learners, fostering communication between teachers, parents, and students through various channels, including email, phone calls, and the Remind app. Counselor and parent meetings enable adjustments to educational plans, and Gateway provides connections to RCC programs and services to support students' college transitions, while progress reports keep parents and students informed about educational progress.

The VC was impressed with the quality of hybrid courses; however, it was clear that in-person students collaborated more frequently than students online.

Equity and Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Gateway is effective in providing equal access to the curriculum for all students, and they, along with their parents, are integral parts of creating each student's educational plan to meet graduation requirements and prepare for future goals. The school continues to work on their implementation of the state EL Roadmap.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Relevance - autonomy to modify curriculum regularly for students' needs and interests
2. Accessibility - in person / hybrid - video recordings
3. Ample resources to keep curriculum current
4. Teachers access to Curriculum Professional Development

Growth Areas for Continuous Improvement for Curriculum:

1. ELD curriculum/additional resources (from Chapter 2)
2. Crosswalking of curriculum to SLO's and Be H.E.R.E. campaign
3. Need more hands-on application and field trips (internships)
4. Using community resources in classrooms

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

At Gateway, it was evidenced in Canvas that teachers maintain up-to-date Unit Plans that outline the material covered in their courses, including targeted standards and Student Learning Objectives (SLOs).

These plans serve as a tool for teachers to identify College and Career Readiness standards and focused standards in that area. The evidence, including Unit Plans, Canvas activities, and authentic student work, indicates that students are actively engaged in challenging and relevant coursework. Teachers regularly make adjustments to content and instructional strategies as needed. The school is also focusing on implementing structured classroom observations with the help of a new Coordinator of Instruction and Learning.

While the curriculum and instruction are engaging and relevant, the school identified and the VC confirmed that there is room for improvement in terms of student engagement and collaboration in Breakout Rooms. Although students use tools like shared documents and Jamboard to collaborate, they may not be highly active in these settings, particularly when collaboration is required. The VC confirmed that screen sharing is a common practice in all Gateway classes, allowing teachers and instructional assistants to provide immediate support and assess students' progress. In APEX classes, students work mostly independently but receive additional support and accountability from the APEX teaching staff in APEX lab. The school aims to establish a protocol for teachers to review each other's instructions, rubrics, and student work to ensure alignment with standards and the relevance and rigor of assignments.

Student Engagement in Challenging and Relevant Learning Experiences **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school offers different and personalized pathways for each student through their personalized student plans. There is a continued need to develop ELD support for students, as indicated on the school's LCAP and in Focus Groups. College and Career opportunities are a true strength of the schools, and the school has indicated the need to increase career internships and real world experiences for students.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3.Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

Gateway provides effective professional development opportunities for teachers, especially newer ones.

Teacher Induction through the Center of Teacher Innovation (CTI) offers the latest instructional strategies and technology-focused training, sponsored by Gateway. Ongoing professional development aligns with school-wide goals in the LCAP, and leadership fully supports it financially and in terms of time away from campus.

As a hybrid school, Gateway constantly strives to enhance strategies that work well for both in-person and online students. The VC commends the school for their innovation and adaptability. Teachers attended the Online Teaching Institute conference to facilitate higher-level discussions, build community cohesion, and improve instructional design for effective hybrid learning. Kick-Off Week at the beginning of each term allows teachers to collaborate and refine techniques based on past experiences.

Gateway also worked with an outside consultant to incorporate hybrid learning strategies, including simultaneous, hybrid, and blended learning. This involved collaborative book studies and training for both teachers and instructional assistants, ensuring effective support for students and teachers in hybrid classes.

Additionally, Gateway adopted the Expository English curriculum (ERWC), modifying it to meet the unique needs of students. Technology remains a vital component of the ERWC curriculum, enhancing the course's overall effectiveness.

Technology plays a crucial role in all Gateway courses, with students utilizing various online platforms and apps to create content, while teachers serve as facilitators to guide their exploration and content creation. Tools like PearDeck, Jamboard, EdPuzzle, Quizizz, and Teacher Dashboard enhance classroom engagement, interactivity, and management. Additionally, iCivics offers an online curriculum with educational games to reinforce lessons, while Typeform enables the creation of surveys and quizzes. With a 1:1 campus and the Canvas Learning Management System, teachers can create interactive courses for both in-person and online students, providing diverse options for content delivery and real-time student work review.

Students at Gateway engage in creative and critical thinking through weekly essential questions that connect course content to real-life applications.

The VC confirmed learning objectives in classes in student-centered language. Prompts are also in Spanish to engage more students. Teachers require students to share screens to ensure accountability. The VC also confirmed strong strategies in hybrid and online learning were utilized effectively for student engagement and student learning.

As indicated on Canvas and through classroom observations, in Social Sciences, this involves addressing standards and learning outcomes by encouraging critical and creative reasoning as well as effective communication. Modules in U.S. History and World History focus on historical units linked to high-interest essential questions, facilitating connections between historical material and contemporary issues. Government and Economics modules prioritize practical life skills and critical thinking, emphasizing student-centered approaches that foster autonomy and classroom community. Essential questions empower students to relate their learning to their lives, enabling them to construct their understanding of the past while analyzing historical continuity and change through a critical lens. This approach also exposes students to various technological skills, including working with Google documents, creating graphs, using Google Translator, and compiling data from external sources like Census data.

Gateway math courses emphasize real-world problem solving through Project-Based Learning, fostering critical thinking and authentic applications such as cultural presentations and event planning. Students in the Foundation Math course develop computer skills by utilizing various tools in Google Docs, enhancing their communication, organizational, and research abilities, which are valuable in both careers and lifelong learning. ELA courses at Gateway empower students to apply their knowledge through

argumentative writing, focusing on real-life issues, research, and persuasive reasoning. In the Guidance courses, students learn to navigate resources, develop self-evaluation skills, and plan their educational journeys, culminating in measurable and realistic goals. Summative assessments are often project-based rather than exams, fostering creativity and self-direction. Gateway is also working on providing meaningful and relevant field trips for students, such as visits to the Museum of Tolerance and local museums.

In Focus Groups, staff shared that surveys are given to see if the knowledge they are attaining is relevant. Once the data becomes available the school will use it to help modify curriculum and instruction.

Student-Centered Instruction through a Variety of Strategies and Resources **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Gateway is effective in providing a variety of strategies and resources to create an equity-centered learning environment. The VC commends Gateway teachers for their thoughtful approach to the hybrid model and their willingness to adapt to best meet the needs of their students. It was clear that each lesson focused on the social and emotional well being of students and academic standards. To move to highly effective, using relevant data to provide timely academic interventions would support high achievement for all students.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Addition of Instructional Leadership member (hiring of Coordinator of Assessment, Teaching and Learning) (from Chapter 2)
2. Ability to teach own sections of RCC Guidance Courses
3. Prioritizing Professional Development
4. Varied strategies and choice in assessments across all Gateway classes
5. In-class Student Support for Instruction with effective Instructional Assistants in all classes

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Need to incorporate more explicit teaching of SLO's (Unit Plans to include crosswalk to SLO's and Be H.E.R.E. focus areas).
2. Incorporate a stronger career focus in core classes to include a focus on Career Technical Education and Career Readiness
3. Need more real-world experiences (internships, job shadowing, service projects)
4. Staff collaboration on cross curricular teaching
5. Gateway students need more exposure to higher education (college tour field trips, interviews, projects)
6. Peer collaboration

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

At Gateway, assessment practices revolve around standardized, mandated testing to report authentic student progress to various stakeholders, including parents, staff, and educational partners like RCOE. It was clear to the VC, through Focus Groups, the SS reports, and evidence, that NWEA's MAP Testing is a primary school-wide assessment, but in the beginning stages at Gateway. It is not currently being used to monitor and modify instruction based on student academic growth.

Despite the unique setting, Gateway adheres to all required tests, including CAASPP, ELPAC, and CAST testing, although these may be less reliable measures of student growth. Varied data analysis occurs at the start and end of each school year, term, and mandated testing session, with a focus on student performance, classes passed, and GPAs.The school has identified this continued identification of relevant data and the intentional analysis to improve student outcomes as a continued area of growth.

It was clear that fair and effective assessment practices are employed in GCCA classes, both for high school and college credit. While Riverside City College's assessment practices have limited control, counselors ensure alignment with Gateway's requirements and values by reviewing course outlines and syllabi. Canvas, the school's learning management system, is utilized to collect and analyze student performance data, tracking student engagement, assignment completion, and grades. Students and parents can also monitor progress through Canvas and PowerSchool. Gateway emphasizes aiming for C grades or higher, and students earning D or F grades may take an "incomplete" and continue the course in the following term. Additional supports, such as extra lab time, 1:1 assistance, and course extensions, are provided to students performing below grade level. Extensions are offered after each term to give students additional time to master learning objectives. Their flexibility truly allows for student achievement

success.

The VC confirmed that students are provided with Educational Plans that outline their projected courses and graduation date, with counselors considering their interests to align the courses accordingly. Counselors regularly update and adjust these plans as students progress or face challenges toward graduation.

APEX courses employ intermittent quizzes to measure content mastery section by section, offering insights for re-teaching when necessary. End-of-course comprehensive exams evaluate learning and standards attainment. The VC confirmed in Focus Groups that screen sharing during test administration is standard practice to ensure authentic work.

