Santa Rosa Junior College
Program Resource Planning Process

Gateway to College 2017

1.1a Mission

This mission of the Gateway to College Academy (GtC) middle college high school at Santa Rosa Junior College (SRJC) is to re-engage students in their education through an accelerated, high quality, and high individual support program. GtC is dedicated to providing spaces, resources, and opportunities that foster the holistic development of each student as they progress towards the completion of a high school diploma and college degree or certificate.

1.1b Mission Alignment

The mission of the Gateway to College Academy (GtC) is consistent with the Santa Rosa Junior College District's mission and goals in the following ways:

- We focus on student learning by preparing students for certificate or transfer; by providing responsive career and technical education; and by improving students' foundational skills.

- We provide a comprehensive range of student development programs and services that support student success and enrich student lives.

- We support the social equity of our region.

- We promote personal and professional growth and cultivate joy at work and in lifelong learning.

- We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

- We regularly assess, self-reflect, adapt, and continuously improve.

1.1c Description

All Gateway to College National Network (GtCNN) partner sites, including SRJC's Gateway to College Academy, agree to implement Gateway to College based on five essential elements and the associated commitments. The essential elements describe the core aspects of the model and provides the framework and reference points for continuous improvement and innovation.

1. Significant Dual Credit
Gateway to College Academy (GtC) 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.

- SRJC and local public K-12 agency, Petaluma City Schools, 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 credential.
- GtC provides students a full-fledged, flexible, college-based education on the SRJC Petaluma campus, and includes a summer enrollment option. Students are made to feel like college students, because they are college students.
- GtC selects 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 achieve a high school diploma within the available time created by the dual credit structure.

2. Sustainable Partnerships

Gateway to College leverages the capacity of local school districts as well as SRJC, and other community organizations to create sustainable programs that help meet the local need for dropout recovery.

- SRJC and local public K-12 education agencies, including Petaluma City Schools, create and maintain formal agreements for the governance of Gateway to College programs that are consistent with the GtC essential elements and that clearly articulate each party's financial and operational requirements.
- SRJC and local 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.
- SRJC and local 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 holistic 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 Gateway experience.
- Gateway programs develop and implement services and structures to address the needs of the whole student in order to maximize program persistence and completion.
- Gateway programs utilize available community resource options for comprehensive student support.
- Gateway faculty and staff utilize strengths-based and solution-focused approaches to student support.
- Gateway faculty and staff create and foster community among students to increase their academic and social integration into the college environment.

4. Innovative Teaching and Learning

Gateway to College encourages the implementation of innovative pedagogical techniques based on both research and proven practices in effective teaching and learning.

- Gateway programs place students in a community of learners through a Foundation term that prepares them to succeed in college and become lifelong learners.
- Gateway faculty and staff use the "Principles of Teaching and Learning" to guide the implementation and continuous improvement of pedagogy.

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

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

1.1d Hours of Office Operation and Service by Location

Gateway to College Academy is located exclusively at SRJC Petaluma, Kathleen Doyle Hall, room 236.

Monday through Thursday: 8:30AM-5:30PM
Friday: 8:30AM-1:30PM

1.2 Program/Unit Context and Environmental Scan

N/A

2.1a Budget Needs

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Petaluma	06	04	$8,000.00	Establish travel budget for new staff (5 ppl) for GtC National Network trainings as well as local professional development trainings (Dual Enrollment, Nat'l Youth At Risk, CA Charter)
0002	Petaluma	03	02	$250.00	Outreach materials for referral sources (pens, flash drives, etc.) to expand awareness and application for prospective GtC students and referral sources
0003	Petaluma	01	02	$125.00	Tablecloth for outreach & recruitment events to promote awareness, aid in recruitment, program branding
0004	Petaluma	01	01	$4,800.00	Transportation for 4 university field trips
0005	Petaluma	03	02	$400.00	Retractable banner and stand for outreach & recruitment events
0006	Petaluma	01	02	$225.00	Vinyl photo backdrop for graduation and other SRJC-P campus events
0007	Petaluma	02	04	$150.00	"Trauma Informed Care" Faculty professional development books

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Research Technician	20.00	12.00	Enter student data (grades, units completed, GPA, attendance), run reports, synthesize and analyze data for program outcomes and continuous program improvement.
Adminstrative Assistant II	20.00	12.00	Oversees various administrative tasks such as processing payments, completing room reservations, completing meeting minutes, e-mail correspondences, creating and maintaing spreadsheets and budget documents.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Gateway to College	40.00	12.00	Prepares grant proposals, contracts, program plans and budgets for the Gateway to College Program. Directs and authorizes the use of grant and ADA funds within the Gateway to College Program; ensures compliance with all contract provisions and funding requirements of the grantee and partners; prepares for fiscal monitoring and program quality reviews; prepares appropriate reports. Maintains currency and interprets relevant laws, regulations, policies, procedures and pending legislation; responds rapidly to changes to maintain compliance, accountability and reporting requirements. Develops and maintains standardized procedures and protocols for all program functions, including attendance accounting. Manages complex daily operations of multiple Gateway to College service areas including academic counseling, advising, recruitment and outreach services, Gateway to College workshops and K-12, community college, and transfer university partnerships. Oversees the authorization of expenditures of significant K-12 and grant funds each semester for books and supplies for eligible students; tuition; food service; and other programmatic costs; coordinates with the Bookstore and Accounting to ensure accuracy of billings and payments.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	01	02	New	Secondary School Coordinator, 1.0 FTE/11mo.	Classified
0002	Petaluma	01	02	New	Retention Specialist, 1.0 FTE/12mo.	Classified
0003	Petaluma	01	02	Outreach Specialist (Vacant)	Outreach Specialist, 0.5 FTE/12mo.	Classified
0004	Petaluma	01	07	Administrative Assistant II, Gateway to College	Administrative Assistant II (incre. 1.0 FTE/12mo.)	Classified
0005	Petaluma	01	02	Program Specialist (Vacant)	Program Specialist, .75 FTE/12 mo.	Classified

