

**Prompt 1: Describe the LEA's vision for using CSI funds to improve school and student outcomes in schools identified for CSI.**

*Response 1:*

*GCCA's vision for the use of CSI funds are centered on improving academic outcomes by increasing/improving academic support services (tutoring and supplemental instruction), access to multiple modes of instruction and credit recovery, and teaching and learning strategies. By increasing/improving in these areas, we envisioned improved course success rates that would lead to more timely progress toward graduation.*

**Prompt 2: Describe the evidence-based strategies that improved school and student outcomes.**

*Response 2:*

*GCCA implemented the following evidence-based strategies for improving student outcomes (specifically graduation rate):*

- Digital subscriptions to academic assessments and content to support arithmetic, pre-algebra, and algebra 1 courses. Supports the implementation of expanded supplemental support and skills development activity to promote college ready academic skills.*
- Professional development for counseling staff. Supports the implementation of strong strategies and best practices for implementing equity focused student support.*
- College textbooks and materials for dual enrollment courses at Riverside City College. Dual enrollment courses support student engagement and motivation towards graduating and starting a post-secondary pathway.*
- Access to digital credit recovery program utilized to enable students to complete necessary graduation required courses when classroom-based options are not available or appropriate. Supports the implementation of a flexible, rigorous, and timely credit recovery intervention for high needs students.*
- Instructional coach to work with our teachers throughout the year. Coach provides in-person and remote support for teachers in assessing their instructional practices and implementing improvements.*
- Extended school year. Teachers and Academic Support staff for our 6-week summer school session. Supports the implementation of a regular summer school session aimed at accelerating progress or credit recovery toward diploma requirements.*
- Operations on the Riverside City College campus. Services include facilities access and maintenance, lunch program operation, IT support, and access to student life and support programs. Operating on a college campus promotes high expectations for students, prepares students to continue in post-secondary education after graduation, and increases student engagement.*

**Prompt 3: Describe the challenges the LEA faced, the problems that were overcome, and key lessons learned. What changes were made as a result of this information in order to improve school and student outcomes?**

*Response 3:*

*As has been the case across the educational landscape over the past two years, pandemic related impacts presented major challenges to improving student outcomes as intended under the school CSI plan. Many of our students shifted to remote or hybrid learning options, leading to new challenges in keeping students engaged and focused on their educational progress. Our teachers, counselors, and instructional assistants had to react quickly to meet the needs of students during these unprecedented times. The GCCA team had to train, develop and implement strategies for effective online and hybrid learning models in a short period. We learned about models for online and hybrid learning that went beyond online credit recovery courses, and were able to offer rigorous and meaningful courses, academic support, and counseling services.*

*These forced innovations led the school to commit to continuing to offer multiple modes of participation to students, allowing more of them to remain engaged and making progress toward their diplomas. GCCA's decision to continue expanding pathways to access our educational programs proved to be successful, as many students and families thrived under the added flexibility. Our 2021-22 Youth Truth Student Survey results showed that we maintained strong levels of campus culture, engagement, academic rigor, and had minimal behavioral disruptions.*

*Many students who would not have graduated over the past two years were able to do so thanks to the various options for participation we implemented (online, hybrid, in-person, and credit recovery). We learned that our already vulnerable alternative school student population could benefit from the added flexibility afforded by these new options. The team is continuing to learn how effectively implement these new offerings, but we have been encouraged by the continued improvement to the school's graduation rate.*

*The school's commitment to increasing and improving instruction, academic support, school access and engagement, and social emotional support have contributed to the continued improvement. An analysis of the GCCA data collected for the academic year revealed exciting increases in student achievement. Our DASS graduation rate rose by fifteen percentage points to 69%. Additionally, the class of 2022 will have earned an average of 16 college credits while enrolled at the school, showing the continuing strength of the GCCA dual enrollment program. State college and career readiness data show that 60% of the 2021 seniors completed one semester of college course work, and 42% completed two semesters or more. These are exciting outcomes, indicating that our dual enrollment model is delivering the intended outcomes for our students.*

**Prompt 4: Describe how the LEA will sustain improvements made.**

*Response 4:*

*GCCA has committed to maintaining the level of support and resources made possible by CSI funding and planning. The school's multi-year budget projections have been made with the current staffing and*

*resources taken into account. GCCA will ensure that these resources are prioritized in future budgets and LCAP's, and should there be funding shortfalls, work to sustain current levels of support via partnerships with partner organizations or through grant/fundraising revenues.*