

Student Services Program Review Report Sierra College, 2019-2020

Department/Program Name: Ghidotti Early College High School
Date Submitted: February 2020
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Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

1) Relevancy: This section assesses the program’s significance to students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your area and/or program.

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

Ghidotti Early College High School is a small school of 160 students created to serve populations who are underrepresented in colleges. The goal is to offer a community focused on academic and social/emotional supports to help these students not only get into a four-year college but persevere and earn a degree. Ghidotti also attracts a population of students for whom a comprehensive school might not be a good fit—homeschooled students and populations of students who may experience bullying due to perceived differences from the norm.

Ghidotti is a school of choice. Each class level is capped at 40 students so Ghidotti goes through an admission process each year for prospective freshmen. In 2016, after articulation with Sierra College, the admissions process was revamped. Ghidotti now uses multiple measures to determine whether a prospective freshman is ready for its program. Ghidotti searches for applicants who are at grade level and demonstrate a level of maturity that will make them successful in their community college classrooms. Measures to determine this include GPA, CAASPP test scores, Sierra College Assessment scores in math and ELA (for the 2019-2020 school year, Ghidotti switched to Renaissance Star Reading and Star Math scores because Sierra College did away with their assessments), a writing sample, and two letters of recommendation. A panel of Ghidotti staff evaluate applications each year with a focus on inclusion. If the number of qualified applicants exceeds the cap, a lottery is used. Since the implementation of the new application process starting in 2017, Ghidotti has had roughly 100 applicants each year. The year proceeding, Ghidotti had only half as many applicants.

Students at Ghidotti take a combination of high school and college classes (up to 11 units per semester) to earn their high school diploma. A-G courses are provided by both the high school and the college and many students graduate with both a high school diploma and an AA/AS degree.

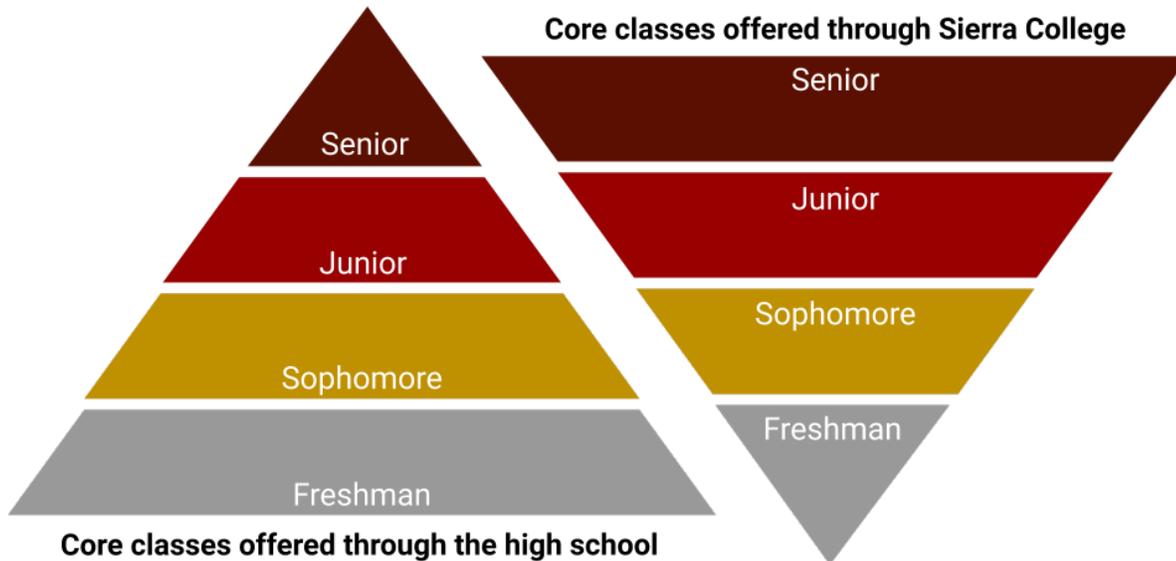
College courses at Ghidotti follow an inverted pyramid formula with fewer courses taken freshman year and most taken senior year, while high school courses look more like a regular pyramid (see below).

Up through the class of 2020, starting freshman year, students create Individualized Learning Plans which they revise each year with the assistance of their high school and college counselor. Freshman year most Ghidotti students take their required health class, PE (students also may fulfill this requirement through high school sports), and an elective (some take their “f” visual performing art or their “g” college preparatory elective). Students take the majority of their A-G requirements through the high school freshmen year. All freshmen take world history, English, biology, and Phoenix 101 (formerly AVID) from the high school. A handful of students who are accelerated in math take advanced algebra at the college their freshman year. The majority take the high school geometry class. And a small portion of students take high school algebra 1.