2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

2.3c Faculty Within Retirement Range

N/A

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Petaluma	01	02	Counseling, Gateway to College (1.0)	Currently, the Gateway to College (GtC) program has inconsistent, part-time adjunct counseling faculty assigned each semester. Full-time, tenure track faculty are critical to maintain program stability, consistent student support and services, and to meet the integrity of the learning community model. A minimum of one (1) full-time contract faculty is requested.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

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2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	02	01	Wall whiteboards	2	$1,000.00	$1,000.00	Vanessa Luna Shannon	PC 229, PC 230	Vanessa Luna Shannon

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	01	02	SARS Kiosks for Counseling Services	4	$500.00	$2,000.00	Vanessa Luna Shannon	PC 235, 236, 240	Vanessa Luna Shannon
0002	Petaluma	01	02	New Furniture for Student Lounge	4	$400.00	$1,600.00	Vanessa Luna Shannon	PC 228	Vanessa Luna Shannon
0003	Petaluma	01	01	15-person auto van for student transportation	1	$30,000.00	$30,000.00	Vanessa Luna Shannon	PC 238	Vanessa Luna Shannon
0004	Petaluma	04	07	Acrylic wall panel/whiteboard for meetings	1	$130.00	$130.00	Vanessa Luna Shannon	PC 238	Vanessa Luna Shannon
0005	Petaluma	01	02	Enclosed art and bulleting display case to promote	1	$1,500.00	$1,500.00	Vanessa Luna Shannon	PC 228	Vanessa Luna Shannon

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Petaluma	04	01	1 Year	PC 229	PC229	$2,000.00	New Carpet
0001	Petaluma	04	01	1 Year	PC230	PC 230	$2,000.00	New Carpet

2.5b Analysis of Existing Facilities

The Gateway to College Academy (GtC) counseling and administrative offices are located in Kathleen Doyle Hall east, 2nd floor. Most early college high school courses are held in PC 229 and PC 230; however, classroom space, as well as student activities spaces (student lounge, restrooms, hallways) are also used by non-GtC students. With the exception of office space, which is exclusively for GtC-assigned faculty and staff, all facilities used by GtC students are shared spaces for the entire SRJC Petaluma community.

Presently there is a small "lounge" space near the Gateway to College (GtC) main office and classrooms that are mostly used for GtC middle college instruction (PC 229 & 230). The lounge signage reads "Puente/ESL Lounge" but is used primarily by GtC students due to the proximity to other GtC program services. In recent semesters a number of feedback surveys have been distributed to garner student priorities in regard to the space. Students have consistently requested:

- Updated seating furniture (couch, individual lounge chairs)
- Tables for eating and/or coffee table
- Wall artwork displays
- Food storage and heating facilities

This lounge area is frequented by non-GtC students mostly in the evenings and will continue to be open to all SRJC Petaluma students. The space is used for school/community events such as focus groups, study groups, reading area, and lunch.

3.1 Develop Financial Resources
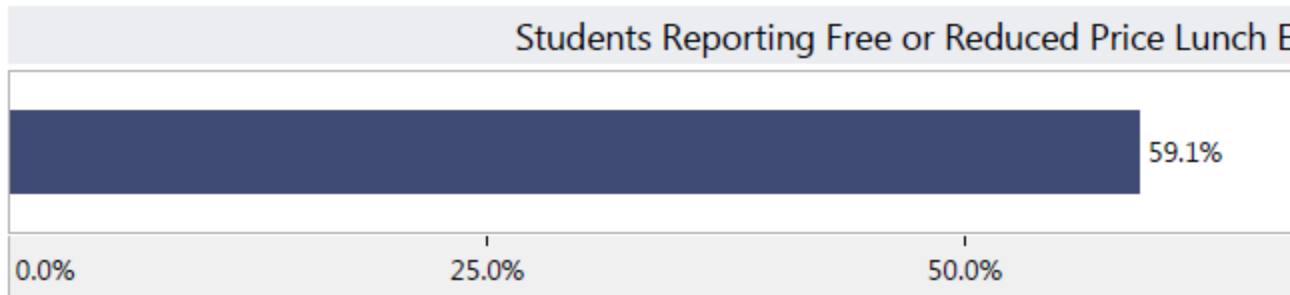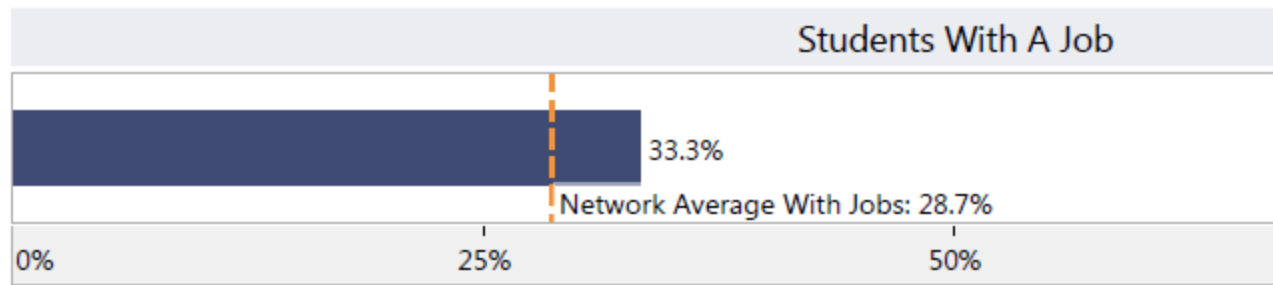
3.2 Serve our Diverse Communities

The Gateway to College Academy (GtC) middle college high school is comprised of diverse students from Sonoma, Marin, and Napa counties. The faculty and staff strive to create a welcoming and inclusive community culture where all students feel valued and have a strong sense of belonging.

Here is demographic data captured through the GtC National Network student surveys:

Gender Distribution (Self-reported)

Female	
Male	
Genderqueer/Androgynous	
Other	

Racial/Ethnic Distribution (Self-reported)

African-American	
White	
American-Indian/Native-American/Alaskan	
Asian/Pacific-Islander	
Hispanic/Latino	
Other	

Living Situation

Dependent	
Independent	

Students With A Job

33.3%

Network Average With Jobs: 28.7%

0%   25%   50%

Students Reporting Free or Reduced Price Lunch E

59.1%

0.0%   25.0%   50.0%

3.3 Cultivate a Healthy Organization

The Gateway to College Academy (GtC) strongly believes that ongoing professional development is central to building and maintaining a healthy organization as well as cultivating a positive and success student program.

