

**Introduction:**

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### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced*

*in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

#### **C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

### Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<b>Annual Update:</b>	<b>Annual Update:</b>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schools/sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school/sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Goal 1: Gateway to College Academy (GtCA) students will demonstrate the acquisition of academic skills aligned with statewide standards.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>  </u>
<b>Identified Need :</b>	GtCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in obtaining their high school diplomas.	
<b>Goal Applies to:</b>	Schools: <u>  </u> GtCA	
<b>Expected Annual Measurable Outcomes:</b>	Applicable Pupil Subgroups: <u>  </u> ALL LCAP Year 1: 2016-17 Measurements will include data from: 1. Pre-test and Post-Test with local rubric 2. English language proficiency rates measured by SRJC English Placement Test and/or CELDT 3. EL reclassification rate 4. CAHSEE passage rate	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Budgeted Expenditures</b>
	Pupils to be served within identified scope of service	

<p><b>Innovative Curriculum and Instruction</b></p> <p>1. <u>Highly Qualified Certificated Teachers and Leaders</u>                  Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning.</p> <p><b>School Climate and Connectedness</b></p> <p>1. <u>Personalization</u>                  Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups, Advisory and Community Circles, Personalized Learning Plans).</p> <p>2. <u>Embedded Social Emotional Learning Practices</u>                  Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. 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.</p> <p>Practices Include:</p> <ul style="list-style-type: none"> <li>• Embedded SEL Classes and Activities in Master Schedule</li> <li>• Develop robust Response to Intervention (RtI) Infrastructure of Support</li> <li>• SEL coaching sessions</li> <li>• Use of Exit Slips to monitor effectiveness</li> <li>• Agreement Norming and Transition Setting</li> <li>• Embedding Mindful Moments during the school day</li> </ul>	<p>School wide</p>	<p>X ALL                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p> <p>\$325,000</p>
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<p><b>Improving Student Achievement</b></p> <p>Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.</p> <p>1. <b>Teaching Students to Learn-</b>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. (Teaching Thinking Maps and Blended Learning)</p> <p>2. <b>Targeted Learning Strategies-</b>Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). (Using SMART Goals, Organizational and Interpersonal Skills)</p>		
<p>3. <b>Mental Health Service Referrals-</b> Refer students to Mental Health Therapists at SRJC to support meeting the academic, social, and emotional needs of students.</p>	<p>School wide</p>	<p><u> X </u> ALL  OR:  ___ Low Income pupils ___ English Learners  ___ Foster Youth ___ Redesignated fluent English proficient  ___ Other Subgroups:(Specify) _____</p>
<p>4. <b>Cycle of Inquiry-</b> The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p> <p>Teachers and administration will use data:</p> <ul style="list-style-type: none"> <li>➤ Determine individual learning needs and to make modifications to instruction.</li> <li>➤ Regularly and collaboratively reflect on direct evidence of learning</li> </ul> <p>Informal/ Formal Data to examine:</p> <ul style="list-style-type: none"> <li>a. individual student performance on projects, tests, and other performance tasks</li> <li>b. student reflections and feedback.</li> </ul>	<p>School wide</p>	<p><u> X </u> ALL  OR:  ___ Low Income pupils ___ English Learners  ___ Foster Youth ___ Redesignated fluent English proficient  ___ Other Subgroups:(Specify) _____</p>

<p>4. <b>Real World Applications</b> Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the real world, and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</p>	<p>School wide</p>	<p><u>X</u> ALL</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>Professional Development</b> 1. School leaders will provide high-quality professional development for all educators focused on developing pedagogical practices to develop the whole child. Ensures teachers have the necessary supports to focus on student engagement and achievement.</p> <p>Practices they will utilize: -Develop teacher support within SPED Initiatives -Conduct coaching sessions with teachers and faculty -Refinement of Policies, Protocols, and Procedures -Conduct Walkthroughs -Conduct Data Inquiry Cycles -Establish SMARTER Goals and Work streams</p> <p><b>Topics will include:</b></p> <ul style="list-style-type: none"> <li>• Responsive Classroom Management for the Common Core Classroom</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for Mathematics</li> <li>• Social Sciences (Common Core State Standards/ELA)</li> <li>• Content Specific Knowledge Workshops (Thinking Maps, SDAIE)</li> <li>• Visual and Performing Arts</li> <li>• Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>• Professional Learning Community (PLC) Implementation</li> <li>• Alternative education best practices</li> </ul>	<p>School wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p><u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,400</p>

