



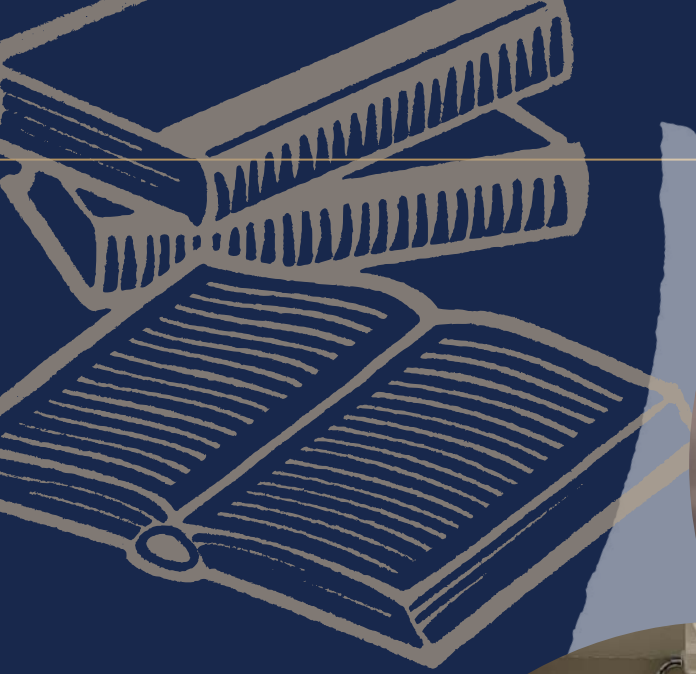
# GATEWAY COMMUNITY CHARTERS

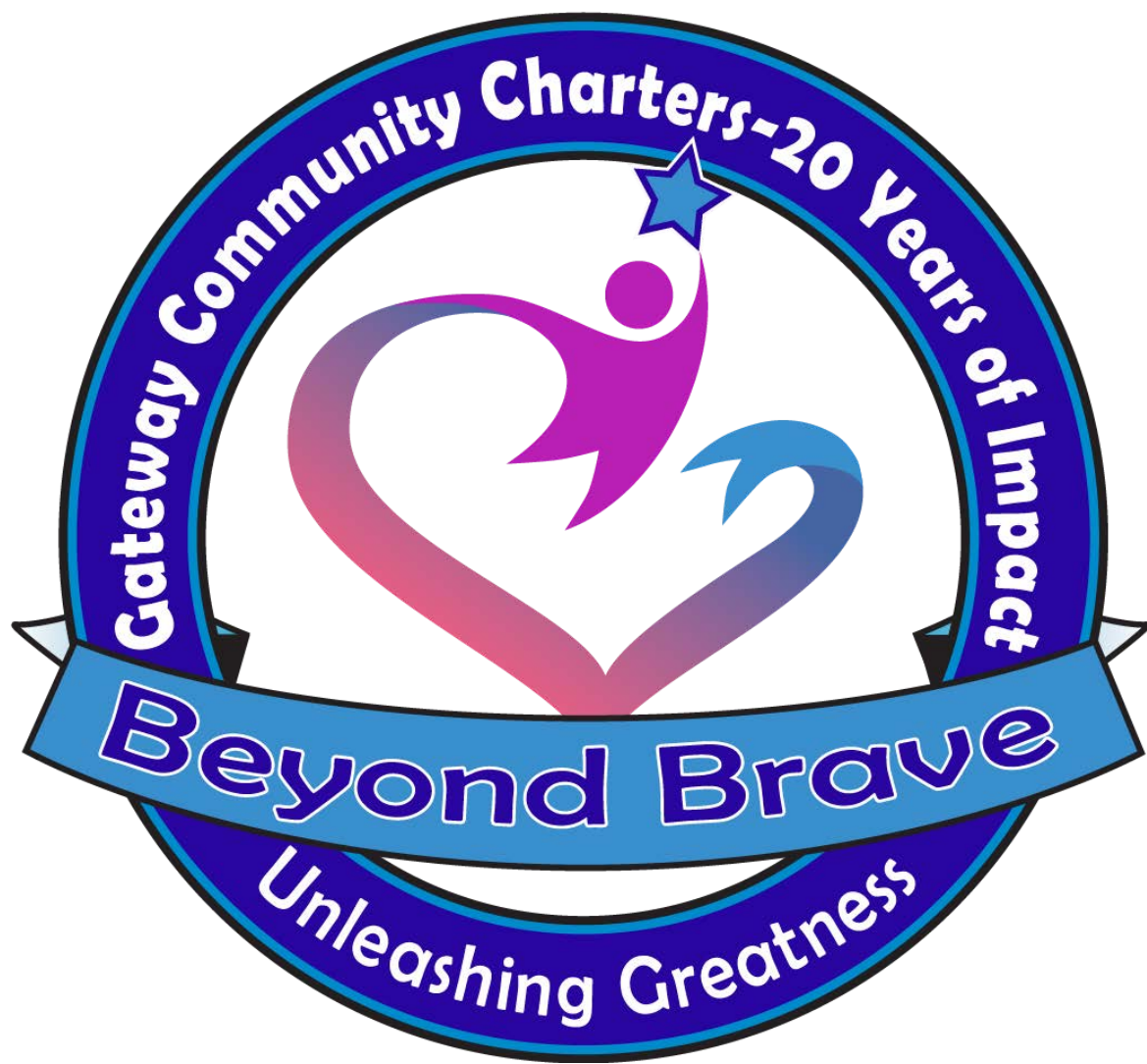
BLUEPRINT OF EXCELLENCE



2022-2023







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Executive Director,  
Educational Programs



**Morri Elliott**  
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# GCC SCHOOL SITE LEADERSHIP

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CCCS Campus Principal TK-8 - Angee Briones  
CCCS Campus Principal 9-12 - Michelle Jordan  
CCCS Campus Principal VA - Tara Jones

EPIC Principal - Jerry Kosch, Ed.D  
EPIC Site Administrator - Nina Semeryuk

RDP Director - Erin Marston, Ed.D  
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COA Director - Larissa Gonchar  
COA Campus Principal ES - Michael Serdi  
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COA Vice Principal ES- Nicole Strobel  
COA Vice Principal MS - Daniel Diego, Ed.D

GIS Principal - Deep Dhillon  
GIS Vice Principal - Stephanie Croyle

SAVA Principal - Summer Ash  
SAVA Principal - Ashley Madden  
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SAVA Campus Principal - Lezli Warburton

# LETTER FROM SUPERINTENDENT

Dear GCC students, families, staff, supporters, and community members,

As we begin our 20th school year, we recognize and reflect on the journey that Gateway Community Charters (GCC) has shared with our students, staff, families, and communities. Gateway Community Charters continues to refine, improve and fulfill its vision of creating quality school choices, with an emphasis on serving the needs of vulnerable, unserved, and underserved populations and are exceptionally proud of our Capturing Kids Hearts (CKH) National Showcase status as well as being named six times as a Best Places to Work in Sacramento.

This document is a shared blueprint that outlines our work to ensure; a) that our students will be prepared to succeed in the world they live in now and the one they will inhabit in the future and b) that our organization retains its focus on innovation, autonomy, and sustainability.

The Blueprint for Excellence is a living document with input, revisions, and additions made by multiple stakeholders, including the GCC staff and cabinet, school site administration, students, parents, our Community Business Advisory Council, GCC Foundation, and the GCC Board.

As a Capturing Kids' Hearts National Showcase organization, we believe that strong positive relationships are the foundation for everything we do, from the classroom to the boardroom and out into the community.