All GtC staff and faculty participate in intensive two-day retreats twice per year (just prior to the fall and spring semesters). Furthermore, all members attend bi-weekly team meetings to discuss student concerns and intervention strategies to lead to success.

Additionally, the GtC National Network hosts frequent webinars that all SRJC GtC staff and faculty can participate in, as well as regional meetings for directors and bi-annual national Peer Learning Conferences.

To enhance the professional experience and add a dimension to cultivating a healthy organization, the Director, Gateway to College frequently offers all team members (STNCs, Student Workers, faculty, permanent staff) opportunities to engage in social events geared to build positive and interdependent relationships.

3.4 Safety and Emergency Preparedness

The Director, Gateway to College is part of the campus DOC as a Logistics team member. Additionally, the GtC Program Specialist is a Building Safety Coordinator (BSC) for the Kathleen Doyle Hall. Both Director and Program Specialist attend required trainings respective to each role and responsibility.

3.5 Establish a Culture of Sustainability

The Director, Gateway to College is a member of the SRJC Petaluma Green Collaborative group, with the goal of increasing sustainable, eco-friendly practices for the GtC middle college high school and its campus community.

4.1a Course Student Learning Outcomes Assessment

The Gateway to College Academy (GtC) is a Middle College High School, and thus offers a full-time high school instructional schedule and students can simultaneously enroll and complete college courses to earn dual credit.

SRJC English courses (English 307, 100, and 1A) offer GtC students an opportunity to develop proficiency in academic and career/technical learning, reading, writing, and information competency skills necessary for college work; critical reading and discussion of college-level texts with emphasis on expository and argumentative prose are the focus of the college level English course.

The College Survival course (Counseling 53) combines comprehensive academic study strategies with critical thinking and personal
development. This course includes the following topics:
- memory and concentration techniques,
- lecture note taking systems
- textbook study systems
- test taking
- research strategies
- critical analysis
- effective problem solving
- life and time management
- learning styles
- personal and educational values and goals
- instructor-student relations
- maintaining health

All GtC-designated college courses are assessed through data collected in fall and spring from the SRJC SLO system per College policies and practices.

Outcomes are also discussed at GtC National Network regional and national trainings.

The data collected helps to inform what is effective in the program; it also helps to identify areas of improvement.

4.1b Program Student Learning Outcomes Assessment

Gateway to College Academy (GtC)

Student Learning Outcomes

Students will be able to:

1. Demonstrate skills in critical thinking, technology, problem solving, leadership and innovative thinking while exercising them in academic and career environments.
2. Exhibit strong reading, writing, and effective communication skills to equip them for high school completion and college degree attainment.
3. Demonstrate rational decision making and personal responsibility in an effort to promote healthy lifestyles in a diverse society.

All GtC program SLOs are assessed by the Gateway to College National Network at the end of each semester and annually.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7

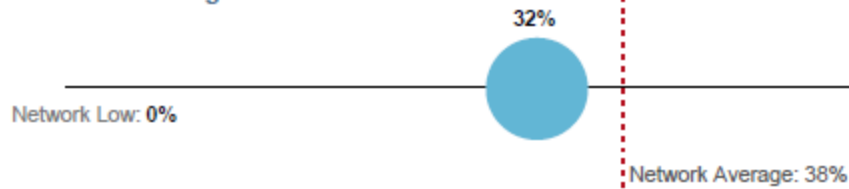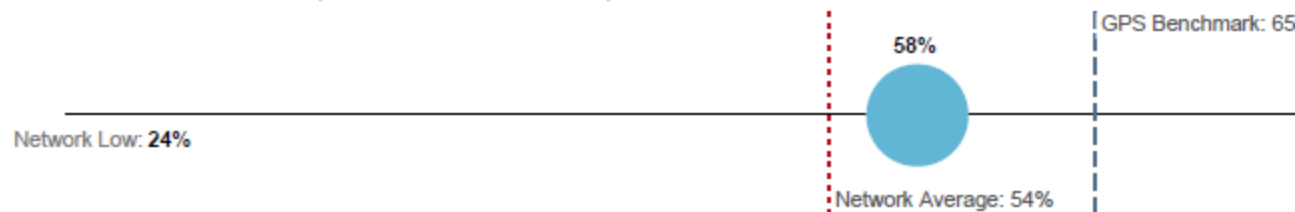## 4.2b Narrative (Optional)

5.0 Performance Measures

Santa Rosa Junior College

2014 - 2015 Total Enrollment: 74

Passed All First Term Courses in 2014 - 2015
2014 - 2015 Average First Term HS GPA: 2.94

32%

Network Low: 0%

Network Average: 38%

One Year Persistence (2013 - 2014 Cohort)

GPS Benchmark: 65

58%

Network Low: **24%**

Network Average: 54%

Two Year Persistence (2012 - 2013 Cohort)

GPS Benchmark: 61%

Network Low: **10%**

Network Average: 38%

Three-Year Cohort Graduation Rate (2012 - 2013 Cohort)

GPS Benchmark: 50%

Network Low: **0%**

Network Average: 31%

Average College Credits Earned by 2014 - 2015 Graduates [+]

20

Network Low: **0**

Network Average: 20
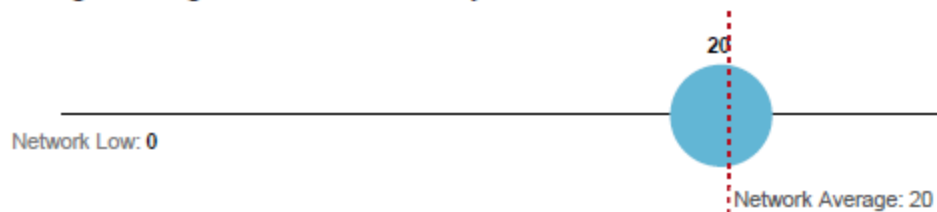
+ College credits reported as semester credits. Actual values for programs on a quarter schedule are likely to be higher.