Genuine curiosity ensures engagement- In math courses, diagnostic tests inform instructors about topic mastery, and weekly quizzes assess ongoing understanding. Foundation math students work on projects spanning the semester, advancing when they demonstrate mastery in their current project. Daily assignments and chat interactions also serve as assessments.

Using Assessment to Analyze and Report Student Progress **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The school is in the process of developing systems for the collection and reporting of data. While the school currently does some data analysis (absences, PBIS), the visiting committee confirmed that this is an emerging practice. This is an identified and prioritized goal for Gateway.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

Gateway teachers use both formative and summative assessment data to inform and adapt their instructional approaches, adjusting content scaffolding based on students' academic abilities. They assess formative and summative assignments for misconceptions and common errors, conducting collaborative reteaching when necessary, promoting peer interaction and support. With the absence of timely MAP data and an SIS, Gateway teachers rely on anecdotal data and formative data. For students in APEX, they are able to see and track their progress on the learning platform. Various classes employ rigorous,

standard-based authentic assessments with real-world relevance, including performance tasks and community-based assignments to foster creativity, collaboration, and critical thinking. The grading process is dynamic, adapting as needed to provide targeted feedback, and students receive feedback during class discussions from teachers, instructional assistants, and peers, enhancing their confidence in critical thinking. For instance, changes were made to grading methods, like adjusting assignment points, to offer students more opportunities for improved feedback and grades.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Gateway teachers are effective in the use of anecdotal assessment strategies to monitor and modify the learning in the classroom; however, due to the inconsistency of relevant and timely quantitative data, the schools lacks a systematized approach to effectively monitor and modify the learning in the classroom. This is an identified area of growth for the school, as they have hired a Coordinator of Assessment/Teaching and Learning.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Effective use of resources to add Instructional Assistants to support underperforming/special populations students
2. Instructional modification based on individual student needs as identified by classroom assessments and observations
3. Choice in classroom-based assessments
4. DASS status which helps us rely on more relevant benchmark testing for students

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Using MAP testing results to steer instruction more meaningfully (Exact Path) (from Chapter 2)
2. Need a dedicated point person for testing and for student communication to follow through with students for motivation (from Chapter 2)
3. Making assessment results meaningful to both students and parents for goal-setting (from Chapter 2)
4. Need better partnerships with students in goal-setting as part of school culture

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

Gateway actively engages parents in the teaching and learning process, especially as they enroll more students, recognizing the importance of parental involvement. They invite parents to join community and RCC events through email, Remind messages, and social media platforms. Remind, in particular, is used for communication, offering parent-only groups for safety alerts, surveys, and community resources. Families and students are encouraged to schedule personalized school tours, fostering an understanding of Gateway's environment. Additionally, partnerships with local schools and counselors provide insights into what Gateway offers. PowerSchool is utilized for enrollment forms, granting parents access to real-time student information, including grades and attendance. Chromebook technology training is offered to students and families, and Career Week in 2022 exposed students to various career-related workshops and assignments. Bi-weekly team meetings between counselors and teachers allow for a thorough review of each student's progress and needs.

In the Winter of 2023, Gateway organized a Parent Voices event to ensure accessibility for all parents, holding sessions in the morning and evening. At these meetings, parents provided valuable feedback on Gateway's operations and had the opportunity to seek clarification on classes and curriculum. This open and respectful dialogue led to improvements, including enhanced access to course curriculum. Additionally, Gateway hosts annual FAFSA/Dream Act workshops to assist students and parents in navigating the application processes, further demonstrating their commitment to supporting families in the education journey.

Parent and Community Engagement **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Gateway embraces the engagement of Parent and Community involvement as evidenced in Focus group meetings. Parents confirmed school communication is transparent to provide for a safe environment encouraging parental inclusiveness. Community programs partner with Gateway to offer additional multifaceted support for students. The school seeks to find ways to actively engage families in the learning environment of their students, as indicated on their LCAP.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional

needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

Student and Staff safety at Gateway (and RCC) is a high priority. The school has an adapted Safety Plan that now includes Active Shooter Training.

Riverside City College (RCC) provides valuable support to Gateway in various aspects of creating a safe school environment, both physically and electronically. RCC's Service Desk assists with custodial needs, ensuring clean and safe physical spaces, and responds promptly to hazardous item removal and room setup requests. Collaboration with RCC's College safety and Emergency planning coordinator enhances safety measures, with staff and students encouraged to use the Rave Guardian app for up-to-date campus information during emergencies. Gateway also has clear electronic use expectations and guidelines, with students agreeing to abide by the Gateway College and Career Academy and RCCD Media Use Policy, fostering a secure online environment. Located near the RCC Police Department offices, Gateway benefits from a vigilant community and proactive supervision efforts to maintain a positive tone and build relationships with students.

Gateway emphasizes high expectations and a caring environment for all students, as conveyed by the Executive Director's message that "you belong here." This message reflects the school's commitment to ensuring that each student feels cared for and valued while acknowledging their uniqueness to meet the set high expectations. The Counseling Team maintains an open-door policy, with each counselor available to address students' and parents' needs, despite students being assigned to specific counselors. Gateway's historically low student-to-counselor ratios contribute to effective support and a deep understanding of students and families. Additionally, every class provides a syllabus, both internally and on Canvas Course shells, outlining policies, expectations, and standards, allowing students and parents a clear understanding of what is required while reflecting the unique personalities of teachers while maintaining consistency with school-wide messaging.

Gateway was an early adopter of PBIS. Gateway and PBIS principles share a common vision of sustainable, evidence-based, whole-school systems that support both behavior and academic success. In an effort to bring consistency and inclusion of all stakeholders to the updating and implementation of Gateway's existing support systems, they adopted the PBIS framework.

***School Culture and Environment* that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee confirmed through Focus groups that students are engaged in a variety of support tiered strategies. Gateway students have access to teachers and support staff to ensure inclusion in their educational goals. It was clear to the VC that the entire school staff respects and prioritizes families and students. The care provided is intentional and highly personalized.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

Academic support at Gateway begins with the Welcome Meeting, where students, parents, and counselors collaborate to determine the most suitable attendance option (in person, hybrid, online) for each student's success. Students are placed in the program that best aligns with their current needs, with flexibility to adjust program placement as needed. Gateway and APEX courses incorporate built-in academic support, including instructional assistants in classrooms and labs. Additional academic support is provided through extra lab hours and a 30-minute lab session at the end of each class, allowing teachers to offer timely remediation and re-teaching. While support for English learners is an area of focus for future development, Gateway offers flexible instructional options, enabling students to access various courses, including college and high school courses, tailored to their preferences and goals.

The VC confirmed that Gateway has implemented the tiered Attendance System that systematically engages students in attendance practices that encourages student learning.

Gateway provides essential personal support to its students beyond academics and mental health. The school has established a beneficial partnership with Panera Bread, where staff collects and donates "end of day" bread and items to students and their families weekly. This initiative has become a reliable resource for some students and their families. Additionally, Gateway has a dedicated counselor serving as a Homeless and Foster Liaison, working to identify and support homeless students, connect them with educational services, inform parents and guardians of opportunities, mediate disputes, and liaise with state coordinators and school personnel. The school also actively participates in regional collaborative efforts, such as RCOE's "CWA" Work Group, to serve foster and homeless youth. Gateway's strong partnership with RCC enables students to access various RCC programs and resources, further supporting their success during the transition from high school to college. This includes financial aid workshops, career exploration presentations, and referrals to address basic needs through the Student Health and Psychological Services department.

Personal, Social-Emotional, and Academic Student Support **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee confirmed students have consistent social-emotional support in place in

addition to individualized academic growth plans as evidenced through Focus group conversations. Gateway staff prioritizes flexibility and availability toward student needs. Once thoughtful data systems are in place, the school can use this data to provide timely and relevant academic interventions.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Student supports: extra labs/tutoring schedule, mental health supports, Instructional Assistants, etc.
2. Flexible schedule to accommodate student needs (hybrid, in person, online, synchronous and asynchronous options)
3. Regularly scheduled multi-disciplined team meetings
4. Be H.E.R.E. (PBIS System)
5. Multi-Tiered Student Support/Attendance Program

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Sped/EL support - Need to prioritize accessing data in a timely manner so students can be served more effectively. (from Chapter 2)
2. Need additional focused training for Instructional Assistants.
3. Community building for students - Need to add creativity for community-building with students who attend differently. (from Chapter 2)
4. Extra curricular and co-curricular opportunities need to be enhanced.
5. Formalized plan for graduate follow-up studies

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who,What, and Why for each schoolwide strength.**

1. The school and governance has a collaborative school culture focused on relationships, student and organizational success, student voice, collective accountability, camaraderie, and support for all students and staff. The school is true to their mission, vision, and PBIS framework. Their ownership of their tiered processes ensure consistency and focus on mental health.
2. Administration is highly reflective of the needs of the school, and intentional about the decision-making that occurs.
3. Teachers tailor instructional materials to highly personalize curriculum, meet the needs of all their

students, and make connections with students. Instructional Aides in all classes support teachers and students and are valued assets.