<p><b>Access to Classes</b> Successful graduation with access to appropriate courses, instruction, and intervention as determined by the needs of each student.</p> <p>Use/Purchase CCSS aligned materials.</p> <ul style="list-style-type: none"> <li>• Mathematics texts</li> <li>• Career Exploration course texts</li> <li>• College survival skills texts</li> <li>• Social Studies text books</li> <li>• Hybrid courses</li> </ul>		<p><u>  </u> X_ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$25,000</p>
<p><b>Student Engagement</b> The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> <li>• Welcome week (Fall and Spring semesters)</li> <li>• UC, CSU, and private university tours</li> <li>• Community Meeting</li> </ul>	<p>School wide</p>	<p><u>  </u> X_ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$8,000</p>
<p><b>Interventions and Supports: Attendance</b> Track attendance/absence data and interventions including:</p> <ul style="list-style-type: none"> <li>➤ the use of weekly attendance reports,</li> <li>➤ home calls using integrated school information system software,</li> <li>➤ timely staff calls home, and</li> <li>➤ counseling interventions for chronically absent students, including</li> <li>➤ home visits when necessary</li> </ul>	<p>School wide</p>	<p><u>  </u> X_ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$5,000</p>
<p><b>Parent Engagement</b> Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility</p> <p>Provide the following parent activities:</p> <ul style="list-style-type: none"> <li>• Student Success Team Meetings</li> <li>• School Site Council</li> <li>• Cultural Responsive Effective Development of 504 and IEP</li> <li>• Volunteer Streams</li> <li>• Family Potluck at Exposition Nights</li> </ul>	<p>School wide</p>	<p><u>  </u> X_ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$500</p>

<p><b>English Language Learners</b></p> <p>Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition.</p> <p>Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, SBAC for 10th and 11th graders, will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified.</p> <p>Conduct reclassification procedures using:</p> <ul style="list-style-type: none"> <li>• CELDT and the following criteria:</li> <li>• Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range;</li> <li>• Student Oral Language Observation Matrix.</li> </ul> <p><b>Interventions and Supports for ELL Students</b></p> <p>To ensure that all RFP students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>	<p>School wide</p>	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income pupils ___ X English Learners</p> <p>___ Foster Youth ___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p align="center"><b>LCAP Year 2: 2017-18</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Measurements will include data from:</p> <ol style="list-style-type: none"> <li>1. Pre-test and Post-Test with local rubric</li> <li>2. English language proficiency rates measured by SRJC English Placement Test and/or CELDT</li> <li>3. EL reclassification rate</li> <li>4. CAHSEE passage rate</li> </ol>		
<p><b>Actions/Services</b></p>	<p>Scope of Pupils to be served within identified scope of service</p>		
<p>Budgeted</p>	<p>Budgeted</p>		

	Service	Expenditures
<p><b>Innovative Curriculum and Instruction</b></p> <p>1. <u>Highly Qualified Certificated Teachers and Leaders</u>                      Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning.</p> <p><b>School Climate and Connectedness</b></p> <p>1. <u>Personalization</u>                      Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups, Advisory and Community Circles, Personalized Learning Plans).</p> <p>2. <u>Embedded Social Emotional Learning Practices</u>                      Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. 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.</p> <p>Practices Include:</p> <ul style="list-style-type: none"> <li>• Embedded SEL Classes and Activities in Master Schedule</li> <li>• Develop robust Response to Intervention (RtI) Infrastructure of Support</li> <li>• SEL coaching sessions</li> <li>• Use of Exit Slips to monitor effectiveness</li> <li>• Agreement Norming and Transition Setting</li> <li>• Embedding Mindful Moments during the school day.</li> </ul>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$350,000</p>