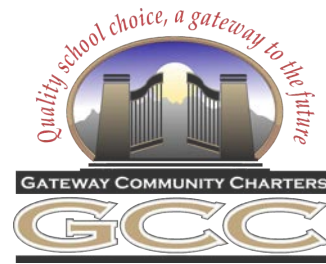
Expanding from our CKH core, this year we are “Unleashing Greatness” and going “Beyond Brave” in our service to our students, staff, families, and communities. This message will inspire, inform, and guide our work across our nine schools and 20 physical locations in the greater Sacramento region.

Through this document, we invite you to join us on our journey of impact – 20 years and beyond!

With heart,

Dr. Cindy Petersen

# INTRODUCTION



## WHO WE ARE

Gateway Community Charters (GCC) has been a cornerstone of Sacramento area public education, providing these options for over twenty years. Educators, parents, community, and political stakeholders recognize the value of providing public school choice options, especially to those students who have historically been underserved. With nine charter schools, five authorizers, and over 5,700 students, the GCC has demonstrated that it plays a vital role in providing options for the diverse needs of youth in our region.

Within this role, Gateway Community Charters will seek to grow responsibly within its existing schools and facilities to reach building/site capacity. In addition to excellence in our nine charter schools, GCC will continue to expand efforts to increase our public charter school choice offerings and increase our impact on area youth. Specifically, GCC hopes for the future are to open two new charters in the next 5 to 7 years.

Our staff is truly the cornerstone of our service to the community. Gateway Community Charters currently has over 700 incredible staff members serving our students and families. The present and the future of the GCC are predicated on the administrators, teachers, and site staff and their excellence. The GCC is committed to continuous improvement as an organization and as schools – but more importantly, we are committed to growing and developing our people to reach their potential, as we know that the adults in the building most significantly impact our student outcomes.

As our organization has grown, our central office functions and infrastructure has, of necessity, grown. As we continue our journey, the organization continues refining its business services, personnel services, and other key central office functions to ensure optimal outcomes and support our schools in fiscally responsible ways.