4. The entire staff is dedicated to the well being of their students; this extends to mental health, food and housing insecurity, and connection.
5. The timely partnerships within the school create an individualized support system for each student creating meaningful obtainable areas of growth, accessibility of curriculum and materials, and equity of guidance classes on their campus to ensure consistent college and career information.
6. Students expressed great pride in their school, including their teachers and administration. All students interviewed shared they appreciate the flexibility of the hybrid schedule and that teachers check in daily about their mental health and academic progress.
7. There is a vested community ownership, as evidenced by the tenure of staff, the reflectiveness of board members, dedication of families, and returning alumni.
8. Families praised the communication from the entire school, the commitment of the teachers, the accessibility of the counselors, and the flexibility of the school. They believe the personalized education their students are receiving is what makes Gateway truly special.
9. Strong community partnerships with Riverside Community College, Life Source and others provide additional support, resources, and options for students and families.
10. Classified staff thoroughly communicate with families and students with intent to ensure the highest quality of service.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.
Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

1. **LCAP Goal #1: GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.**
    a. Sped/EL support - Prioritize accessing data in a timely manner and provide targeted curriculum/additional resources to serve students more effectively
    b. Teacher Evaluations/Trainings to include the CSTP's (California Standards for the Teaching Profession) and accountability for CCSS
    c. Further development of data capture, reporting and analysis to enhance student outcomes (need to analyze student sub-group outcomes)
2. **LCAP Goal #2: GCCA students will be prepared for college and career.**

a. Incorporate stronger career emphasis in core classes to include a focus on Career Technical Education opportunities and Career Readiness
b. Strengthen/improve existing career pathways and expand the number of regional industry aligned pathways we offer.
c. Create partnerships for work based learning and apprenticeships

3. **LCAP Goal #3: GCCA students will be engaged at school.**
    a. Appoint a dedicated point person for all testing (ELPAC, MAP, CAASPP, CAST) to communicate and follow through with students to encourage goal-setting and motivation
    b. Use MAP testing results to steer instruction to be more personalized and result in greater student engagement (In core courses and with Exact Path).
    c. Incorporate more explicit teaching of SLO's (Unit Plans to include crosswalk to SLO's and Be H.E.R.E. focus areas)
    d. Increase and improve efforts to foster a sense of connection/community among students, parents, and staff with a special emphasis on students participating in virtual and hybrid programs.

In addition, the visiting committee has identified <u>additional concrete, specific</u> growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

The Visiting Committee does not have additional areas of growth; however, has recommended that Gateway prioritizes three specific action steps as identified in Chapter IV.

<u>Under LCAP Goal #1:</u>

PRIORITIZED Action #5: Student Data Collection and Analysis (including a Student Information System and consistent and relevant data to better understand the impact of school programs and identification of performance gaps and track interventions (academic and social and emotional).

PRIORITIZED Action #6: Faculty and Staff Training (with the focus on ELD and collaboration with other schools with a similar model)

PRIORITIZED Action #11: English Language Support (specifically with the implementation of a designated ELD course)

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The schoolwide action plan is robust and aligned with student needs, school goals, and the charter's mission and vision. Gateway College and Career Academy understands and supports the need to diagnose, plan, implement, monitor and refine as needed the actions in the schoolwide action plan. The school community demonstrates commitment to equity, diversity, and inclusion evidenced by goals and

progress on the schoolwide action plan. Increased collaboration around meaningful academic assessments, English Language supports (including designated ELD), and data analysis will provide the foundation for more intentional instructional changes and priorities to better meet the needs of all students.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school team analyzed all relevant data/information about the major student learner needs and student achievement, school operations and programs as the foundation for growth areas in the action plan. The school team's development of the action plan/LCAP is focused on improving student achievement and well-being. Specific actions and strategies are identified to meet all student needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. School leadership articulates a sense of urgency and the need for sustainable results of increased student learning across the entire school. The entire school community understands and supports the need to diagnose, plan, implement, monitor and refine as needed actions in the schoolwide action plan and LCAP.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	x			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		x		
Vision and Purpose (A1)	x			
Governance (A2)	x			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		x		
Staff: Qualified and Professional Development (A4)		x		
Resources (A5)		x		
Resources (Charter only) (A6)	x			
Rigorous and Relevant Standards-Based Curriculum (B1)		x		

Equity and Access to the Curriculum (B2)		x		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		x		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		x		
Reporting and Accountability Processes (D1)			x	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			x	
Parent and Community Engagement (E1)		x		
School Culture and Environment (E2)	x			
Personal, Social-Emotional, and Academic Student Support (E3)		x		
Acceptable progress by all students		x		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	x			
Capacity to monitor and implement the schoolwide action plan/SPSA	x			

Appendix M

DASS Certification

Dashboard Alternative School Status (DASS)
Eligibility Certification

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type *(check one)*: ☐ Alternative School of Choice ☒ Charter School

School Information

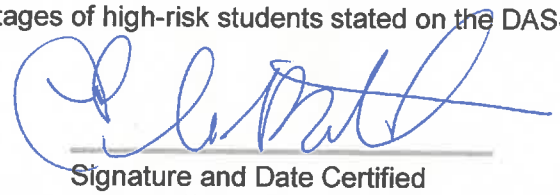
33-10330-0128777	Riverside
County-District-School (CDS) Code	County Name
Gateway College and Career Academy	Riverside County Office of Education
School Name	District Name

DASS Coordinator

Miguel Contreras	Executive Director
Coordinator's Name	Title
951-222-8089	Miguel.contreras@rcc.edu
Area Code and Phone Number	E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Elena Bautista	
School Principal's Name	Signature and Date Certified
Miguel Contreras	4/21/2023
Superintendent's or Charter School Administrator's Name	Signature and Date Certified
Jill Marks	4/21/2023
Board President's Name	Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.

April 21, 2023

4800 Magnolia Ave.
Riverside, California 92506

Mrs. Barbara Hale, President
Riverside County Board of Education
3939 Thirteenth Street
Riverside, California 92501

RE: Notification of Dashboard Alternative Schools Status (DASS) Eligibility

Dear Board President Hale and Members of the Riverside County Board of Education:

Gateway College and Career Academy staff and Board members are pursuing the renewal of the GCCA designation as an alternative school as defined by the California Department of Education. The charter school serves well above the proportion of seventy percent high-risk students set forth by the CDE. During a regular meeting of the school's governing board, the student data collected by school staff to establish DASS eligibility was certified by a unanimous vote. Ninety-one percent (91%) of current GCCA students meet at least one of the identified high-risk categories for a DASS school.

The DASS designation is helpful as the school moves forward with its next phase of planning for improvement, allowing for appropriate performance tracking and comparison to other schools. It is increasingly important that GCCA be recognized by all stakeholders and the general public as a school serving students considered to be high risk within a very unique and rigorous school program.

Official alternative school designation positions GCCA to better fit into the changing landscape of California school accountability and plan for improved student outcomes more effectively. Thank you for your time and your continued support.

Sincerely,

Jill Marks, Board President

Gateway College and Career Academy

Enclosures

CC: Dr. Edwin Gomez, Riverside County Superintendent of Schools
Amanda Corridan, Chief Academic Officer
Dr. Corey Loomis, Director Charter Schools Unit

think beyond diploma

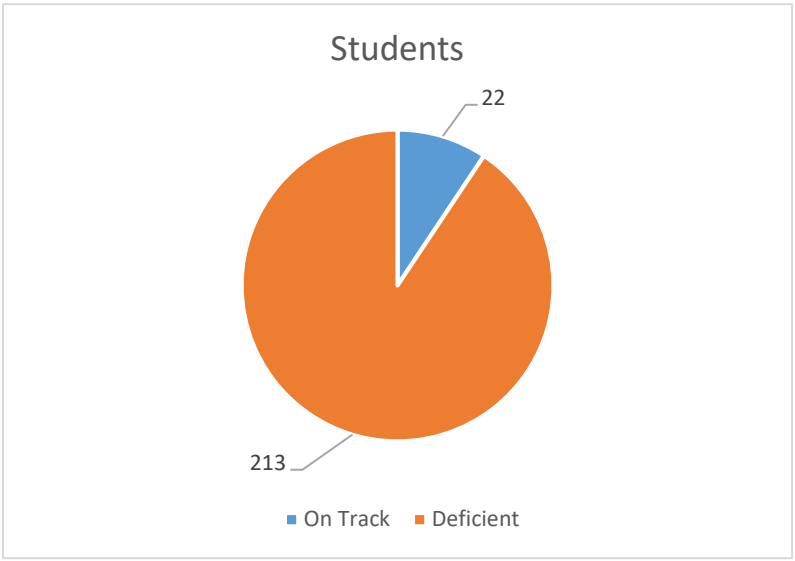
This report reflects data extracted on March 17, 2023 from Power School SIS. Of the 235 enrolled students, 213 (91%) were identified as being high-risk students under the criteria developed the California Department of Education (Recovered dropouts, Foster Youth, Homeless Youth, Credit Deficient, etc.). These findings are consistent with the intended drop-out prevention and recovery mission of the charter school and exceed the minimum requirement for proportion of "high risk" youth being served (70%+) for Dashboard Alternative School Status designation.