Blue dots represent this program's results through the 2014 - 2015 academic year.
Not all measures have available data. For measures without a blue dot, no data was available for the time period.

Santa Rosa Junior College

Program Data Trends

Percentage of Students Passing All First Term Courses by Academic Year

33%

2012-2013	2013-2014

One Year Persistence by Cohort Year

2011-2012	2012-2013

Two Year Persistence by Cohort Year

2010-2011   2011-2012   2

Three-Year Cohort Graduation Rate by Cohort Year

2010-2011   2011-2012   2

Average College Credits Earned by Graduates by Graduation Year

2012-2013   2013-2014   2

Santa Rosa Junior College

2014 - 2015 Student Survey Outcomes Report

Welcome to the 2014-2015 Student Survey Outcomes Report. As a partner o
Network, you have been gathering information from students about their in
of each school term through the **New Student Survey (NSS)**, and after com
Student Satisfaction Survey (SSS).

New measures were added to the survey in 2014-2015 to provide additional
experiences before and during Gateway to College. This information offers a
previous and persisting challenges and support available to students. Additio
comfortable students felt at school before Gateway and during Gateway on
value their interactions with peers, instructors and family before and during

College.

The following report highlights the key measures from the Student Surveys
think about their experiences and perceive success outside of academic mea

While this is valuable data to inform future practices and reform, it can also
advocacy efforts and should be used widely in dialogues around (and not lir
strengthening community involvement and increasing access for disconnect

Survey information is also available to you through live reports on Gateway
available to download. The live reports are located on GatewayLive under:
GTC Resources -> Program Reports.

For additional information and questions, please contact Kriti Agrawal at 97:
kagrawal@gatewaytocollege.org.

Santa Rosa Junior College

2014-2015 Mindset and Support Measures

Mindset - Character (NSS Only)

3.0

Minimum: **0.0**   Maximum: **4.0**

Network Average: 2.6

Mindset - Intelligence (NSS Only)

3.4

Minimum: **0.0**   Maximum: **4.0**

Network Average: 3.2
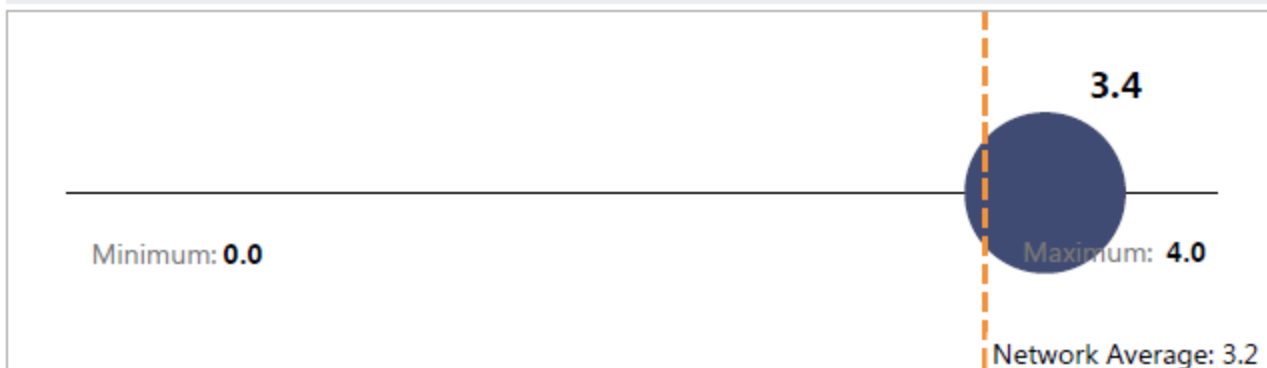
Sense of Belonging (NSS Only)

2.8

Minimum: **1.0**   Maximum: **5.0**

Network Average: 3.1
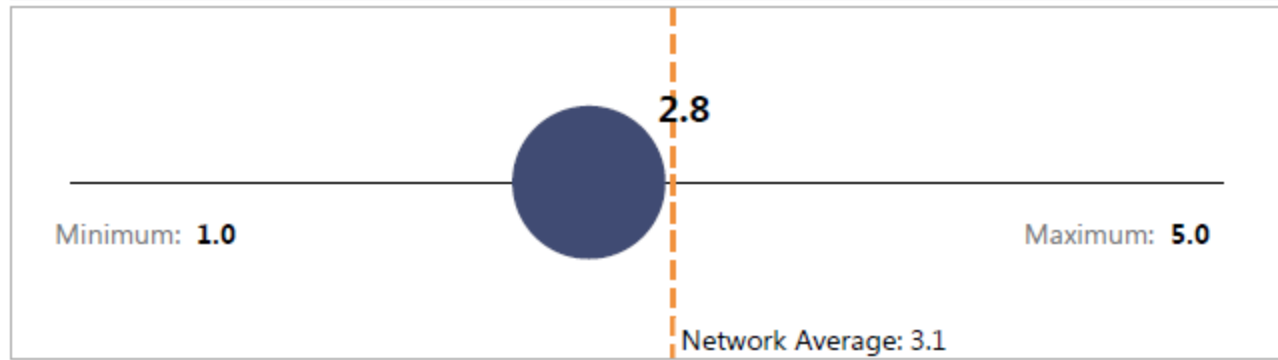
Family Relationships/Support (NSS Only)