<p><b>Improving Student Achievement</b></p> <p>Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.</p> <p>1. <b>Teaching Students to Learn</b>-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. (Teaching Thinking Maps and Blended Learning)</p> <p>2. <b>Targeted Learning Strategies</b>- Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). (Using SMART Goals, Organizational and Interpersonal Skills)</p>	<p>School wide</p>	<p><u>3. Mental Health Service Referrals</u>- Refer students to Mental Health Therapists at SRJC to support the academic, social, and emotional needs of students.</p>
<p><u>X</u> ALL</p> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify) _____</p>	<p>No additional expenditures.</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p>1. <b>Teaching Students to Learn</b>-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. (Teaching Thinking Maps and Blended Learning)</p> <p>2. <b>Targeted Learning Strategies</b>- Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). (Using SMART Goals, Organizational and Interpersonal Skills)</p>	<p>School wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify) _____</p>
<p><u>4. Cycle of Inquiry</u>- The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p> <p>Teachers and administration will use data:</p> <ol style="list-style-type: none"> <li>Determine individual learning needs and to make modifications to instruction.</li> <li>Regularly and collaboratively reflect on direct evidence of learning</li> </ol> <p>Informal/ Formal Date to examine:</p> <ol style="list-style-type: none"> <li>individual student performance on projects, tests, and other performance tasks</li> <li>student reflections and feedback</li> </ol>	<p>No additional expenditures to those included related to staffing above.</p>	<p>No additional expenditures to those included related to staffing above.</p>

<p><b>Real World Applications</b> Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>Professional Development</b> 2. School leaders will provide high-quality professional development for all educators focused on developing pedagogical practices to develop the whole child. Ensures teachers have the necessary supports to focus on student engagement and achievement.  Practices they will utilize: -Develop teacher support within SPED Initiatives -Conduct coaching sessions with teachers and faculty -Refinement of Policies, Protocols, and Procedures -Conduct Walk through's -Conduct Data Inquiry Cycles -Establish SMARTE Goals and Work streams</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,200</p>
<p><b>Topics will include:</b></p> <ul style="list-style-type: none"> <li>• Responsive Classroom Management for the Common Core Classroom</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for Mathematics</li> <li>• Social Sciences (Common Core State Standards/ELA)</li> <li>• Content Specific Knowledge Workshops (Thinking Maps, SDAIE)</li> <li>• Visual and Performing Arts</li> <li>• Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>• Professional Learning Community (PLC) Implementation</li> <li>• Alternative education best practices</li> </ul>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000</p>
<p><b>Access to Classes</b> Successful graduation with access to appropriate courses, instruction, and intervention as determined by the needs of each student.  Use/Purchase CCSS aligned materials.</p> <ul style="list-style-type: none"> <li>• Mathematics texts</li> <li>• Career Exploration course texts</li> <li>• College survival skills texts</li> </ul>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000</p>

<ul style="list-style-type: none"> <li>• Social Studies text books</li> <li>• Hybrid courses</li> </ul>	<p><b>Student Engagement</b>                  The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> <li>• Welcome week (Fall and Spring semesters)</li> <li>• UC, CSU, and private university tours</li> <li>• Community Meeting</li> </ul>	<p>School wide</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$8,000</p>
<p><b>Interventions and Supports: Attendance</b>                  Track attendance/absence data and interventions including:</p> <ul style="list-style-type: none"> <li>➢ the use of weekly attendance reports,</li> <li>➢ home calls using integrated school information system software,</li> <li>➢ timely staff calls home, and</li> <li>➢ counseling interventions for chronically absent students, including home visits when necessary.</li> </ul>	<p>School wide</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>	<p>\$5,000</p>
<p><b>Parent Engagement</b>                  Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility                  Provide the following parent activities:</p> <ul style="list-style-type: none"> <li>• Student Success Team Meetings</li> <li>• School Site Council</li> <li>• Cultural Responsive Effective Development of 504 and IEP</li> <li>• Volunteer Streams</li> <li>• Family Polluck at Exposition Nights</li> </ul>	<p>School wide</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>English Language Learners</b>                  Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition.                  Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, SBAC for 10th and 11th graders, will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified.</p>	<p>School wide</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p><u>  </u> ALL                  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>