Average Current Age	16.9
Average Age at Entry	16.1
Average Credits at Entry	67.3

Data Source: PowerSchool 3/17/2023

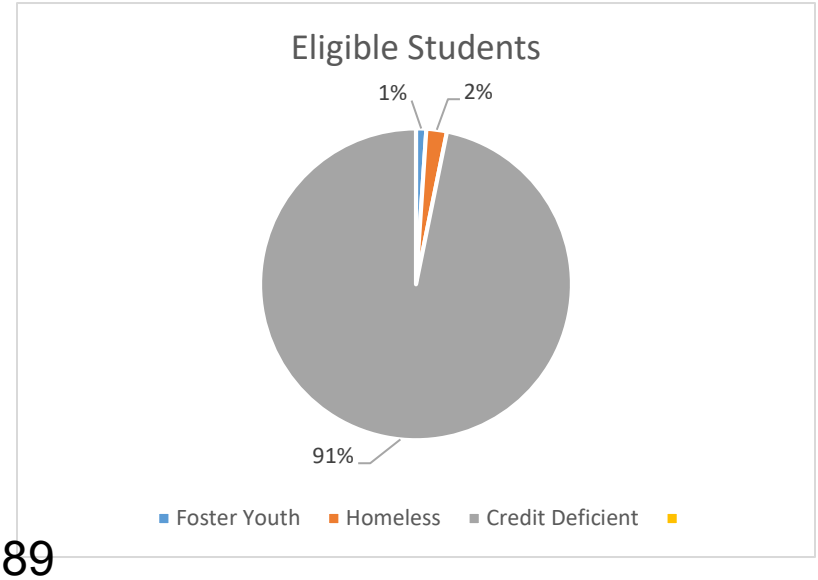
	Count	Percent
Not Available	N/A	N/A
On-Track	22	9%
Credit Deficient	213	91%
Total	235	

Data Source: PowerSchool 3/17/2023



	Percent	Total
Foster Youth	1%	3
Homeless	2%	5
Credit Deficient	91%	213
Total At-Risk on 3-17-2023	94%	221
Total Enrolled on 3-17-2023		235

Data Source: PowerSchool 3/17/2023



Foster	Homeless	Credit Deficient	Credits at Entry	OG Grad Year	Age a Entry	Current Age	DOB	State Student Number
1			50	2021	18	20	5/8/2002	7159286856
1			60	2021	16	18	8/28/2003	2176110955
1			165	2023	16	17	6/6/2005	2685744009
	1		85	2022	18	19	6/13/2003	9177453371
	1		75	2019	17	22	9/3/2000	7123282536
	1		75	2023	18	19	2/21/2004	5197033258
	1		77.25	2023	18	18	11/11/2004	3160286368
	1		60	2022	18	19	12/14/2003	4416540941
		1	91	2024	16	16	7/26/2006	9167813651
		1	45	2024	16	17	1/30/2006	9188650710
		1	48.5	2024	16	17	1/6/2006	3553644857
		1	25	2023	16	17	12/21/2005	4297511880
		1	45	2023	17	17	7/24/2005	4547390714
		1	25	2023	16	17	3/14/2005	9020534624
		1	92.5	2023	17	17	6/13/2005	9501876630
		1	15	2024	15	16	8/28/2006	2485025324
		1	70	2024	16	16	3/25/2006	1606882296
		1	40	2023	17	18	12/8/2004	8367614831
		1	175	2022	18	18	3/17/2004	5336939160
		1	158	2022	18	19	6/25/2003	6223257202
		1	45	2020	18	20	10/10/2002	6162825194
		1	100	2023	17	18	3/14/2005	7937008413
		1	75	2023	17	17	9/4/2005	1695917237
		1	95	2023	17	17	8/15/2005	8687264872
		1	55	2024	14	15	4/7/2007	8714631756
		1	45	2025	15	17	5/29/2007	4317317728
		1	60	2025	15	16	11/29/2006	2600688554
		1	40	2025	15	15	6/19/2007	8308892553
		1	55	2024	17	17	11/22/2005	6193868894
		1	119	2024	16	17	2/8/2006	9438580361
		1	65	2025	15	15	6/27/2007	6647070330
		1	65	2024	16	17	12/13/2005	8997990377
		1	86	2022	18	19	2/23/2004	3189240437
		1	85	2023	17	17	8/12/2005	4775248056

		1	56	2020	18	20	6/6/2002	2162919835
		1	40	2025	15	16	1/13/2007	6397819053
		1	35	2023	18	18	8/20/2004	2473171907
		1	85	2024	16	16	8/22/2006	8745040168
		1	35	2023	16	17	6/2/2005	9581896056
		1	105	2023	17	17	6/3/2005	5701162342
		1	0	2024	16	17	2/28/2006	6033008024
		1	25	2026	14	14	6/28/2008	2080693664
		1	160	2023	18	18	10/14/2004	6208901368
		1	60	2025	15	15	8/1/2007	6240382244
		1	150	2023	18	18	12/10/2004	7730336417
		1	116	2024	17	17	1/7/2006	2372023168
		1	20	2023	16	17	8/16/2005	5522179847
		1	125	2024	16	17	12/24/2005	8790076596
		1	105	2024	16	16	4/3/2006	2338594018
		1	106	2023	17	17	7/29/2005	1965808405
		1	145	2023	16	17	1/19/2006	2680803257
		1	120	2024	17	17	7/27/2005	9234047406
		1	30	2024	14	17	3/20/2008	8554339023
		1	132.5	2023	17	18	1/30/2005	6942279341
		1	132	2023	16	18	1/12/2006	4564003432
		1	130	2024	16	17	1/20/2006	1327674082
		1	25	2025	15	15	7/12/2007	9654624257
		1	55	2025	16	16	11/17/2006	7356699720
		1	132	2023	16	17	8/12/2005	4237412545
		1	25	2024	16	16	9/8/2006	1027127428
		1	60	2025	16	17	2/13/2006	1347493421
		1	65	2024	16	16	6/22/2006	4678508305
		1	40	2022	18	19	2/24/2004	4194493380
		1	65	2023	17	17	11/5/2005	3574831230
		1	45	2023	17	17	7/12/2005	3299469423
		1	10	2024	16	16	11/10/2006	2592694394
		1	10	2026	14	14	3/15/2008	2125529098
		1	40	2025	15	16	12/31/2006	2486823557
		1	85	2024	16	16	9/9/2006	8278561686
		1	50	2025	16	16	11/21/2006	5962443928
		1	180	2022	18	19	3/8/2004	7195855476
		1	78	2023	17	17	11/28/2005	7192549776
		1	90	2023	15	17	2/15/2006	8760453906
		1	0	2026	14	14	3/27/2008	4970386618
		1	175	2023	17	17	7/29/2005	9099710842

		1	136	2023	18	19	3/9/2004	2190428785
		1	25	2025	16	16	7/21/2006	3021169432
		1	55	2025	16	16	1/25/2007	9366031653
		1	10	2025	16	16	1/31/2007	3699188640
		1	10	2025	15	16	11/28/2006	3267378821
		1	35	2025	15	16	11/24/2007	3382313253
		1	110	2023	16	17	9/20/2005	4987317431
		1	135	2023	17	17	9/18/2005	7751103557
		1	50	2021	17	20	9/14/2004	3198402257
		1	119.5	2024	16	17	1/31/2006	4746160337
		1	75	2023	18	18	9/29/2004	9197543261
		1	120	2023	18	18	9/29/2004	7197543966
		1	45	2024	15	16	9/13/2006	6909784536
		1	35	2025	15	16	3/14/2007	7460125097
		1	35	2023	15	17	9/24/2006	3426643146
		1	35	2023	16	17	3/24/2005	8570582910
		1	25	2023	15	16	5/14/2006	2451883825
		1	185	2022	19	20	5/2/2002	4158266760
		1	95	2023	16	17	3/20/2005	4196428380
		1	4	2024	15	16	5/13/2006	5494921211
		1	95	2024	16	16	10/23/2006	3531825865
		1	0	2024	17	17	12/5/2005	8908097602
		1	0	2024	14	17	9/24/2008	2179100384
		1	55	2025	15	15	8/14/2007	3094673084
		1	30	2024	16	16	10/6/2006	5442256585
		1	30	2024	16	16	7/25/2006	7769551015
		1	155	2023	17	17	9/6/2005	1935535961
		1	65	2023	16	17	4/19/2005	3753623788
		1	10	2025	15	15	10/28/2007	2245140314
		1	10	2024	16	17	9/10/2005	3194420297
		1	20	2024	16	16	4/2/2006	1359561183
		1	38	2024	16	16	10/14/2006	5997618843
		1	50	2024	17	17	2/4/2006	6694106038
		1	90	2024	17	17	10/18/2005	8533941671
		1	50	2024	16	17	1/6/2006	7652432384
		1	88.75	2022	18	19	10/16/2003	7174556796
		1	30	2024	16	16	7/23/2006	3374354891
		1	0	2024	16	16	4/10/2006	4322896942
		1	0	2024	17	16	2/14/2004	5195216722
		1	210	2023	17	17	11/29/2005	1618610657
		1	34	2022	17	19	6/3/2005	8221638521