3.1

Minimum: **1.0**   Maximum: **4.0**

Network Average: 3.1
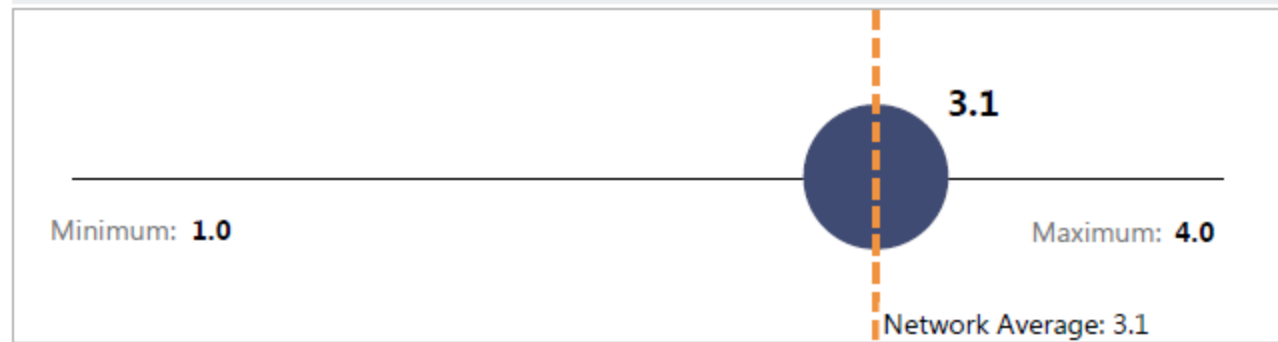
General Social Support (NSS Only)
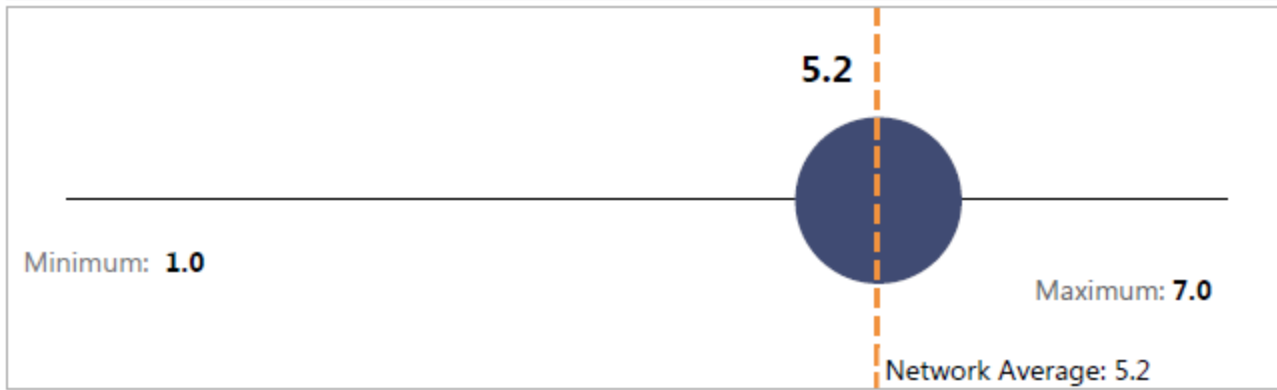
5.2

Minimum: **1.0**

Maximum: **7.0**

Network Average: 5.2

* Student Satisfaction Survey response rates vary by program. Blank spaces indicate data was unavailable for tha

Santa Rosa Junior College

2014-2015 Gateway to College Experiences

Responses for following measures are only collected through Student Satisfa
information, please refer to Glossary.

Pathways and Future Goals

Minimum: **1.0**

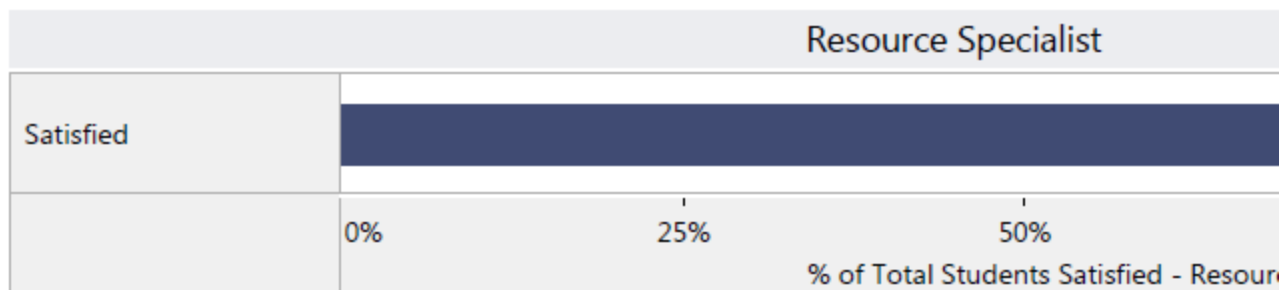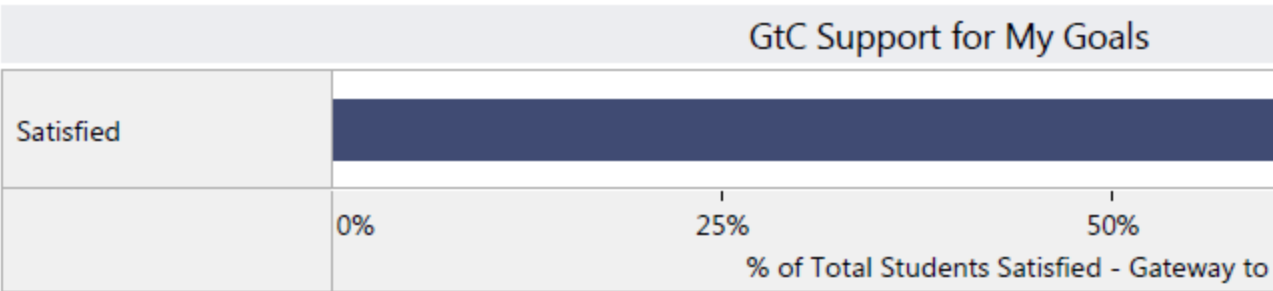| Critical Thinking |
| --- |