<p>Conduct reclassification procedures using:</p> <ul style="list-style-type: none"> <li>• CELDT and the following criteria:</li> <li>• Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range;</li> <li>• the Student Oral Language Observation Matrix.</li> </ul> <p><b>Interventions and Supports for ELL Students</b>                  To ensure that all RFP students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during advisement period, before or after the school day, participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>	
<p><b>LCAP Year 3: 2018-19</b></p>	
<p><b>Expected Annual Measurable Outcomes:</b></p> <p>Measurements will include data from:</p> <ol style="list-style-type: none"> <li>1. Pre-test and Post-Test with local rubric</li> <li>2. English language proficiency rates measured by SRJC English Placement Test and/or CELDT</li> <li>3. EL reclassification rate</li> <li>4. CAHSEE passage rate</li> </ol>	
<p><b>Actions/Services</b></p> <p><b>Innovative Curriculum and Instruction</b></p> <p>1. <u>Highly Qualified Certified Teachers and Leaders</u>                  Students will receive instruction from teachers who continue to meet NCLB requirements for highly qualified as is required by law and who are adept at meeting the needs of at risk students. Instructors work together to develop a coherent instructional program for high risk students at all ability levels. They cultivate an "ethic of excellence" and hold students to high expectations while offering high levels of encouragement and support. A caring, solution-focused approach to working with students is the foundation for all learning.</p>	<p><b>Scope of Service</b>                  School wide</p>
	<p><b>Pupils to be served within identified scope of service</b>                  ___X___ ALL</p>
	<p><b>Budgeted Expenditures</b>                  \$375,000</p> <p>OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient</p>

**School Climate and Connectedness**

**2. Personalization**

Instructors develop personal connections with students and foster an environment that values and respects individual differences. Instructors design learning activities that teach and reinforce the skills and habits required for effective collaborative learning. They teach students how to build supportive communities within and outside of the classroom (e.g., in study groups, Advisory and Community Circles, Personalized Learning Plans).

**2. Embedded Social Emotional Learning Practices**

Instructional activities are flexible enough to provide students with opportunities to learn in ways that are meaningful to them. Instructors help students overcome self-defeating beliefs by recognizing that academic success is attributable to controllable factors such as hard work. 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.

Practices Include:

- Embedded SEL Classes and Activities in Master Schedule
- Develop robust Response to Intervention (RtI) Infrastructure of Support
- SEL coaching sessions
- Use of Exit Slips to monitor effectiveness
- Agreement Norming and Transition Setting
- Embedding Mindful Moments during the school day.

**Improving Student Achievement**

Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.

1. Teaching Students to Learn-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. (Teaching

\_\_\_Other Subgroups: (Specify)\_\_\_\_\_

<p>Thinking Maps and Blended Learning)</p> <p>2. Targeted Learning Strategies- Instructors teach students specific strategies for learning, reasoning, and problem solving. They structure opportunities for students to reflect on and evaluate their learning and identify strategies for improvement. Instructors design projects and other performance tasks that provide evidence that the student is capable of achieving the intended outcome(s). (Using SMART Goals, Organizational and Interpersonal Skills)</p>	<p>School wide</p>	<p><u>  </u> X_ ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures.</p>
<p>3. Mental Health Service Referrals- Refer students to Mental Health Therapists at SRJC to support the academic, social, and emotional needs of students.</p>	<p>School wide</p>	<p><u>  </u> X_ ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p>4. Cycle of Inquiry- The Cycle of Inquiry is regularly used to analyze aggregate measures of student progress, including course success rates and student success.</p> <p>Teachers and administration will use data:</p> <ol style="list-style-type: none"> <li>Determine individual learning needs and to make modifications to instruction.</li> <li>Regularly and collaboratively reflect on direct evidence of learning</li> </ol> <p>Informal/ Formal Date to examine:</p> <ul style="list-style-type: none"> <li>individual student performance on projects, tests, and other performance tasks</li> <li>student reflections and feedback.</li> </ul>	<p>School wide</p>	<p><u>  </u> X_ ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p>5. Real World Applications</p> <p>Employ instructional strategies that engage students in learning inside and outside the classroom, relate academic concepts to the 'real world,' and develop skills that are needed for college and work such as: effective use of technology, time management, effective verbal and written communication, critical thinking, research, and collaboration.</p>	<p>School wide</p>	<p><u>  </u> X_ ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>Professional Development</b></p> <p>3. School leaders will provide high-quality professional development for all educators focused on developing pedagogical practices to develop the whole child. Ensures teachers have the necessary supports to focus on student engagement and achievement.</p>	<p>School wide</p>	<p><u>  </u> X_ ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$3,200</p>