GATEWAY COMMUNITY  
CHARTERS

A VISION SETS THE  
DIRECTION OF WHERE WE  
WANT TO GO AND WHAT  
WE WANT TO DO AS AN  
ORGANIZATION.

# GATEWAY COMMUNITY CHARTERS

Our GCC vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.

## **EACH OF OUR SCHOOLS HAS A UNIQUE VISION**

Community Collaborative Charter School (CCCS)	The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational and personal endeavors.
Community Outreach Academy (COA)	The vision of Community Outreach Academy is to continue successfully implementing a program that fosters high academic achievement in a safe, nurturing environment. Our vision is for faculty, staff, and parents to work together to offer students the best educational experience possible. The program will retain the most highly qualified teachers, offer faculty opportunities to grow professionally, and offer students the highest quality of public education available.
Empowering Possibility International Charter (EPIC)	To prepare our students for the competitive global economy, EPIC will provide a safe learning environment that fosters student risk-taking, inquiry, and independent thinking skills.
Futures High School	Futures High School, working as a partnership between parents, administration, and faculty, seeks to develop students to their fullest potential so they will have a life filled with enriching opportunities for themselves.

VISION



A VISION SETS THE  
DIRECTION OF WHERE WE  
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ORGANIZATION.

# GATEWAY COMMUNITY CHARTERS

Gateway  
International  
School (GIS)

Gateway International School (GIS) will provide a safe learning environment where students are empowered to develop; international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

Higher  
Learning  
Academy  
(HLA)

To prepare our students for the competitive global economy, Higher Learning Academy will provide a safe learning environment that fosters student risk-taking, inquiry and independent thinking skills.

Sacramento  
Academic and  
Vocational  
Academy  
(SAVA)

SAVA's vision is to establish a personalized setting, serving a full range of students, designed to foster the transition of students to the world of work or post-secondary education. SAVA students have the opportunity to meet requirements for graduation with a high school diploma as well as meet the requirements for entry-level employment, apprenticeship programs, post-secondary career technical training, or transition to two- or four-year colleges

VISION

THE MISSION IS A  
DECLARATION OF THE  
UNIQUE IDENTITY TO  
WHICH THE  
ORGANIZATION ASPIRES  
AND ITS UNIQUE AND  
SPECIFIC PURPOSE

# GATEWAY COMMUNITY CHARTERS

# MISSION

Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents, and the community through the conception, development, administration, and governance of innovative, high-quality, standards-based educational school choice options within the greater Sacramento region.

## **EACH OF OUR SCHOOLS HAS A UNIQUE MISSION**

Community  
Collaborative  
Charter School  
(CCCS)

It is the mission of CCCS to provide high-quality curriculum, instructional support, and community and social resources to families and students in our community.

Community  
Outreach  
Academy  
(COA)

Gateway Community Charters (GCC) and the Community Outreach Academy (COA) were founded with a commitment to developing the academic talents of their students while nurturing their appreciation and understanding of their rich cultural heritage and the place they take as citizens in our state and nation. In providing a multicultural education, including curriculum representing the student's language and literature of their heritage, delivered in a supportive environment, the faculty will develop the student's ability to apply lessons as they grow and maximize their individual, social, academic, and personal development and contribute to our diverse community.

Empowering  
Possibilities  
International  
Charter (EPIC)

All EPIC students will acquire knowledge, concepts, and skill to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

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# GATEWAY COMMUNITY CHARTERS

Futures High  
School

A dedicated and highly qualified faculty provides Futures High School students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in a global environment. Our students are taught about the history and culture of their home countries, as well as the rich diversity and varied experiences of all who have come to the United States.

Gateway  
International  
School (GIS)

Our mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection and rigor, students will become globally aware and actively involved in their community and the world.

Higher  
Learning  
Academy  
(HLA)

All students at Higher Learning Academy will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

Sacramento  
Academic and  
Vocational  
Academy  
(SAVA)

It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high-quality curriculum, instructional support, and community and social resources to families and students in our community.