Minimum: **1.0**

Teaching and Learning

Minimum: **0.0**

Santa Rosa Junior College

2014-2015 Student Satisfaction
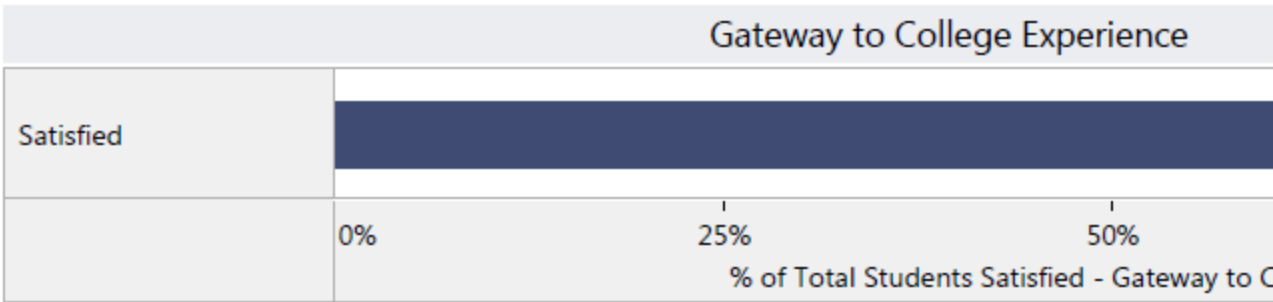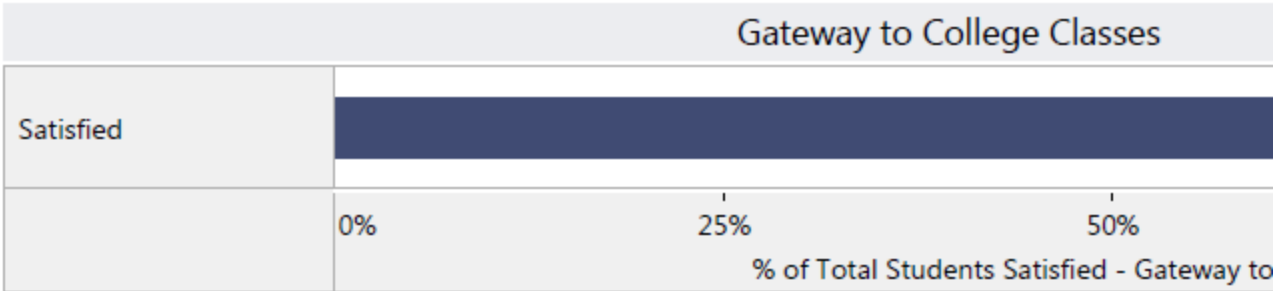
Resource Specialist

Satisfied	
	0% 25% 50%

% of Total Students Satisfied - Resour

Gateway to College Classes

Satisfied	████████████████████████████████████
	0%　　　　　　　25%　　　　　　　50%
	% of Total Students Satisfied - Gateway to

Gateway to College Experience

Satisfied	████████████████████████████████████
	0%　　　　　　　25%　　　　　　　50%
	% of Total Students Satisfied - Gateway to C

GtC Support for My Goals

Satisfied	██
	0%　　　　　　　25%　　　　　　　50%
	% of Total Students Satisfied - Gateway to

* Student Satisfaction Survey response rates vary by program. Blank spaces indicate data was unavailable for th

Santa Rosa Junior College

2014-2015 Previous and Persisting Challenges

Baseline Challenges (New Student Survey On...

School-Related Challenges

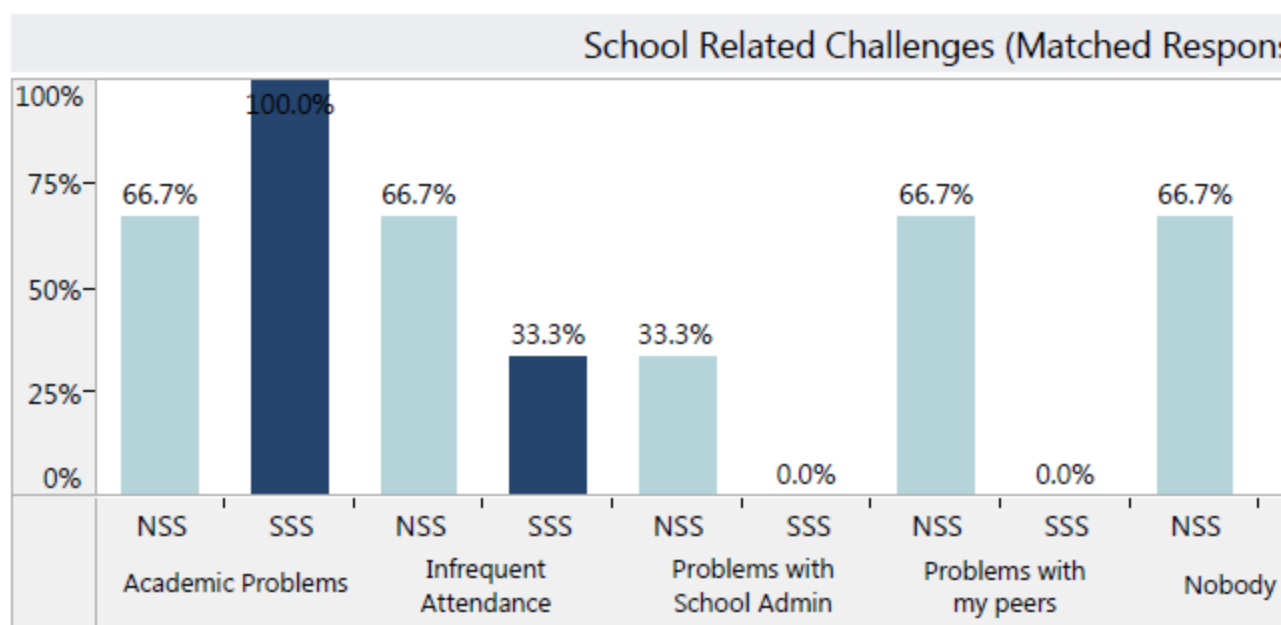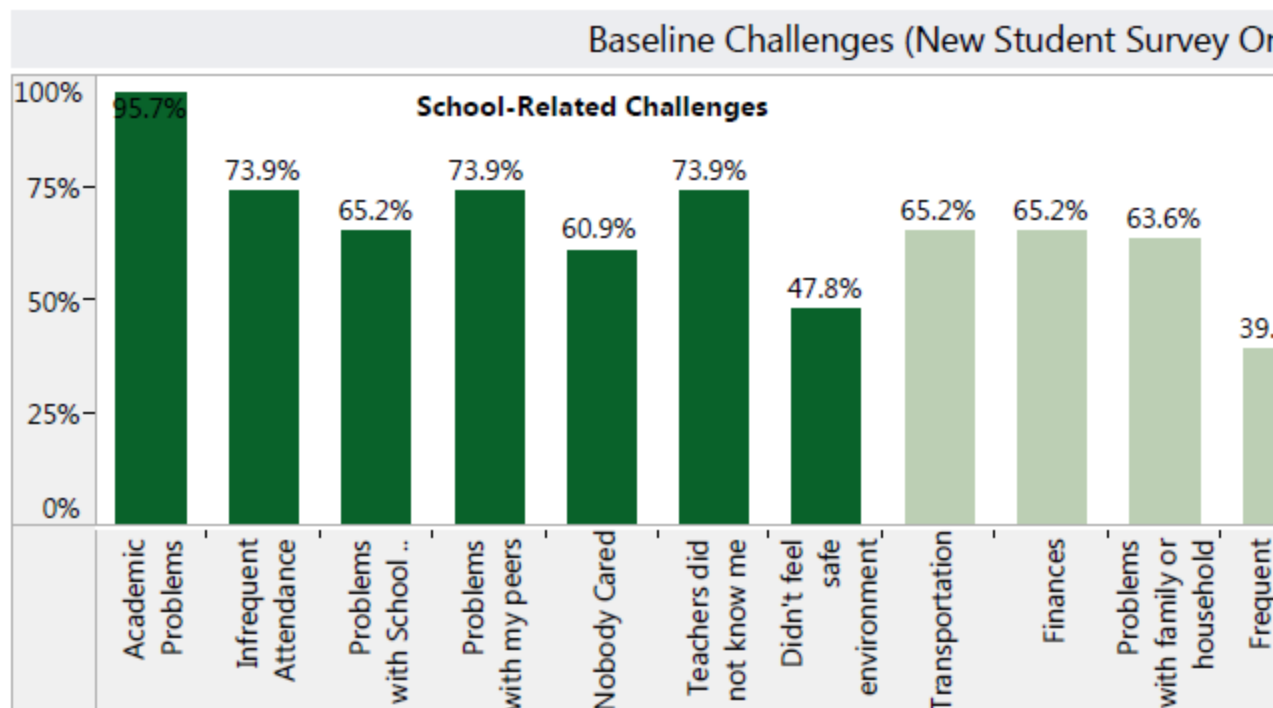| Challenge	Value
Academic Problems	95.7%
Infrequent Attendance	73.9%
Problems with School ..	65.2%
Problems with my peers	73.9%
Nobody Cared	60.9%
Teachers did not know me	73.9%
Didn't feel safe environment	47.8%
Transportation	65.2%
Finances	65.2%
Problems with family or household	63.6%
Frequent	39.