		1	20	2025	16	16	12/29/2006	4986033423
		1	20	2024	19	20	3/27/2002	9158680451
		1	40	2024	16	16	8/5/2006	9917335023
		1	25	2025	15	15	5/1/2007	4425705977
		1	55	2021	16	20	8/28/2002	4154667570
		1	55	2021	17	18	3/14/2005	2933513515
		1	165	2023	17	17	1/18/2004	5193038542
		1	62	2022	17	17	5/9/2005	9747843502
		1	125	2023	16	17	2/25/2005	9915481978
		1	70	2025	15	15	5/27/2007	7385226052
		1	95	2026	14	14	8/8/2008	1588289578
		1	0	2024	18	18	4/4/2004	8191669048
		1	30	2021	16	19	3/5/2005	8724179935
		1	60	2019	17	22	2/21/2001	2137922515
		1	95	2023	16	17	9/29/2005	1221309505
		1	40	2023	17	17	6/24/2005	5630270940
		1	21	2025	15	17	2/27/2006	8205092144
		1	21	2023	18	18	7/2/2004	6214868526
		1	60	2023	16	18	3/1/2005	8300135171
		1	130	2023	16	18	3/20/2006	3219204802
		1	56	2024	16	16	4/17/2006	3688171784
		1	95	2021	16	19	10/4/2003	7183525206
		1	95	2021	16	19	11/16/2005	6755727622
		1	10	2024	16	16	8/11/2006	4014927955
		1	24	2024	18	18	10/7/2004	3193294937
		1	106	2023	18	18	4/18/2004	7182876126
		1	75	2019	17	22	7/29/2005	5609239773
		1	55	2025	15	15	8/25/2007	3485504114
		1	170	2023	17	17	7/6/2005	9176536348
		1	55	2025	15	16	9/27/2006	1326113280
		1	55	2025	16	16	4/6/2006	9181097796
		1	95	2023	18	18	12/16/2004	8189303128
		1	85	2023	17	18	1/20/2005	2607473946
		1	30	2024	15	16	4/22/2006	8963241434
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		1	65	2023	17	18	9/29/2004	9095261130
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		1	165	2026	17	17	9/21/2005	9506004906
		1	165	2023	16	17	10/6/2005	4614685435
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		1	55	2024	16	16	7/31/2006	4392925097
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		1	95	2023	15	17	8/30/2006	1379139339
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		1	169	2022	16	19	10/11/2006	8528384790
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		1	98	2023	16	17	7/13/2006	6484084650
		1	100	2024	16	16	7/31/2006	8923445842
		1	105	2025	15	16	10/8/2006	1322758080
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		1	40	2025	15	15	10/2/2006	8763200627
		1	77.5	2024	15	15	12/12/2007	5292514484
		1	60	2022	18	19	10/30/2004	1641868435

		1	15	2024	16	16	8/21/2006	8400664889
		1	80	2024	15	16	5/27/2006	8263216787
		1	61	2024	16	17	3/6/2006	1678597751
		1	45	2024	17	17	2/16/2006	9424202747
		1	60	2024	16	17	4/18/2006	8688719968
		1	15	2025	16	16	1/27/2007	8435760827
		1	60	2025	14	15	10/27/2007	9144159030
		1	5	2025	14	15	9/27/2007	7983565727
		1	5	2025	15	15	7/22/2007	8299225225
		1	85	2023	16.0	17	10/24/2005	7429907114
		1	134.5	2024	16	16	7/28/2006	8786910374
		1	65	2025	15	15	4/6/2007	3321768756
		1	0	2023	17	17	4/21/2005	6109248576
		1	85	2023	17	17	8/3/2005	5288461661
		1	0	2026	17	17	6/16/2005	8138802587
		1	25	2026	14	14	3/21/2008	4163897474
		1	65	2024	15	16	10/10/2006	5157032512
		1	10	2025	16	17	12/9/2005	7922948668
		1	30	2024	17	18	6/16/2004	4606863300
		1	10	2025	15	16	9/8/2006	3057561516
		1	15	2024	15	16	8/3/2006	7919898107
		1	55	2023	17	17	4/6/2005	9077541232
		1	30	2025	15	15	8/27/2007	8061220967
			165	2024	15	16	1/7/2007	6621673353
			60	2024	15	16	10/27/2006	7495903045
			160	2024	15	16	7/16/2006	4552275677
			65	2025	15	15	8/21/2007	8120966218
			90	2025	15	15	4/18/2007	6314012122
			155	2024	16	16	3/14/2006	3388123901
			140	2024	16	18	3/15/2004	5002501331
			30	2026	14	14	7/26/2008	9619367095
			0	2026	14	15	11/4/2007	6395476465
			0	2026	14	15	11/29/2007	7339894031
			0	2026	14	15	11/29/2007	7578677160
			0	2026	14	15	2/16/2008	4671047316
			60	2026	15	16	2/19/2007	5950618672
			0	2025	14	14	7/17/2008	3207649050

Appendix N

2024 Graduation Rate Misreporting and Correction Plan

Class of 2024 Graduation Rate Discrepancy and Corrective Action

Overview

During a post-submission review of Gateway College and Career Academy's (GCCA) Class of 2024 graduation data, a substantial discrepancy was identified between the graduation rate reported via CALPADS and the rate calculated internally using DASS-compliant methods. This section provides a detailed explanation of the discrepancy, outlines the validated internal methodology used to determine the actual graduation rate, and highlights policy measures implemented to prevent recurrence.

Identified Issue in CALPADS Reporting

The CALPADS-reported graduation rate for the Class of 2024 was approximately **38%**, based on a total 12th-grade cohort of **167 students** and **64 recorded graduates**.

Upon further review, this rate was found to be artificially deflated due to overinclusive cohort assignments and incorrect application of the Dashboard Alternative School Status (DASS) one-year cohort methodology. Key issues included:

- **Inflated Cohort Size**:
  77 students were erroneously assigned to the 12th-grade cohort without meeting DASS inclusion criteria.
    - **18** students were placed into 12th grade upon enrolling in August 2023. Only **1** of these students was eligible for cohort inclusion.
    - **59** students were rolled over from prior-year enrollment but did not meet the **90-day cumulative enrollment threshold**. Only **13** of these met the criteria for inclusion.
- **Exclusion of Valid Graduates**:
  Among the 64 students marked as graduates in CALPADS, **3 students were not counted** in the cohort due to narrowly missing the 90-day rule, despite having completed all graduation requirements and being issued diplomas.
- **Disenrollment Misclassifications**:
  Of the 103 non-graduates in the cohort:
    - **9 students** were excluded due to not meeting the minimum enrollment duration.

- **17 students** officially disenrolled during the school year, including **2 who transferred** and **15 who did not return**. Some of these were misclassified as active cohort members.

Internal Cohort Recalculation and True Graduation Rate

Following a detailed student-level audit conducted by GCCA counselors, the data team, and administrators, the internal cohort was revised to include only students who met DASS criteria for inclusion. The updated cohort comprises:

- **61 standard diploma graduates**
- **3 unexpected graduates** (initially overlooked but verified as eligible)
- **1 newly enrolled student who graduated**
- **13 eligible prior-year rollovers**
- **2–4 disenrolled students who met DASS exit conditions**

Using **81** as the most representative denominator, GCCA's **internal Class of 2024 graduation rate** was:79%

This figure accurately reflects the outcomes of students who were actively served by the school during the 2023–2024 academic year, and complies with state guidance for DASS one-year graduation rate calculation.

Corrective Measures Implemented

To prevent future reporting discrepancies and ensure methodological consistency, GCCA has adopted a formal **Administrative Policy on Senior Placement and Graduation Cohort Designation**, which took effect for the 2025–2026 academic year

GCCA Administrative Directive

Key provisions include:

- **Clear Internal 12th Grade Placement Criteria**:
  Students are placed in 12th grade only if they are within 1–3 courses or 5–20 credits of graduation by February of the academic year.

- **DASS-Compliant Cohort Inclusion Rules**:
  Students are only included in the one-year graduation cohort if they meet DASS requirements:
    - **90-day cumulative enrollment**, OR
    - **30-day enrollment plus qualifying at-risk status**, OR
    - **Summer graduates prior to CALPADS EOY deadline**
- **Biannual Cohort Review Process**:
  A standing team consisting of the Principal/AP, Registrar, and Counselors meets each February and June to validate senior placements and finalize cohort rosters.
- **Cross-System Data Validation**:
  Enrollment duration and grade-level assignments are now validated in both the SIS and CALPADS staging environment prior to submission.

Conclusion

GCCA takes seriously its responsibility to report accurate student outcome data, especially for the highly mobile and historically underserved student population it serves. The school's internal review process, coupled with the adoption of a formal senior designation and cohort eligibility policy, ensures that graduation data submitted to the state is valid, compliant, and reflective of the real impact GCCA has on student success.