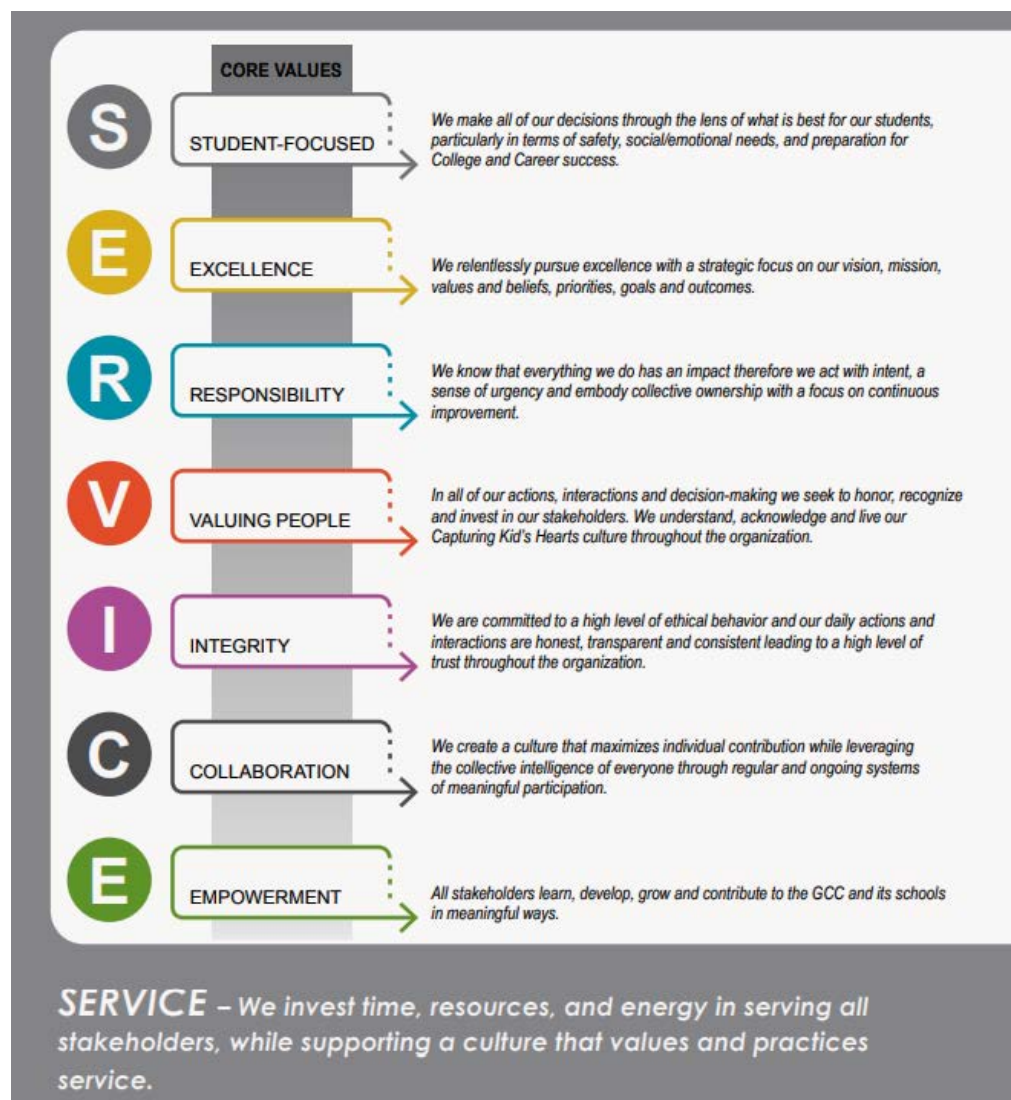
MISSION



ACCORDING TO PATRICK LENCIONI, "CORE VALUES ARE THE DEEPLY INGRAINED PRINCIPLES THAT GUIDE ALL OF THE COMPANY'S ACTIONS; THEY SERVE AS ITS CULTURAL CORNERSTONES."

# GATEWAY COMMUNITY CHARTERS

Gateway Community Charters' Core Values were developed over multiple years and many stakeholder groups. The administrators, the Board, and Gateway Community Charters annually review and reaffirm the Core Values. These Core Values drive our daily behaviors, decisions, and actions. We honor and recognize staff who exhibit them on an ongoing and regular basis.



BELIEFS ARE AN  
EXPRESSION OF  
FUNDAMENTAL VALUES,  
OVERRIDING  
CONVICTIONS, AND  
INVOLABLE PRINCIPLES.

# VALUES AND BELIEFS

**WE BELIEVE** that all children can learn, and we create opportunity through schools of choice that serve the educational needs of all students, focusing particularly on culturally diverse, vulnerable, underserved, and underserved populations such as the disenfranchised, economically disadvantaged, homeless, parenting teens, working young adults, fifth-year seniors, English language learners and more.

**WE BELIEVE** in a compelling, different, and vibrant future through the creation of shared purpose. This future interests us, compels us, and inspires us – it is something we work toward collaboratively and collectively – a magnificent and significant portrait of our bold desire to change lives and shape outcomes for our students, communities, and world.

**WE BELIEVE** in the power of enlisting other people in the dream, shaping the dream, believing with us, and staying dedicated to the dream. We have an authentic desire to see people involved in this process of enlisting others to build this vision and ideal future together, partly because we understand that we support what we co-create.

**WE BELIEVE** our integrity is embodied by the work to tirelessly create and ensure congruence between who we are, what we do, and how we do it.

**WE BELIEVE** in empowering our stakeholders by providing connected autonomy and the opportunity for input, resources, training, coaching, and development so that we can all succeed in carrying out our compelling vision.

**WE BELIEVE** in the power of reflection at all levels; observing, reviewing data, getting feedback, having powerful conversations, and being open to change.