<p>Practices they will utilize:</p> <ul style="list-style-type: none"> <li>-Develop teacher support within SPED Initiatives</li> <li>-Conduct coaching sessions with teachers and faculty</li> <li>-Refinement of Policies, Protocols, and Procedures</li> <li>-Conduct Walk through's</li> <li>-Conduct Data Inquiry Cycles</li> <li>-Establish SMARTE Goals and Work streams</li> </ul> <p><u>Topics will include:</u></p> <ul style="list-style-type: none"> <li>• Responsive Classroom Management for the Common Core Classroom</li> <li>• Data Driven Instruction</li> <li>• Common Core State Standards for Mathematics</li> <li>• Social Sciences (Common Core State Standards/ELA)</li> <li>• Content Specific Knowledge Workshops (Thinking Maps, SDAIE)</li> <li>• Visual and Performing Arts</li> <li>• Addressing the needs of Foster Youth, EL, and Low Income students</li> <li>• Professional Learning Community (PLC) Implementation</li> <li>• Alternative education best practices</li> </ul>			
<p><b>Access to Classes</b>                  Successful graduation with access to appropriate courses, instruction, and intervention as determined by the needs of each student.</p> <p>Use/Purchase CCSS aligned materials.</p> <ul style="list-style-type: none"> <li>• Mathematics texts</li> <li>• Career Exploration course texts</li> <li>• College survival skills texts</li> <li>• Social Studies text books</li> <li>• Hybrid courses</li> </ul>	<p>School wide</p>	<p><u>X</u>_ALL                  OR:                  ___ Low Income pupils ___English Learners                  ___ Foster Youth ___Redesignated fluent English proficient                  ___ Other Subgroups: (Specify)_____</p>	<p>\$20,000</p>
<p><b>Student Engagement</b>                  The following extracurricular and support activities are planned to increase student academic interest and to promote a strong school community:</p> <ul style="list-style-type: none"> <li>• Welcome week (Fall and Spring semesters)</li> <li>• UC, CSU, and private university tours</li> <li>• Community Meeting</li> </ul>	<p>School wide</p>	<p><u>X</u>_ALL                  OR:                  ___ Low Income pupils ___English Learners                  ___ Foster Youth ___Redesignated fluent English proficient                  ___ Other Subgroups: (Specify)_____</p>	<p>\$8,000</p>

<p><b>Interventions and Supports: Attendance</b> Track attendance/absence data and interventions including:</p> <ul style="list-style-type: none"> <li>➤ the use of weekly attendance reports,</li> <li>➤ home calls using integrated school information system software,</li> <li>➤ timely staff calls home, and</li> <li>➤ counseling interventions for chronically absent students, including</li> <li>➤ home visits when necessary</li> </ul>	<p>School wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>
<p><b>Parent Engagement</b> Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility Provide the following parent activities:</p> <ul style="list-style-type: none"> <li>• Student Success Team Meetings</li> <li>• School Site Council</li> <li>• Cultural Responsive Effective Development of 504 and IEP</li> <li>• Volunteer Streams</li> <li>• Family Potluck at Exposition Nights</li> </ul>	<p>School wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>
<p><b>English Language Learners</b> Students are initially identified upon enrollment. Twice each year (fall and spring), GtCA staff, including teachers and Director, meet to review students' progress toward English language acquisition.  Current test scores (CELDT for all pre-identified English Learners or self-identified at GtCA enrollment, SBAC for 10th and 11th graders, will be reviewed, along with the SRJC English Placement Test score, which most often is the most recent standardized test in student's file, and teachers' notes. If the student has made sufficient progress and is not placed into ESL courses based upon their SRJC English Placement Test performance, they may be reclassified.  Conduct reclassification procedures using:</p> <ul style="list-style-type: none"> <li>• CELDT and the following criteria:</li> <li>• Parental consultation; comparison of the pupil's performance in basic skills against an empirically established range;</li> <li>• Student Oral Language Observation Matrix.</li> </ul> <p><b>Interventions and Supports for ELL Students</b> To ensure that all RFEF students succeed academically, GtCA staff will recommend and implement interventions and support for students not demonstrating academic progress. These may include: individual student advisement and counseling, access to tutoring support in class, during</p>	<p>School wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups: (Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>