School Related Challenges (Matched Respons...

	NSS	SSS
Academic Problems	66.7%	100.0%
Infrequent Attendance	66.7%	33.3%
Problems with School Admin	33.3%	0.0%
Problems with my peers	66.7%	0.0%
Nobody	66.7%	

Non-School Related Challenges (Matched Resp

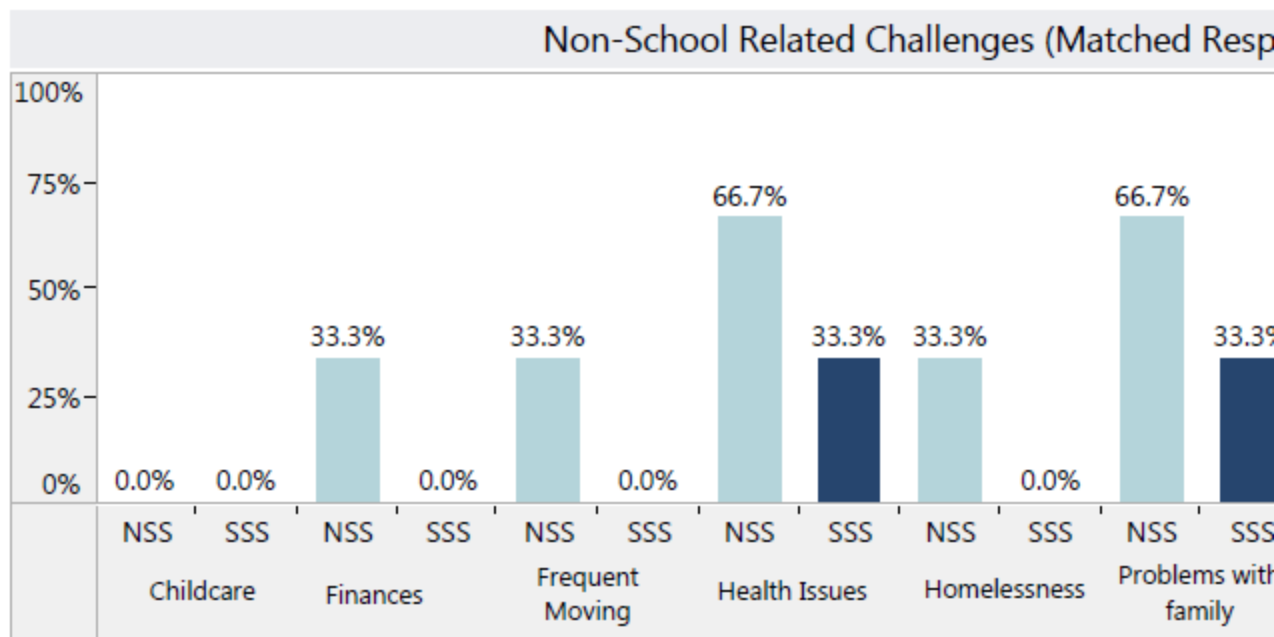Note: The numbers here represent percentage of students who reported struggling with these items e
experience.