Sophomore year students take about half their courses from the college and half from the high school. College classes typically include advanced algebra (trigonometry for advanced math students) and foreign language. At the high school level students are required to take chemistry, English and Phoenix 102. To fulfill their 180 minute a day high school minutes requirement, many sophomores also take an elective at the high school level. Depending on the semester, electives include psychology, computer science, creative writing, leadership, ecology, forensics, film studies, academic decathlon, 20 time. One development in 2017 was the college Spanish and math classes grew to 5 units each which almost reaches the 11 unit maximum. Sophomores in 2017 had to take on more units in college than sophomores in past classes. Ghidotti dealt with this problem by making changes within the course sequencing.

Junior year students take math (college algebra, trigonometry, statistics, calculus — depending on their level) from the college. Students can take physics as their third year of science at the college. Students also take classes to fulfill AA/AS requirements, IGETC transfer requirements, and/or classes that help them explore career interests or extracurricular interests. At the high school level, all students take English 3 and Phoenix 103. They also take high school electives (see list above) and advisory in order to fulfill their 180 minute a day requirement.

Senior year, with their advanced maturity and learning skills, students take most of their classes at Sierra College (up to the 11 unit maximum). Students are required to take English 1A which fulfills their 4th year high school English requirement, and are encouraged to take English 1B to fulfill their “b” A-G requirement. Many students continue to advance in math, science, and social sciences as well as explore career and personal interests. At the high school level, students take Phoenix 104 which focuses on the college application process and their NJUHSD senior project requirement. To fulfill their high school minute requirements, seniors can choose electives, advisory, PASS embedded tutoring, or work experience at the Sierra College Tutoring Center, Library, or Child Development Center.



1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Ghidotti's mission statement aligns with the Sierra College's mission statement. The premise of the Ghidotti program is to provide a challenging and supportive learning environment while offering students the ability to pursue their educational and career goals.

The mission of GECHS is to provide a supportive, rigorous learning community through an individualized academic program that makes higher education more accessible to a diverse population that is reflective of the region's demographics. Our program serves historically disadvantaged students, low-income students, first generation college students, English language learners and other high school students for whom a smooth transition into postsecondary education can be challenging.

Students are able to meet the college ISLO's of Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship through many modes, including topics covered in their Phoenix classes which help to prepare them for college, career and life skills, taking college courses, completing an internship in the community, attending counseling appointments and workshops, completing community service projects and senior board presentations.

1c) Please analyze your program's effectiveness in supporting the strategic goals with which your program aligns. Please provide evidence in support of this analysis, including service or student learning outcomes, equity data, or other measurements of success.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four-year colleges and universities while maintaining high levels of academic integrity.

Ghidotti has always had high success, retention and persistence rates in comparison to the general college population. In recent years, the number of students obtaining degrees from Sierra College has increased. However, with this increase, the level of stress and general wellness has decreased amongst some students. While both Ghidotti and Sierra College staff encourage students to go at their own pace and have them make plans that reflect their interests without pushing for degrees, Ghidotti students have a great deal of school pride and with that pride comes the desire to show their school in a positive light and continue to achieve successes. To many of them, obtaining a degree or completing a CSU or UC General Education pattern equates success. Great efforts are being made to encourage students to look at all options and to view their successes in terms of individual achievements and not comparing themselves to classmates or classes before them. Because of these efforts, we anticipate less degrees earned and more students may choose to stay at Sierra College for an additional year to complete general education and pre- major course work in order to transfer. Currently, only a small handful of students remain at Sierra after high school graduation. Approximately 96% of students go directly to a four-year college or university after graduation.

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

The current Ghidotti population reflects the population of the county. In addition, to address the small growing population of Spanish speakers in the county, Ghidotti is looking into creating Spanish versions of its application and program materials. Ghidotti's diversity comes in the form of socio-economics. A large number of students qualify for free and reduced lunches based on parent income. This is comparable to the high school district rate. Recruitment efforts are being made to target students in the low socio-economic population as well as the first-generation college population. In recent years the Ghidotti Equity Workgroup comprised of both Ghidotti and Sierra College faculty and administrators spent several meetings discussing these issues and ways to encourage these populations to apply. Out of that workgroup, came the new Ghidotti Mission Statement and a newer, more simplified application for Ghidotti. Recruitment was focused at the feeder middle schools where all students were encouraged to apply. Another focus has been to help dispel the myths that Ghidotti is only for the best and brightest students. This is being done in several ways including visits to middle schools and newspaper articles in the local paper. A subgroup of the original Equity Workgroup has also been formed to address supports students may need to be successful high school and college students, in particular, ways the college can support student success for these students taking college courses.

Efforts to close equity gaps amongst underserved and/or underrepresented student populations are proving successful which is evident with the shift in student demographics. Students who access free and reduced lunch has risen from 33% to 42%, students of color from 13% to 26%, and first-generation college goers have increased 6%. We believe the barriers for entry that were removed by changing the school's application and selection process added to the percentage of historically underrepresented students increasing from 44% to 66%.