<p>advisement period, before or after the school day; participation in benchmark, strategic or intensive interventions provided by the school; more frequent home-school communication regarding student progress; school sponsored academic help; supplemental instructional materials to support success in core curriculum, and/or study skills support (exit from the Instructional Programs for English Learners); CELDT overall score of Early Advanced or Advanced on CELDT with no subtest lower than Intermediate, indicating fluent English proficiency; California Standards Test score of Basic (325) or higher on English Language Arts.</p>	
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<p><b>GOAL:</b></p>	<p>Goal 2: Students will complete the GtCA Foundation program and be prepared for rigorous course work leading to a high school diploma while demonstrating preparation for college and the workforce.</p>	<p>Related State and/or Local Priorities:                  1 <u>  </u> 2 <u>  </u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> 9 <u>  </u> 10 <u>  </u>                  COE only: 9 <u>  </u> 10 <u>  </u>                  Local : Specify _____</p>
<p><b>Identified Need:</b></p>	<p>GtCA students must be prepared to access post-secondary education opportunities and to establish meaningful careers.</p>	
<p><b>Goal Applies to:</b></p>	<p>Schools: <input type="checkbox"/> GtCA</p>	<p>Applicable Pupil Subgroups: <input type="checkbox"/> All</p>

<p style="text-align: center;"><b>LCAP Year 1: 2016 -17</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Measurements will include data from:</p> <ul style="list-style-type: none"> <li>• Pre-test and Post-Test with local rubric</li> <li>• English language proficiency rates measured by SRJC English Placement Test and/or CELDT</li> <li>• EL reclassification rate</li> <li>• CAHSEE passage rate</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Access to Classes: Strengthen Personalized Learning</b></p> <p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success.</p> <p>Faculty will:</p> <ol style="list-style-type: none"> <li>1. Ensure student have the opportunity to learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success.</li> </ol>	<p>Scope of Service</p> <p>School wide</p>	<p>Pupils to be served within identified scope of service</p> <p><u>  </u> X <u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>
			<p>Budgeted Expenditures</p> <p>\$11,000</p>

<p>2. Access to take English, Math, a College Survival and Success and Social Emotional Learning Alliance (SELA) classes. Students will learn:</p> <p>1. How to take effective notes, study for tests, and juggle school, work, and family life.</p> <p>2. Complete a College Career Development Class and experience a project –based Leadership component to help them focus their academic and career goals and coursework.</p>			
<p><b>Improving Student Achievement</b></p> <p>Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.</p> <p>GtCA will provide:</p> <ul style="list-style-type: none"> <li>• tutors,</li> <li>• facilitate study groups,</li> <li>• group and one-one-one tutoring,</li> <li>• non-credit reading and writing classes that assess and target skills development with Directed Learning Activities.</li> <li>• Academic coaches may include: Writing, Math, Social Sciences and Natural Science (During School Day).</li> </ul>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>School Climate and Connectedness</b></p> <p>Promote positive school climate with attention to fostering safety; promoting a supportive academic environment; encouraging and maintain respectful, trusting and caring relationships throughout the school community.</p> <p>Counseling staff:</p> <ul style="list-style-type: none"> <li>• Advise students on program requirements</li> <li>• Develop student's academic goals</li> <li>• Evaluate student's academic history and education, including transcript evaluation</li> <li>• Introduce students to resources available throughout the college</li> <li>• Develop, facilitate, and deliver college success and career exploration classes</li> <li>• Meet with students and parents to ensure student success</li> </ul>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000</p>