**WE BELIEVE** that a foundation of organizational success is the commitment to build meaningful, productive relationships across and within our schools and our organization - with every student and every colleague.



# CORE COMMITMENTS AND GOALS





# OUR CORE COMMITMENTS

1. Recognizing that equity does not mean equality, the GCC works to align systems, accountability, support, and resources to achieve excellence for all students by providing high-quality, rigorous instruction, curriculum, and educational opportunity and by ensuring academic engagement for all students.



2. Utilize open communication and collaboration with and among staff, parents, business, and community members to ensure unity and ownership in the vision and goals of the GCC.

3. Establish an educational environment defined by high expectations that promote responsibility and accountability of students, staff, and parents, and one that nurtures and motivates students to pursue their full potential in academic performance and citizenship.



4. Integrate a technologically advanced educational environment and a support system that promotes student learning anytime, anywhere and allows learners to strategically utilize time, space, and resources to optimize learning.

5. Provide a secure, safe, inclusive, and equitable learning environment for all students and staff that promote and foster a learning environment that is culturally responsive, practices positive discipline, improves school climate, and provides social-emotional learning and support.



6. Vigorously pursue the enhancement of the GCC's capacity for excellence in current and future proposed schools and programs within the parameters of fiscal capacity and responsibility.

7. Recruit, develop, and retain the highest quality, diverse, and talented faculty and staff.

# 2022-2023 GOALS

Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of excellence using research-based practices, with a focus on English language development and mathematics.



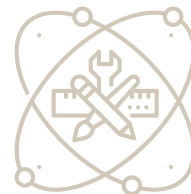
Parent/Caregiver and Community Investment and Support: Welcome, inform, and actively engage students, parents/caregivers, and the greater community regarding the educational priorities, processes, initiatives, challenges, and opportunities for growth within the GCC and each school.

Curriculum: Develop, assess, and integrate the implementation of a school-specific Instructional Framework and support the learner-centric model, which includes: high engagement, culturally responsive teaching practices, instruction, learning environment, and professional practices and responsibilities.



School Culture and Instructional Environment: All campuses and GCC facilities provide an equity-informed educational environment that reflects a commitment to students' and staff's social and emotional needs, safety, and security and also includes high standards for citizenship among students, staff, community, and visitors as well as providing a comprehensive system of support services to facilitate student success both academically and personally.

College and Career Readiness: Design programming that equips all learners in developing their voice and agency, focusing on a growth mindset, resiliency, and grit to have the social, emotional, and academic skills necessary to be college, career, and life ready.



Highest Quality Staff: Recruit, develop, and retain the highest quality diverse and talented faculty and staff.

# Gateway Community Charters



## MISSION

Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents and the community through the conception, development, administration and governance of innovative, high quality, standards-based educational school choice options within the greater Sacramento region.

## VISION

Our GCC vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.

## CORE VALUES

- Student Focused
- Excellence
- Responsibility
- Valuing People
- Integrity
- Collaboration
- Empowerment
- Service

## CORE COMMITMENTS

- Academic Engagement, Communication
- High Expectations, Technologically Advanced
- Equity
- Safe Environment
- Capacity
- Social-Emotional Learning
- Highest Quality Staff

## CORE GOALS

- Student Achievement
- Parent/Caregiver and Community Investment and Support
- Curriculum
- School Culture and Instructional Environment
- College and Career Readiness
- Highest Quality Staff

## 2023 PRIORITIES

- Learning Loss Identification and Mitigation
- Social Emotional Competency /Learning /Wellness
- Diversity, Equity, and Inclusion
- Coherence: Journey to lead and implement
- People: Caring for the heart and soul of staff while providing resources and opportunities for growth and learning
- Fiscal Integrity and Sustainability



# STRATEGIC PLAN FOR DIVERSITY, EQUITY, & INCLUSION

## Diversity, Equity, and Inclusion

Gateway Community Charters respects, affirms and protects the dignity and human worth of each member of its community. We value differences and seek to actively pursue diversity, advance inclusion and ensure equity. The GCC Strategic Plan for Diversity, Equity and Inclusion strives to be a driving force for promoting shared values within our organization and our schools in order to promote a welcoming environment and inclusion excellence for people of all identities, diverse perspectives and life experiences. From this perspective, we envision schools where every student meets their highest potential and where differences are celebrated and maximized to achieve excellence.

## Mission

Gateway Community Charters will actively include and value all stakeholders while working to meet students' unique learning needs while actively developing their understanding and respect for difference, therefore preparing students to thrive in an inclusive, global society.

## Goals

Goal 1. Ensure a welcoming, safe, inclusive, and equitable school community.

Goal 2. Reduce the opportunity gap for structurally disadvantaged students.

Goal 3. Incorporate the use of culturally relevant and responsive instruction and curriculum.

Goal 4. Recruit and retain diverse and culturally competent administrators and staff.