* Student Satisfaction Survey response rates vary by program. Blank spaces indicate data was unavailable for th

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

N/A

5.2a Enrollment Efficiency

N/A

5.2b Average Class Size

N/A

5.3 Instructional Productivity

N/A

5.4 Curriculum Currency

N/A

5.5 Successful Program Completion

Two Year Persistence by Cohort Year

2010-2011	2011-2012	2

Three-Year Cohort Graduation Rate by Cohort Year

2010-2011	2011-2012	2

Average College Credits Earned by Graduates by Graduation Year

2012-2013	2013-2014	2

5.6 Student Success

5.7 Student Access

5.8 Curriculum Offered Within Reasonable Time Frame

N/A

5.9a Curriculum Responsiveness

N/A

5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

N/A

5.11a Labor Market Demand (Occupational Programs ONLY)

N/A

5.11b Academic Standards

N/A

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Petaluma	07	02	1. Enhance partnership with K-12 charter Local Education Agency (LEA)	1a. Develop updated MOU with LEA	2015-2017	In progress: Met w LEA several times over AY 2016-2017 but budget has been in development, which is integral to the MOU.
0001	Petaluma	01	02		1b. Increase the quantity of referrals from Petaluma City Schools personnel	2016-2018	Accomplished: Approximately 20% of new fall 2017 students from PCS most likely due to intentional outreach directly with local high school counselors and staff.
0002	Petaluma	01	02		2b. Increase the student persistence rate from fall to spring	2016-2017	Accomplished (Ongoing): Enrollment of fall 2016 students into the spring 2017 semester increased, however, completion was not equitable.
0002	Petaluma	07	02	2. Recruit new students every semester	2a. Enroll at least 24 students per semester (depending on facilities capacity) per semester	2013-2018	Accomplished (Ongoing): At least 24 students have been enrolled each semester since last reporting period.
0003	Petaluma	01	02	3. Maintain high student engagement	3a. Increase the student persistence rate from spring to fall	2016-2018	Accomplished (Ongoing): Persistence from summer 2016 to fall 2016 was increased due to consistent counseling capacity through SSSP during summer intersession.
0003	Petaluma	01	02		3b. Continue hosting GtC Friends & Family events to build connections between students and their supporters	2016-2017	Accomplished (Ongoing): This event has been added to the academic calendar for consistent execution. Planning and coordination from adjunct counselors and Student Success Specialist was significant.
0004	Petaluma	01	02	4. Contribute to the District's goal to increase completion of SSSP steps for new students	4a. Hold at least 3 Steps to Success events per year when students complete 3 out of 5 steps in one day	2014-2017	Accomplished (Ongoing): During AY 2015-2016 and 2016-2017 a Student Success Specialist (STNC classification) planned, coordinated, and executed these events in collaboration with Assessment and Admission and Records.
0004	Petaluma	01	01		4b. Increase student daily attendance in high school courses	2015-2018	In progress: Attendance has increased for the early fall 2017 semester, however, stability is yet to be reached and sustained.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Petaluma	07	01	1. Increase Average Daily Attendance (ADA) and Supplemental Funding	1a. The average attendance rate of GtC students will meet or exceed 90% per semester.	2016-2020	Adequate funding to provide incentives and rewards for positive student attendance. Relevant curriculum. Meaningful classroom and program experiences. Technology to inform students, parents and caregivers, alert them to absences.
0002	Petaluma	01	02	2. Capacity building towards sustainability	2a. Increase the student persistence rate from spring to fall to 95%	2016-2018	Adequate funding for student support services (counseling, retention, student engagement) to continue services during summer intersession.
0002	Petaluma	07	02		2b. Increase the student persistence rate from fall to spring to 70%	2015-2018	Adequate funding for student support services (counseling, retention, student engagement) to continue services during winter intersession.
0002	Petaluma	07	02		2c. Recruit, train, and manage mental health therapist interns from universities to provide ongoing mental health treatment to high-risk students.	2017-2020	Secondary School Leader time to develop relationships with UC/CSU/Private college Counseling programs and write proposals for interns, provide supervision of clinical hours, training and professional development.
0002	Petaluma	07	01		2d. Pursue resource development and diversification	2013-2020	Director and Secondary School Leader staff time to write grants and solicit donations and funding.
0003	Petaluma	07	02	3. Enhance partnership with K-12 charter Local Education Agency (LEA)	3a. Develop updated MOU with LEA	2015-2018	Collaboration with Petaluma City Schools, budget reports to inform decision making.
0003	Petaluma	01	02		3b. Increase the quantity of referrals from Petaluma City Schools personnel	2016-2018	Staff time to provide informational presentations to PCS counselors and administrators, as well as personally connect with counselors one-on-one for direct referrals.
0004	Petaluma	02	01	4. Foster learning and academic excellence by providing effective programming and services.	4a. Develop an Early College High School [blended, dual enrollment] master schedule that includes both high school core credit courses and program-designated college courses.	2015-2020	Director and Secondary School Leader time to work with LEA office of instruction to ensure all elements are in compliance of California Education Code (min. number of high school instructional minutes, do not surpass max enrollment capacity per class, meet min. number of instructional days, etc). Also must meet the subject needs of new and continuing students and be aligned to the campus scheduling template.
0005	Petaluma	07	02	5. Recruit new students every semester	5a. Enroll at least 24 students per semester (depending on facilities capacity) per semester	2013-2018	Outreach staff to attend community events and make personal connections with high school counselors to increase referrals.
0006	Petaluma	01	02	6. Contribute to the District's goal to increase completion of SSSP steps for new students	6a. Hold at least 3 Steps to Success events per year when students complete 3 out of 5 steps in one day	2014-2017	Dedicated staff time (15hrs/week) and coordination with Assessment, Admissions and Records, and Intercultural Center.

0007	Petaluma	01	02	7. Enhance student and family engagement	7a. Continue hosting GtC Friends & Family events to build connections between students and their supporters	2016-2018	Increased staff time to plan, coordinate, and facilitate in community event to address substance abuse, chronic stress, behavioral modification, and financial aid after graduation.
0007	Petaluma	01	02		7b. Provide caregivers with live, accurate student attendance and achievement data	2017-2019	Technology to inform parents and caregivers, alert them to absences, and remind them to provide absence justification.
0008	Petaluma	01	01	8. Streamline dual enrollment processes for a seamless student experience	8a. Decrease steps necessary for Early College High School students to enroll in college courses.	2017-2020	Meet with IT department as well as SIS Committee and Student Affairs and Engagement Center to eliminate unncessary paperwork and time and still remain in compliance with all applicable CCC codes.
0009	Petaluma	02	01	9. Increase student average GPA	9a. All students meet or exceed a 2.0 college GPA each semester.	2017-2020	Adequate and consistent student support staffing.