<ul style="list-style-type: none"> <li>• Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class</li> <li>• Help students access needed counseling services, support networks, community health, or housing services</li> <li>• College admissions application support</li> <li>• Financial aid seminars and application support</li> <li>• Organize field trips and special campus events</li> </ul> <p>We will develop our capacity by implementing a University Intern Program of Counselors, Social Workers and teachers of which can provide an array of student support services.</p>	School wide	<p><u> X </u> ALL</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other</p> <p>Subgroups: (Specify) _____</p>	\$500
<p><b>Parent Engagement</b></p> <p>Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility</p> <p>Thus, We will support our families with the following educational engagement practices:</p> <ol style="list-style-type: none"> <li>1. Parent Training in financial aid, benefits of college, college and career pathways, college applications, supporting students experiencing stress, cyber technology to support learning.</li> <li>2. Open House events</li> <li>3. Orientations (i.e. Commitment to Support Agreements)</li> <li>4. Personal Learning Plans (PLP'S)</li> <li>5. School Site Council Involvement</li> <li>6. Family Potluck at Exposition Night</li> </ol>			

<p><b>LCAP Year 2: 2017 -18</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Measurements will include data from:</p> <ul style="list-style-type: none"> <li>• Pre-test and Post-Test with local rubric</li> <li>• English language proficiency rates measured by SRJC English Placement Test and/or CELDT</li> <li>• EL reclassification rate</li> <li>• CAHSEE passage rate</li> </ul>	Scope of Service	Budgeted Expenditures
<p><b>Access to Classes: Strengthen Personalized Learning</b></p> <p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares</p>	<p>Pupils to be served within identified scope of service</p> <p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Re-designated fluent English proficient <u> </u> Other</p>	School wide	\$8,000

<p>them for postsecondary success.</p> <p>Faculty will:</p> <ol style="list-style-type: none"> <li>1. Ensure student have the opportunity to learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success.</li> <li>2. Access to take English, Math, a College Survival and Success and Social Emotional Learning Alliance (SELA) classes.</li> </ol> <p>Students will learn:</p> <ol style="list-style-type: none"> <li>1. How to take effective notes, study for tests, and juggle school, work, and family life.</li> <li>2. Complete a College Career Development Class and experience a project –based Leadership component to help them focus their academic and career goals and coursework.</li> </ol>	<p>Subgroups:(Specify) _____</p>	<p>No additional expenditures to those included related to staffing above.</p>
<p><b>Improving Student Achievement</b></p> <p>Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.</p> <p>GtCA will provide:</p> <ul style="list-style-type: none"> <li>• tutors,</li> <li>• facilitate study groups,</li> <li>• group and one-one tutoring,</li> <li>• non-credit reading and writing classes that assess and target skills development with Directed Learning Activities.</li> <li>• Academic coaches in Writing, Math, Social Sciences and Natural Science (During School Day).</li> </ul>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>School wide</p>
<p><b>School Climate and Connectedness</b></p> <p>Promote positive school climate with attention to fostering safety; promoting a supportive academic environment; encouraging and maintain respectful, trusting and caring relationships throughout the school community.</p> <p>Counseling staff:</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$80,000</p>

<ul style="list-style-type: none"> <li>• Advise students on program requirements</li> <li>• Develop student's academic goals</li> <li>• Evaluate student's academic history and education, including transcript evaluation</li> <li>• Introduce students to resources available throughout the college</li> <li>• Develop, facilitate, and deliver college success and career exploration classes</li> <li>• Meet with students and parents to ensure student success</li> <li>• Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class</li> <li>• Help students access needed counseling services, support networks, community health, or housing services</li> <li>• College admissions application support</li> <li>• Financial aid seminars and application support</li> <li>• Organize field trips and special campus events</li> </ul> <p>We will develop our capacity by implementing a University Intern Program of Counselors, Social Workers and teachers of which can provide an array of student support services.</p>	<p>School wide</p>	<p>X_ALL</p> <p>___Low Income pupils ___English Learners</p> <p>___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups: (Specify)</p>	<p>\$500</p>
<p><b>Parent Engagement</b></p> <p>Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility</p> <p>Thus, We will support our families with the following educational engagement practices:</p> <ol style="list-style-type: none"> <li>1. Parent Training in financial aid, benefits of college, college and career pathways, college applications, supporting students experiencing stress, cyber technology to support learning.</li> <li>2. Open House events</li> <li>3. Orientations (i.e. Commitment to Support Agreements)</li> <li>4. Personal Learning Plans (PLP'S)</li> <li>5. School Site Council Involvement</li> <li>6. Family Potluck at Exposition Night</li> </ol>			