Goal 5. Create and Ensure Culturally Responsive and Equity Informed Policies and Practices



# CURRENT YEAR OPPORTUNITIES

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## COVID-19 Pandemic

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During the 2019-20 school year, the world was significantly impacted by the global pandemic known as Coronavirus (COVID-19). On March 16, 2020, GCC and most United States schools closed to limit the spread of COVID-19. This forced closure caused many schools to ask how the Pandemic would affect students socially, emotionally, and academically. The research on childhood trauma offers valuable insights to schools because, as a public health crisis, COVID-19 represents a distressing incident. Efforts to understand COVID-19's impact remain complicated by continued uncertainty regarding the Pandemic's severity and duration, with the crisis resembling an acute traumatic event initially and perhaps evolving into a chronic traumatic situation (especially for families who encounter financial insecurity and/or homelessness due to unemployment). For the 2021-22 school year, the GCC and our schools continued to refine our implementation of quality learning and social-emotional support for our students and staff. As we move into this school year, the journey of excellence in supporting our students, staff, and families during these unprecedented times remains a top priority. During this time, GCC has and will continue to leverage multiple state and federal funds and resources. Throughout GCC's history, we have always strived to have student needs at the forefront of every fiscal decision.

## Learning Loss & Recovery

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School systems across the United States will require the exploration of research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related extended school closures. Research suggests schools must go beyond typical remediation or enrichment opportunities to recapture the learning. During the 2021-22 school year, the GCC will implement the following components derived from best practices and research such as; 1. Determining and addressing the immediate needs of students and families. 2. Implementing strategies and practices to address school-wide academic goals that support students' continued growth. 3. Accelerate Learning. 4. Provide social-emotional support for students and staff.

## Rancho Del Paso

### School Campus Integration and Collaboration

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Planning and development started during the 2021-22 school year for the collaboration and matriculation of Higher Learning Academy and Futures High School. This collaboration allows for the maximization of facilities and program offerings. During the 2022-2023 school year, GCC and site staff implemented a reconfiguration that brought both campuses under one administrative structure. This change will allow students and families to have instructional and programmatic alignment between both School programs and create more effective use of resources, facilities, and staff.

# CURRENT YEAR OPPORTUNITIES

## Teacher and Staff Shortages

California has been experiencing a shortage of teachers, especially in special education, bilingual education, science, technology, engineering, and math, for some years. The COVID-19 pandemic has exacerbated the problem. GCC has been working on aggressive tactics to recruit and retain teachers, including offering a competitive salary and other incentives and building our para-educator workforce to enter the teaching field. As with the rest of the country, California's most prominent barrier to overcoming this education crisis is high teacher turnover rates. Teacher turnover is indeed driving the demand for new teachers. Approximately one-third of the teaching workforce in California is nearing retirement. With this in mind, the Center for the Future of Teaching and Learning estimates that the state will need an additional 100,000 teachers over the coming decade. The GCC Human Resources department is being proactive in our recruitment efforts.

## Diversity, Equity, and Inclusion Strategic Plan

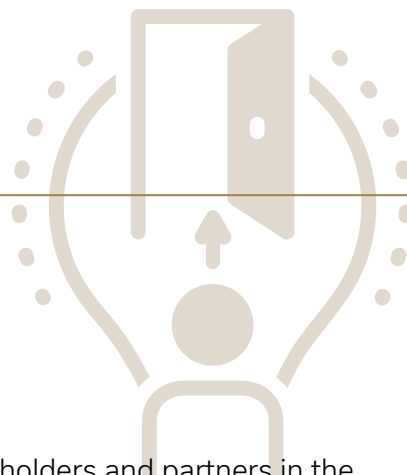
The GCC is committed to fully embracing our rich, diverse community expressed through race, ethnicity, socioeconomic status, ability, sexual orientation, gender identity, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure. We recognize that it will take a commitment to open hearts and minds. We are prepared to continue the work, and we are continuing to implement the Strategic Plan for Diversity, Equity, and Inclusion. The Strategic Plan for Equity provides guidance and a clear path for the work of the GCC, Superintendent, Board, staff, stakeholders, and the community. We acknowledge that this work is not done in isolation and requires the active engagement of parents, families, community, and school staff. We recognize that family engagement works best when it focuses on student learning, is built on foundations of trust and healthy relationships, and families and teachers see each other as equal partners. The goals and strategies of the strategic plan are envisioned through the lens of parents/caregivers as equal partners. We understand that the strategic plan and our work with; administrators, school site staff, and outside experts assist us in moving toward our goals for diversity, equity, and inclusion.

## University of Massachusetts Global (UMASS) Partnership

GCC formed a partnership with UMASS (formerly Brandman University) to offer opportunities for growth and professional development for current GCC employees. This partnership has three main areas of focus; 1) Assisting current employees who don't hold a teaching credential to earn one, 2) Assisting current teachers in pursuit of a special education credential, and 3) Assisting teachers interested in pursuing a master's or doctorate degree.