Appendix O

Notification Regarding Establishing Additional Site for Countywide Charter School

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

December 8, 2025

Sent via U.S. Mail and Email
JUSD.Superintendent@jusd.k12.ca.us

Trenton Hansen, Superintendent
Jurupa Unified School District
4850 Pedley Road
Jurupa Valley, CA 92509

Re: Notification Regarding Establishing Additional Site for Countywide Charter School

Dear Dr. Hansen:

Pursuant to Education Code Section 47605.6(a)(3), the purpose of this letter is to notify you that Gateway College and Career Academy, a countywide charter school authorized by the Riverside County Board of Education, is seeking a material revision to its charter to propose to establish operations at an additional site, to be located within the Jurupa Unified School District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Sincerely,

Miguel Contreras
Executive Director/Lead Petitioner
Gateway College and Career Academy
Miguel.Contreras@rcc.edu

cc: Dr. Edwin Gomez, Riverside County Office of Education Superintendent

A RIVERSIDE COUNTY CHARTER HIGH SCHOOL

GATEWAY

COLLEGE & CAREER ACADEMY

Sent via U.S. Mail and Email
aruvalcaba@mvusd.net

Alejandro Ruvalcaba, Superintendent
Moreno Valley Unified School District
25634 Alessandro Blvd., Moreno Valley, CA 92553

Re: Notification Regarding Establishing Additional Site for Countywide Charter School

Dear Dr. Ruvalcaba:

Pursuant to Education Code Section 47605.6(a)(3), the purpose of this letter is to notify you that Gateway College and Career Academy, a countywide charter school authorized by the Riverside County Board of Education, is seeking a material revision to its charter to propose to establish operations at an additional site, to be located within the Moreno Valley Unified School District.

Should you have any questions or comments regarding this notification, please do not hesitate to contact me.

Sincerely,

Miguel Contreras
Executive Director/Lead Petitioner
Gateway College and Career Academy
Miguel.Contreras@rcc.edu

cc: Dr. Edwin Gomez, Riverside County Office of Education Superintendent

Appendix P

RCCD MOU and Facilities Communications

MEMORANDUM OF UNDERSTANDING (MOU)
RIVERSIDE GATEWAY COLLEGE AND CAREER ACADEMIC EARLY COLLEGE HIGH SCHOOL AND RIVERSIDE COMMUNITY COLLEGE DISTRICT
2023-2028

This Agreement, made and entered into this December 1, 2023, by and between RIVERSIDE GATEWAY TO COLLEGE EARLY COLLEGE HIGH SCHOOL (herein referred to as Riverside Gateway to College) on its own behalf, and on behalf of Gateway College and Career Academy, (herein referred to as GCCA), and RIVERSIDE COMMUNITY COLLEGE DISTRICT, on its own behalf (herein referred to as "THE DISTRICT") and on behalf of Riverside City College (herein referred to as THE COLLEGE).

RECITALS:

A. In December 2003, Portland Community College awarded the College and the Riverside Unified School District (RUSD) $300,000 from the Bill and Melinda Gates Foundation to assist in replication of the Gateway to College model in Riverside. The Gateway program and other early/middle college initiatives within RCCD were pursued in accordance with the District's Board-adopted strategic plan, specifically Strategy 3, Goals 1 and 5.

B. The staff of both RUSD and the College collaboratively drafted the original charter school petition and had it signed by teachers meaningfully interested in teaching at the proposed charter school. The charter petition for Riverside Gateway to College ECHS was submitted on February 3, 2004 and approved by unanimous vote by the RUSD Governing Board on February 17, 2004.

C. The Charter with RUSD continued until 2013, when it was determined that a countywide benefit charter would be more appropriate to serve the needs of learners throughout RCCD. A charter petition was drafted for GCCA and submitted for authorization by the Riverside County Board of Education. The GCCA charter was authorized on July 1, 2013 to run through June 30, 2016. In January of 2016, GCCA and RCOE staff worked together to extend the charter to a standard five-year term through June 30, 2018. On April 11, 2018, the GCCA Charter was reauthorized by the Riverside County Board of Education through June 30, 2023. The approved Charter and Charter School Memorandum of Understanding between RCOE and Gateway College and Career Academy Charter School, are incorporated herein by reference and are available upon request.

D. The Charter calls for future expansion of the program into other areas of the County of Riverside. If there is future expansion into the geographical area served by THE COLLEGE, this Agreement will be amended to reflect that expansion. If the expansion is into a geographical area served by another College within the Riverside Community College District, then a separate agreement will be drawn between that College and RIVERSIDE GATEWAY TO COLLEGE

E. RIVERSIDE GATEWAY TO COLLEGE is authorized to collaborate with an entity who is competent to perform the special services required, and THE COLLEGE has the expertise, and experience to perform the duties set out herein.

In consideration of the mutual covenants contained herein, the parties hereto agree as follows:

1. DESCRIPTION OF SERVICES:

RIVERSIDE GATEWAY TO COLLEGE WILL PROVIDE THE FOLLOWING:

1.1 Personnel to operate GATEWAY are hired and managed by RIVERSIDE GATEWAY TO COLLEGE, except for support from an Institutional Research Specialist and Food Services staff member on an hourly basis, whose services will be provided by the COLLEGE's Office of Institutional Research and Food Services Department respectively. RIVERSIDE GATEWAY TO COLLEGE will reimburse the District for the services of these position to include salary and benefits, if applicable. It is anticipated that these positions will provide RIVERSIDE GATEWAY TO COLLEGE with performance metrics analysis support and support for the GCCA school lunch program. The parties may review the need for the use of these positions at any time.

1.2 RIVERSIDE GATEWAY TO COLLEGE personnel may purchase supplies, materials, postage, computer equipment, etc. through THE DISTRICT. THE DISTRICT will invoice RIVERSIDE GATEWAY TO COLLEGE on a quarterly basis for this cost and payment is due within 30 days of invoicing.

1.3 Custodial/maintenance, utilities, micro support and police services will be provided to GCCA at no cost. The costs for these services may be reconsidered by the parties in the future.

1.4. RIVERSIDE GATEWAY TO COLLEGE personnel will have access to THE DISTRICT Datatel/network systems, including R25 LIVE, Galaxy, and any other network systems needed to operate, as necessary. Gateway personnel should be included in any training given by the DISTRICT or COLLEGE with regard to these programs. Notice of upcoming training should be sent to GCCA's Executive Director.

THE COLLEGE TO PROVIDE THE FOLLOWING:

1.5 Office space for GCCA staff will be provided. This space is currently provided by the use of three (3) portable buildings in the Lovekin Complex. If current office space needs change, no matter which party needs the change, the party seeking the change will notify the other party in writing, whereupon the parties will discuss the need for the change and reach an agreement on any additional space. If it becomes necessary to relocate the office space, THE COLLEGE will provide comparable space.

1.6 Classroom space is currently being provided by the use of three (3) portable buildings in the Lovekin Complex. Additional classroom space may be needed depending on the number of students enrolled in GCCA. In that case, GCCA may utilize the college's R25 LIVE system to find additional classroom space. In no event will additional GCCA classroom space supersede the needs of THE COLLEGE. If it becomes necessary to relocate the classroom space, THE COLLEGE will provide comparable space.

1.7 Space for GCCA to hold special events (i.e. graduations, workshops, fundraisers, etc.) or for the use of computer labs or other facilities for testing purposes will be provided at no charge, except for any direct costs, which will be paid by RIVERSIDE GATEWAY TO COLLEGE. RIVERSIDE GATEWAY TO COLLEGE/GCCA may use the college's R 25 LIVE program to locate available space. In no event will RIVERSIDE GATEWAY TO COLLEGE/GCCA needs for this space supersede the needs of THE COLLEGE.

1.8 GCCA students taking college courses are RCC students and, therefore, will receive the same student services given to all college students GCCA students facing economic hardship will have the ability to seek Student Services fee waivers on a case-by-case basis in accordance with college processes.

1.9 COLLEGE invites RIVERSIDE GATEWAY TO COLLEGE Executive Director, or designated employee, to participate in COLLEGE'S strategic and facilities planning meetings. In addition, GCCA employees should be included in any trainings/seminars on, but not limited to the areas of FERPA, nondiscrimination/harassment, and safety and security to ensure that GCCA is in compliance with these areas. Notice of said trainings or any strategic or facilities related planning meetings should be directed to the GCCA Executive Director, who will determine which employees should attend.

RIVERSIDE GATEWAY TO COLLEGE through GCCA will provide the following:

1.10 Recruitment and assessment of all students in the program.

1.11 All textbooks (GCCA and College courses) and required class instructional materials for GCCA students.

1.12 Student Education Plans (SEP's)

2. STUDENT ENROLLMENT

2.1 GCCA student enrollment will be up to 400 students.

3. ACADEMIC ACCESS/STUDENT REGISTRATION

3.1 GCCA will be provided access to all approved courses and approval to teach THE COLLEGE guidance courses per District minimum qualifications.

3.2 GCCA students will be provided the same registration priority as that given to middle/early college students.

4. STUDENT DISCIPLINE

4.1 GCCA will handle discipline of GCCA students in accordance with the GCCA student handbook. However, if discipline is necessary with regard to inappropriate conduct in a college course being taken by a GCCA student, appropriate GCCA and COLLEGE administrators will work together to determine the appropriate discipline.