LCAP Year 3: 2018 -19			
Expected Annual Measurable Outcomes:	Measurements will include data from:	Scope of Service	Budgeted Expenditures
	<ul style="list-style-type: none"> <li>• Pre-Test and Post-Test with local rubric</li> <li>• English language proficiency rates measured by SRJC English Placement Test and/or CELDT</li> <li>• EL reclassification rate</li> <li>• CAHSEE passage rate</li> </ul>		
	<p><b>Actions/Services</b></p> <p><b>Access to Classes: Strengthen Personalized Learning</b></p> <p>Implement foundation term to support students in learning to succeed in an educational setting and develop a personalized plan that prepares them for postsecondary success.</p> <p>Faculty will:</p> <ol style="list-style-type: none"> <li>1. Ensure student have the opportunity to learn within a small learning community that builds their academic and personal skills, preparing them for high school and postsecondary success.</li> <li>2. Access to take English, Math, a College Survival and Success and Social Emotional Learning Alliance (SELA) classes.</li> </ol> <p>Students will learn:</p> <ol style="list-style-type: none"> <li>1. How to take effective notes, study for tests, and juggle school, work, and family life.</li> <li>2. Complete a College Career Development Class and experience a project –based Leadership component to help them focus their academic and career goals and coursework.</li> </ol>	<p>Scope of Service</p> <p>School wide</p>	<p>Pupils to be served within identified scope of service</p> <p><u>X</u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>
	<p><b>Improving Student Achievement</b></p> <p>Monitor school and student achievement to ensure adequate progress being made towards goals. Increase transparency and promote accountability to stakeholders by identifying gaps and targeted plans to improve outcomes.</p>	<p>School wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p> <p>No additional expenditures to those included related to staffing above.</p>

<p>GtCA will provide:</p> <ul style="list-style-type: none"> <li>tutors,</li> <li>facilitate study groups,</li> <li>group and one-one tutoring,</li> <li>non-credit reading and writing classes that assess and target skills development with Directed Learning Activities.</li> <li>Academic coaches in Writing, Math, Social Sciences and Natural Science (During School Day).</li> </ul>			
<p><b>School Climate and Connectedness</b></p> <p>Promote positive school climate with attention to fostering safety; promoting a supportive academic environment; encouraging and maintain respectful, trusting and caring relationships throughout the school community.</p> <p>Counseling staff:</p> <ul style="list-style-type: none"> <li>Advise students on program requirements</li> <li>Develop student's academic goals</li> <li>Evaluate student's academic history and education, including transcript evaluation</li> <li>Introduce students to resources available throughout the college</li> <li>Develop, facilitate, and deliver college success and career exploration classes</li> <li>Meet with students and parents to ensure student success</li> <li>Work collaboratively with school faculty and administration to develop strategies for keeping at-risk students in class</li> <li>Help students access needed counseling services, support networks, community health, or housing services</li> <li>College admissions application support</li> <li>Financial aid seminars and application support</li> <li>Organize field trips and special campus events</li> </ul> <p>We will develop our capacity by implementing a University Intern Program of Counselors, Social Workers and teachers of which can provide an array of student support services.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$80,000</p>
<p><b>Parent Engagement</b></p> <p>Adopt sustainable efforts to integrate parents in school through tools, workshops, communication strategy, shared responsibility</p> <p>Thus, We will support our families with the following educational engagement practices:</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$5,000</p>

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Parent Training in financial aid, benefits of college, college and career pathways, college applications, supporting students experiencing stress, cyber technology to support learning.</li> <li>2. Open House events</li> <li>3. Orientations (i.e. Commitment to Support Agreements)</li> <li>4. Personal Learning Plans (PLP'S)</li> <li>5. School Site Council Involvement</li> <li>6. Family Polluck at Exposition Night</li> </ol> |  |  |
|---|--|--|

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schools/sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	LCAP Year: xxxx-xx
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures	Budgeted Expenditures	Estimated Actual Annual Expenditures
Scope of service: __ALL OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Scope of service: __ALL OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Scope of service: __ALL OR: __ Low Income pupils __English Learners	Scope of service: __ALL OR: __ Low Income pupils __English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) _____	<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____
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B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%
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**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of

first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]