# CURRENT YEAR OPPORTUNITIES



## Parent Engagement and Outreach

The GCC and our schools recognize parents as critical stakeholders and partners in the education and support of our students. For the GCC, meaningful parent engagement is when schools see parents as equal partners in promoting student achievement and recognize parents' talents and skills as resources to encourage children's educational development. When parents are involved, students experience improved outcomes and success. Recognizing the unique nature of the COVID-19 Pandemic and distance learning, the GCC Community Engagement and Development department will work to support parents in a virtual world through events and programs and coordinating parent engagement efforts with local social services and non-profits.

## Capacity Building (Building Our People):

Investing in our staff has always been part of the core of the GCC. Throughout our 20 year existence, we have offered several opportunities and book studies for all staff. For the 2021-22 school year, Superintendent Dr. Cindy Petersen led her 26th and 27th cohort of "Crucial Conversations." As we prioritize building our people, we will continue to create professional growth opportunities. In the 2022-23 school year, we plan to host a "GCC Con" offering workshops and activities taught by staff members with interest or expertise in the area. GCC will continue to go deeper in our work with author and consultant Lyle Kirtman to build leaders across the organization.

## Capacity Building (Growth Leadership)

GCC has always made it a priority to grow leadership from within the organization. As we move into the 2022-23 school year, we have expanded to two new executive directors of educational program roles that will fulfill critical needs for multiple GCC schools and programs. Each of these directors is currently leaders within the GCC; therefore, it will be necessary to continually grow leadership at each of our school sites as we backfill these roles.



# CURRENT YEAR OPPORTUNITIES



## Community Schools

From the beginning, GCC has always had a vision of providing wraparound and whole child support to our students. Through grant funding from California Community Schools Partnership Program (CCSPP) we will be able to start the planning to support our schools' efforts to partner with community agencies and local government and align community resources to improve student outcomes. These partnerships will provide an integrated focus on academics, health and social services, youth and community development, and community engagement. Community school strategies can be a practical approach to mitigate the academic and social challenges that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Family and community engagement;
- Collaborative leadership and practices for educators and administrators; and
- Extended learning time and opportunities.

# THE JOURNEY AND THE FUTURE



## Organization Life Cycle

The GCC is cognizant that at twenty years into this journey the organization is moving into a new phase in their organizational life cycle. As our organization matures, without awareness, data, reflection and innovative action within the organization may naturally decline.


Successfully navigating the execution life cycle is like climbing a mountain that is forever growing. The mountain itself is made up of problems to solve. Why problems? Because entropy is always at work causing disintegration. Still, the point is not to solve all our problems (this would mean there's no more change and we're fundamentally dead). The point is being able to always move on to a higher class of problems. As a learning organization, we recognize that we must climb the mountain step by step remembering that the higher we go, the better the view. innovation, creativity, rejuvenation and re-birth are all necessary components to avoid organizational decline.

## Organizational Sustainability

According to the Center on Reinventing Public Education (CRPE), seventy-one percent of the 400 charter school leaders surveyed for their 2010 study said they expected to leave their schools within five years. They go on to state "Schools succeed or fail based largely on who is leading the organization". The data suggests that principals and superintendents in districts and in charters serve an average of approximately three years before changing jobs or organizations. Gateway Community Charters has had the benefit of a number of high quality principals and cabinet members who have far exceeded these averages. The GCC needs to become more mindful and strategic regarding long-term succession planning. As a mature charter school management organization we need to be intentional and deliberate in our succession planning for key leadership roles, from the superintendent to principals and extending to the board as well.

## Financial Sustainability

With a history of quality fiscal practices, GCC leveraged the multiple and short-term federal and state funds during the 2021-22 school year. The 2022-23 fiscal outlook continues to be full of uncertainties. As a mature charter school management organization, we will continue to be intentional and deliberate in our financial sustainability planning. The GCC continues to seek ways to develop fund development strategies through the GCC Foundation, and philanthropic and corporate donors.



# DREAMS AND ASPIRATIONS



## Pre-school/Early Childhood Learning

With an increased interest in the area of Childhood Learning and Early Education by Governor Newsom and other local elected officials. The GCC Board and staff level discussions have touched on the community interest in GCC increasing our offerings in relation to the younger child. Community and staff believe that access to quality learning environments at a young age lead to later academic success. This discussion has centered on our communities of high need. Except for TK – this is a departure from our current funding sources and is a bandwidth issue as to expertise as well.

## GCC Alumni

As the GCC enters its twentieth year, we continue to look for ways to meaningfully and intentionally engage our Alumni. The benefit of engaging our Alumni beyond their time at a GCC school is priceless. We see this as an opportunity to have Alum return as mentors, classroom speakers, and future employees. We anticipate creating a system that will utilize data tracking and other systems that will keep us in a relationship with our Alumni and provide another vehicle to substantiate success.