5. PERIOD OF PERFORMANCE

5.1 It is mutually agreed and understood that the obligation of RIVERSIDE GATEWAY TO COLLEGE is limited by and contingent upon the availability of funds for RIVERSIDE GATEWAY TO COLLEGE'S expenditures. In the event that the RIVERSIDE GATEWAY TO COLLEGE is unable to fulfill its obligation, RIVERSIDE GATEWAY TO COLLEGE shall immediately notify THE COLLEGE in writing, and reimburse THE COLLEGE for all services rendered. This Agreement shall be deemed terminated per the terms of Paragraph 10 and have no further force.

5.2 This Agreement shall be effective as of December 1, 2023 and continue in effect through June 30, 2028, which coincides with the termination date of the GCCA Charter authorized by the Board of the Riverside County Office of Education

5.3 In the event the parties are unable to reach agreement on any changes necessary for a renewal of the MOU, this MOU shall continue on a month-to-month basis, under the same terms and conditions, until the parties are able to reach agreement on a renewal MOU. However, the month-to-month extension shall not continue past six (6) months of the original termination date, December 31, 2028.

6. EMPLOYER/EMPLOYEE HOLD HARMLESS

RIVERSIDE GATEWAY TO COLLEGE: It is understood and agreed that no relationship of employer employee exists between the parties hereto. Except for those positions identified in paragraph 1.1 above, RIVERSIDE GATEWAY TO COLLEGE employees shall not be entitled to any benefits payable to employees of THE DISTRICT, including THE DISTRICT's Workers Compensation Benefits. GATEWAY TO COLLEGE hereby holds THE DISTRICT harmless from any and all claims that may be made against THE DISTRICT upon any contention by any third party that an employer-employee relationship exists by reason of this Agreement.

THE DISTRICT: It is understood and agreed that no relationship of employer employee exists between the parties hereto. THE DISTRICT employees shall not be entitled to any benefits payable to employees of RIVERSIDE GATEWAY TO COLLEGE, including RIVERSIDE GATEWAY TO COLLEGE Workers' Compensation Benefits. THE DISTRICT hereby holds RIVERSIDE GATEWAY TO COLLEGE harmless from any and all claims that may be made against RIVERSIDE GATEWAY TO COLLEGE based upon any contention by any third party that an employer-employee relationship exists by reason of this Agreement.

7. INDEMNIFICATION:
RIVERSIDE GATEWAY TO COLLEGE shall indemnify and hold THE DISTRICT, its Trustees, officers, agents, employees and independent contractors, free and harmless from any liability whatsoever, based or asserted upon any acts or omission of RIVERSIDE GATEWAY TO COLLEGE, its agents, employees, subcontractors and independent contractors, for property damage, bodily injury, or death or any other element of damage of any kind or nature, relating to or in anywise connected with or arising from the performance of the services contemplated hereunder, and RIVERSIDE GATEWAY TO COLLEGE shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by THE DISTRICT), THE DISTRICT, its officers, agents, employees and independent contractors, in any legal actions based upon such alleged acts or omissions. The obligations to indemnify and hold THE DISTRICT free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged acts or omissions are fully and finally barred by the applicable statute of limitations.

THE DISTRICT shall defend, indemnify and hold RIVERSIDE GATEWAY TO COLLEGE, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and

to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of THE DISTRICT, its officers, agents, or employees.

8. INSURANCE: The parties shall maintain, in full force and effect Workers' Compensation Insurance in accordance with the laws of the State of California; General Liability Insurance in the minimum amounts of $1,000,000 per single incident and $2,000,000 in the aggregate; and, errors and omissions insurance for their Board and Officers in the minimum amount of $3,000,000. The parties shall provide Proof of said insurance coverages to each other upon request of any party. Additionally, THE DISTRICT (as "The Riverside Community College District") shall be named as an additional insured on the general liability certificate of insurance of RIVERSIDE GATEWAY TO COLLEGE and RIVERSIDE GATEWAY TO COLLEGE (as "Riverside Gateway to College Early College High School" shall be named as an additional insured on the general liability certificate of insurance THE DISTRICT.

9. TERMINATION: This Agreement may be terminated without cause by either party by giving written notice of intention to terminate ninety (90) days prior to the start of any academic semester, and may be terminated for cause by either party by giving five (5) days written notice of intention to terminate.

10. INTENTIONALLY LEFT BLANK

11. ADMINISTRATION: The Board of Directors of RIVERSIDE GATEWAY TO COLLEGE shall administer this Agreement on behalf of GCCA.

12. COMMUNICATION BETWEEN THE PARTIES: In order to maintain clear and continual communication between the parties, the COLLEGE Vice President of Academic Affairs will be the main contact for the RIVERSIDE GATEWAY TO COLLEGE Executive Director. When necessary and appropriate, the Executive Director may also have direct contact with the COLLEGE Vice President of Student Services, the Vice President of Business Services, or the Vice President of Planning and Development, depending on the subject matter or issue to be discussed.

13. ASSIGNMENT: This Agreement shall not be assigned by either Party either in whole or in part, without prior written consent of the other Parties. Any assignment or purported assignment of this Agreement without the prior written consent of the Parties will be deemed void and of no force or effect.

14. NONDISCRIMINATION: The parties shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, ancestry, genetic information, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. The parties understand that harassment of any student or employee of Riverside Community College District with

regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, ancestry, genetic information, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.

15. CHILD ABUSE REPORTING: In accordance with the Child Abuse and Neglect Reporting Act (CANRA) and California Penal Code 11166, the parties shall ensure that all employees, volunteers, consultants, subcontractors or agents performing services under this Agreement will report any known or suspected child abuse or neglect to a child protective agency, by telephone and within 36 hours of the suspected abuse or neglect.

16. ALTERATION: No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

17. ACCREDITATION: THE parties verify upon execution of this Agreement, that they are fully accredited and in compliance with any State, and Federal laws and regulations.

18. CONFIDENTIALITY: The parties shall observe all Federal and State regulations concerning confidentiality of records.

19. WORK PRODUCT: All reports, preliminary findings, or data assembled or compiled by THE COLLEGE under this Agreement become the property of the RIVERSIDE GATEWAY TO COLLEGE. The RIVERSIDE GATEWAY TO COLLEGE reserves the right to authorize others to use or reproduce such materials. Therefore, such materials may not be circulated in whole or in part, nor released to the public by THE COLLEGE.

20. DISPUTE RESOLUTION: The parties agree to exercise their best efforts, and to negotiate in good faith, to amicably resolve any dispute that may arise concerning the performance by either party of their obligations under this Agreement. If the parties designated contact persons cannot resolve their dispute(s) through negotiations within 60 days, then a neutral third-party mediator will be jointly selected by the parties to mediate the dispute. The mediation is to be held within 120 days of the selection of the mediator. The costs of the mediator shall be split between the parties. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law.

21. JURISDICTION, VENUE, and ATTORNEY'S FEES: This Agreement is to be construed under the laws of the State of California. The parties agree to the jurisdiction and venue of the appropriate courts in the County of Riverside, State of California. Should action be brought to enforce or interpret the provisions of the Agreement, the prevailing party shall be entitled to attorney's fees in addition to whatever other relief is granted.

22. WAIVER: Any waiver by any party to this agreement of any breach of any one or more of the terms of this Agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term thereof. Failure on the part of the the parties to require exact, full and complete compliance with any terms of

this Agreement shall not be construed as in any manner changing the terms hereof, or stopping the parties from enforcement hereof.

23. DEBARMENT: Executive Order 12549, Debarment and Suspension, 34CFR Part 85, Section 85.510. (Lower Tier)
    1. THE COLLEGE certifies, that in its operations of an activity program, neither it nor its Principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
    2. Where the recipient agency is unable to certify to any of the statements in this certification, such agency shall attach an explanation to this proposal.

24. DRUG-FREE WORKPLACE: As required by the State Drug-Free Workplace Act of 1990(Government Code Section 8350 et seq.) and the Federal Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610, the parties certify that they will continue to provide a drug-free workplace. The Authorized Representatives, in signing this document, certify that they have read and are in compliance with all terms and conditions required for certification.

25. SEVERABILITY: If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

26. ENTIRE AGREEMENT: This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and all prior or contemporaneous agreements of any kind or nature relating to the same shall be deemed to be merged herein. Any modifications to the terms of this Agreement must be in writing and signed by the parties herein.

28. NOTICES: All correspondence and notices required or contemplated by this Agreement shall be delivered to the respective parties at the addresses set forth below and are deemed submitted one (1) day after their deposit in the United States Mail, postage prepaid:

COLLEGE

Riverside Community College District
Attn: Aaron Brown, Vice Chancellor
3801 Market Street
Riverside, CA 92501

RIVERSIDE GATEWAY TO COLLEGE

Jill Marks
President, Board of Directors
Riverside Gateway to College Early College High School
4800 Magnolia Ave.
Riverside, CA 92506

29. COUNTERPARTS:

1. This MOU may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.
2. By executing this Agreement below, each party indicates that it agrees to be legally bound by this Agreement, and that such consent to be bound may be provided through electronic signature. Contractor specifically acknowledges that it is aware that by executing this Agreement, the Contractor is providing an electronic mark that is held to the same standard as a legally binding equivalent of a handwritten signature, including, but not limited to, for purposes of validity, enforceability, and admissibility.

By: _____ 11/27/23

Jill Marks
Board President
Riverside Gateway to College Early College High School

Date

By: _____ 01/17/2024

Aaron S. Brown
Vice Chancellor
Riverside Community College District

Date

APPENDIX

WHEREAS, THE Memorandum of Understanding is between Riverside Community College District ("COLLEGE"), 3801 Market Street, Riverside, CA 92501, and Riverside Gateway to College ("RIVERSIDE GATEWAY TO COLLEGE") on its own behalf, and on behalf of Gateway College and Career Academy, 4800 Magnolia Ave., Riverside, CA 92506.

WHEREAS, the COLLEGE and RIVERSIDE GATEWAY TO COLLEGE agree to record COLLEGE and RIVERSIDE GATEWAY TO COLLEGE specific components of the MOU using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and

WHEREAS, the MOU Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and

NOW THEREFORE, the COLLEGE and RIVERSIDE GATEWAY TO COLLEGE agree as follows:

1. **COLLEGE and RIVERSIDE GATEWAY TO COLLEGE point of contact: Sec. 2 (c)(2)**

Location	Name	Telephone	e-mail
College	Adrienne Grayson, Ed.D. Associate Dean, Educational Partnerships	951-222-8641	adrienne.grayson@rcc.edu
Riverside Gateway to College	Miguel Contreras, Executive Director	951-222-8089	miguel.contreras@rcc.edu

2. **STUDENT SELECTION**

   a. RIVERSIDE GATEWAY TO COLLEGE shall select students consistent with the intent of AB 288 (2015) to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness."

   b. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall certify that participating students will have a signed parental consent form on file with the COLLEGE.

   c. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic

(educational) program identified as part of this MOU and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential.

3. **EDUCATIONAL PROGRAM(S) AND COURSE(S)**

   a. COLLEGE is responsible for all educational program(s) and course(s) offered as part of this MOU whether the educational program(s) and course(s) are offered at the RIVERSIDE GATEWAY TO COLLEGE or the COLLEGE.

4. **PROGRAM YEAR: SPRING 2024 THROUGH SPRING 2029**

   a. COLLEGE has identified the following pathways, course offerings per program year, estimated students served, and projected FTES. The employer of record for all courses under this MOU is the COLLEGE and the location of the courses is the COLLEGE.

5. **DATA MATCH AND REPORTING**

   a. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

   b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

6. **PRIVACY OF STUDENT RECORDS**

   a. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE understand and agree that education records of students enrolled in the COLLEGE course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE agree to hold all student education records generated pursuant to this Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

   b. Limitation on Use. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall use each student education record that he or she may receive pursuant to this Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

   c. Recordkeeping Requirements. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

   d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and RIVERSIDE

GATEWAY TO COLLEGE hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

7. **FACILITIES USE**

   a. COLLEGE and RIVERSIDE GATEWAY TO COLLEGE shall adhere to the terms outlined in Section 1.5 and 1.6 of this MOU.

Outlook

Re: Space in Jurupa

From Mustain, Debra <Debra.Mustain@rccd.edu>
Date Tue 10/21/2025 11:44 AM
To Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Cc Contreras, Miguel <Miguel.Contreras@rcc.edu>; DiSalvio, Samantha <Samantha.DiSalvio@rcc.edu>

Hi Adrienne,

Please connect with President Bishop on this. I am not sure of the status, but know that RCC may be moving forward on the site. Let me know if I can help/support in any way!

Deb
Sent from my iPhone

> On Oct 21, 2025, at 11:20 AM, Grayson, Adrienne <Adrienne.Grayson@rcc.edu> wrote:
>
> Hi Deb,
>
> I hope this message finds you well. I understand conversations about the potential space in Jurupa Valley are ongoing. I wanted to know if space for GCCA at that location is still being considered. Please let me know if we should provide more information about what their needs are, etc.
>
> I appreciate your time.
>
> Best,
>
> Adrienne
>
> ---
>
> **From:** Contreras, Miguel <Miguel.Contreras@rcc.edu>
> **Sent:** Friday, September 26, 2025 9:01 AM
> **To:** Mustain, Debra <Debra.Mustain@rccd.edu>
> **Cc:** Grayson, Adrienne <Adrienne.Grayson@rcc.edu>; DiSalvio, Samantha <Samantha.DiSalvio@rcc.edu>
> **Subject:** Re: Space in Jurupa
>
> Good morning Debra,
> I hope you are off to a great start to the new academic year!
>
> I am working on the charter renewal for Gateway and hoped to be able to include the Jurupa Valley space if possible.

Would you be able to share with me:

1. The address of the building
2. The District's intended use for the space
3. The type and amount of space being considered for Gateway (instructional and/or office)
4. Anticipated opening of the building

I realize you may not have all of these details worked out, but anything you could shed light on will help us communicate this to the County Board of Education as they consider our petition for charter renewal. If you'd prefer to set up a call, just let me know. Thanks so much for your help!

Miguel Contreras
Executive Director
Gateway College and Career Academy
riversidegcca.org
The Gateway Experience
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From: Mustain, Debra <Debra.Mustain@rccd.edu>
Sent: Tuesday, April 1, 2025 4:38 PM
To: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Cc: Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Hi! Just for the fall. Until we have a go ahead, we'll not be able to assess the potential for fall and beyond. There are likely some ADA issues that will need to be remediated, and then we are discussing the various types of potential uses of the different spaces. I'll be sure to let you know though, just don't want to promise anything that we can't deliver by August!

Deb

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From: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Sent: Tuesday, April 1, 2025 4:34 PM
To: Mustain, Debra <Debra.Mustain@rccd.edu>
Cc: Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Thanks so much Debra, I really appreciate the quick response. Do you mean not being able to move forward with discussion for use starting in the Fall or at any point?

-Miguel

From: Mustain, Debra <Debra.Mustain@rccd.edu>
Sent: Tuesday, April 1, 2025 4:22 PM

To: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Cc: Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Hi Miguel,

Thanks for checking in! Right now, we are still waiting for the City to finish the entitlement process. I had hoped this would be done, but I'm not sure of the timeline at this point. So, I'd say until we have that confirmed, we will probably not be able to move forward with our discussion on potential space use. I'll let you know if I hear something soon?

Deb

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From: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Sent: Tuesday, April 1, 2025 4:17 PM
To: Mustain, Debra <Debra.Mustain@rccd.edu>
Cc: Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Hello Debra,
I hope all has been going well this spring. I just wanted to see if there have been any developments with the site. We are planning for the Fall and would like to know if this is still a possibility for us.

Miguel Contreras
Executive Director
Gateway College and Career Academy
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The Gateway Experience
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From: Mustain, Debra <Debra.Mustain@rccd.edu>
Sent: Monday, November 18, 2024 7:36 AM
To: Contreras, Miguel <Miguel.Contreras@rcc.edu>; Quigley, Thea <Thea.Quigley@rcc.edu>; Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Hi Miguel,

Thank you for the update. We are still awaiting the City's final procurement of the site, hopefully in December. Will be in touch once we have an update.

Deb

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From: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Sent: Friday, November 15, 2024 1:46 PM
To: Mustain, Debra <Debra.Mustain@rccd.edu>; Quigley, Thea <Thea.Quigley@rcc.edu>; Grayson, Adrienne <Adrienne.Grayson@rcc.edu>
Subject: Re: Space in Jurupa

Hi Debra,

I wanted to share an update on my recent conversation with JUSD about the possibility of operating at the new building. I met with district leadership to provide an overview of Gateway College and Career Academy and discuss how we plan to operate from the Jurupa Valley location. I emphasized that our mission remains unchanged: partnering with local school districts to prevent high school dropout and re-engage students who have already left school.

Their primary concern centered on whether we would be recruiting on-track students into the program. I assured them that our focus would remain on serving our priority student population.

They expressed comfort with our potential expansion and interest in fostering a closer partnership to actively support these efforts.

Please let me know if you have any questions or would like to discuss further. Wishing you a wonderful weekend!

Best regards,

-Miguel

From: Mustain, Debra <Debra.Mustain@rccd.edu>
Sent: Friday, September 20, 2024 9:07 AM
To: Quigley, Thea <Thea.Quigley@rcc.edu>
Cc: Contreras, Miguel <Miguel.Contreras@rcc.edu>; Vargas, Annette <Annette.Vargas@rccd.edu>
Subject: Re: Space in Jurupa

Absolutely! Right now, the City is still doing their due diligence. The potential timeline for them acquiring the property is December 2024. I'm guessing with agreements and such we might be able to do something in late spring 2025 or beyond. Happy to set up a meeting to discuss- copying Annette here and she can coordinate.

Deb

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From: Quigley, Thea <Thea.Quigley@rcc.edu>
Sent: Friday, September 20, 2024 8:47 AM
To: Mustain, Debra <Debra.Mustain@rccd.edu>
Cc: Contreras, Miguel <Miguel.Contreras@rcc.edu>
Subject: Space in Jurupa

Hi Deb,

I was talking to Miguel Contreras, the Executive Director of Gateway to College. He is interested in offering Gateway classes in Jurupa and I thought of the building on 2625 Avalon Street, Jurupa Valley.

Would you be able to chat with him about the space?

Thanks!

Thea Quigley *(she/her why this matters)*
Associate Dean
Career and Technical Education
Riverside City College
Office: 951.328.3520 | Cell: 951.675.9757