## Aviation and/or Aerospace Pathway Program and/or Charter

Over the course of the last three years, the GCC has developed a renewed relationship with our partner, the Aerospace Museum of California. The Executive Director is an active member of our Community Business and Advisory Council, and our Deputy Superintendent is a member of their Education Program Committee. We continue to look for ways that we can support both entities as such; further meetings, discussions, and research are proposed to discuss options and viability. During the 2022-23 school year work will begin to explore a CTE Pathway at CCCS with an Aerospace focus.

(NOTE: The GCC held an aerospace charter for 5 years and voluntarily chose not to renew it due to quality considerations.)

## Performing Arts Program

With the acquisition of the former McClellan AFB theater, GCC has always had a dream to provide a performing arts education and program to our students and community. This program would be founded on our belief that the education of the whole child includes ongoing exploration in dance, drama, music, and visual arts. This program concept would involve opportunities to play, invent, and discover while building on the cross-cultural experience and development of our students.



# DREAMS AND ASPIRATIONS



## GCC Mobile Medical Clinic

School-based health care is a powerful tool for achieving health equity among children and adolescents who unjustly experience disparities in outcomes simply because of their race, ethnicity, or family income. Critically needed services like medical, behavioral, dental, and vision care directly in schools so that all young people, no matter their zip code, have equal opportunities to learn and grow. In the communities that GCC serves, there is a high need for student health care services. By integrating into the education environment, school-based medical clinics contribute directly to the school's mission and deliver outcomes such as reduced student absenteeism, early intervention, and identification of special services and support. GCC staff will work to identify a healthcare partner to join us in implementing this concept.

## Café Concept Replication

Through our existing and robust partnership with the Aerospace Museum of California, an opportunity to replicate the Firehouse Café project concept with a cafe located at the museum to be named "Props Cafe." The museum would host the Café that would, in addition to serving the patrons of the museum but would include a "living history" project that will capture the stories of flight and aerospace history in the North Highlands, McClellan, and Sacramento County.

## New Classroom Based CTE Charter

The GCC is exploring the concept of a new classroom-based vocational charter with a Project-Based Learning/CTE academic framework used to provide active, hands-on, and relevant educational experiences for our region's most at-risk students. The charter will create cross curricular experiences allowing students to work on real-life projects, develop and practice skills under the mentoring of professionals, and contribute to our community in very tangible and meaningful ways. This school will be designed to address an increased need to provide Career Technical Education training to high school students to fill labor market demands in the Sacramento region.

## International Baccalaureate (IB) High School

The GCC currently has three K-8 schools in various stages of IB implementation and certification. GCC board and staff have held strategic discussions over multiple years regarding a small IB High School (Middle Years Programme and Diploma Programme) for the three schools to feed into as a strategic future move. The location would need to be in the epicenter of the other three locations, and transportation might need to be considered. It is expected that this charter petition would begin development concurrently with the exploration of possible locations and political ramifications.

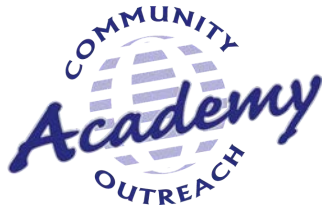


# Overview of GCC



## Community Collaborative Charter School

5715 Skvarla Ave. (McClellan)  
3701 Stephen Dr. (N. Highlands)  
2945 Ramco St., Ste. 200 (West Sacramento)  
810 Grand Ave. (Firehouse)  
1901 Del Paso Blvd. (Sac. Youth)



## Community Outreach Academy

5640 Dudley Blvd. (McClellan)  
5637 Skvarla Ave. (McClellan)  
3337 James Way (McClellan)  
5800 Skvarla Ave. (McClellan)  
5712 Dudley Blvd. (McClellan)  
5726 Dudley Blvd. (McClellan)  
3800 Bolivar Ave. (N. Highlands)



## Empowering Possibilities International Charter

2945 Ramco Street  
West Sacramento, CA 95691



## Futures High School

900 Grace Avenue  
Sacramento, CA 95838



## Gateway International School

900 Morse Avenue  
Sacramento, CA 95864



## Higher Learning Academy

900 Grace Avenue  
Sacramento, CA 95838



## Sacramento Academic & Vocational Academy

815 S Street (CIA)  
3141 Dwight Rd (Elk Grove)  
5523 34th Street (La Familia)  
810 Grand Avenue (Firehouse)  
1214 N Market Blvd (Natomas)  
5330 Power Inn Rd (Sacramento)  
6207 Logan Street (SIM Center)





## GATEWAY COMMUNITY CHARTERS

5112 Arnold Avenue, Suite A  
McClellan, CA 95652  
916-286-5129

[info@gcccharters.org](mailto:info@gcccharters.org)

[WWW.GCCCHARTERS.ORG](http://WWW.GCCCHARTERS.ORG)