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Sierra College faculty and Ghidotti staff participate in a variety of professional development opportunities including, but not limited to: Dual Enrollment Summit, Early College High School webinars, faculty department meetings, Instructional Staff Meetings, and CSU and UC conferences. In addition, Ghidotti faculty have been invited to attend Sierra College trainings such as UndocuAlly trainings.

Goal 4: Meet and exceed external standards through an outcomes-based framework for continuous quality improvement.

Ghidotti is a school where all students can thrive academically. Data to support this assertion includes:

Ghidotti has had a 100% graduation rate.

In 2019, 17 out of 43 students graduated with an AA degree as well as a high school diploma (3 students graduated with two AA degrees)

Students take at least one college course each semester while enrolled at Ghidotti, with many 11th and 12th grade students taking up to 10 or 11 college units each semester.

Over 95% of students meet A-G college admission requirements upon graduation.

Goal 5: Modernize, revitalize and develop new facilities and infrastructure based on the current Facilities and Technology Master Plans.

Ghidotti staff and IIT support at the high school district collaborated with Sierra College IIT to develop a plan of action for students to have Wi-Fi access through the high school district on district supplied Chromebooks for every student. Ghidotti staff and NCC Admin meet regularly to discuss any challenges around facility usage. Currently, discussions have begun regarding science lab needs for Ghidotti students.

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

Ghidotti and Sierra College continue to build a strong partnership between the Nevada Union Joint High School District and Sierra College district. Bi-weekly meetings take place that include both Ghidotti and Sierra College staff and administrators and an Annual Partner's Meeting is held every spring that includes upper management from both districts. These meetings give key stakeholders an opportunity to address issues, highlight successes and determine needs to continue growing a successful program. The Ghidotti Equity Workgroup and Ghidotti Student Support committee meet once a year and will give high school and college faculty an opportunity to work together more closely. The Sierra College Counselor Liaison and the Ghidotti Counselor/Intervention Coordinator meet regularly to collaborate on student success and supports.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

Closely aligned with Guided Pathways, in fall 2018, using the College Readiness Block Grant from CDE, Ghidotti piloted the Get Focused/Stay Focused career readiness curriculum for the district in its Phoenix 101 and 102 courses. Below is a description of this program:

The Get Focused...Stay Focused!® high school program consists of three interrelated components:*

- 1. Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.*
- 2. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.*
- 3. During the 10th, 11th, and 12th grades students update their 10-year plans as they take a series of follow-up instructional modules that help them expand their career*

and education options. They'll learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.

1d) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. These may include but are not limited to contributions to diversity, campus climate, cultural enrichment, community ties, partnerships, and service. Please include specific data and examples when these are available and relevant to the analysis.

At the beginning of the 2017-18 school year, the district appointed a half-time intervention coordinator. Ghidotti hired a new counselor who took on this job as well as our half-time counseling position. Over the course of that first year, the counselor/intervention coordinator developed a site-specific multi-tiered, multi-domain system of support. Implementing the multi-tiered, multi-domain system of support ensures that Ghidotti is providing support for ALL students on the academic, social, and emotional levels. A graphic summary of these supports is below.

Multi-Tiered, Multi-Domain System of Support (MTMDSS) Ghidotti Early College High School (2019-20)

Tier 3 (FEW) - Referral to Resources, Individual Counseling		
<ul style="list-style-type: none"> ●Special Education Testing ●504 Plan ●Referral to DSPS @ SC 	<ul style="list-style-type: none"> ●Individual Application Assistance ●Additional College/Career Individual Advising 	<ul style="list-style-type: none"> ●STARS Counseling ●Referral to Outside Counseling Services ●SAM/SARB
Tier 2 (SOME) - Small Groups/Individual/Referral to Resources, Consultation/Collaboration		
<ul style="list-style-type: none"> ●SST ●Individual Tutoring ●Small Group Tutoring ●Progress Monitoring ●Goal Setting ●Course Selection Advising Meetings ●10YearPlan Coaching 	<ul style="list-style-type: none"> ●College App Work Sessions ●Fin Aid App Work Sessions ●Follow-Up Advising (first gen, high financial need) 	<ul style="list-style-type: none"> ●Peer Attendance Review Committee (PARC) ●Classroom Observations ●Crisis Counseling
Tier 1 (ALL) - Core Curriculum, Individual Student Planning, District/School Wide Activities		
<ul style="list-style-type: none"> ●Phoenix Program ●Test Taking Skills ●Organizational Skills ●Efficient Student/Managing Stress ●Peer Tutoring Program* ●Writing/Learning Center ●Initial ILP Meetings ●ILP Update Meetings (each semester) ●Fast ForWord* ●Summer Reads ●Embedded Tutoring 	<ul style="list-style-type: none"> ●GFSF/10 Year Plan ●"Steps to Post-Secondary Success" series ●District Scholarship App ●Paying for College (Spanish and English) evening programs ●Cash for College Workshop ●UC Readers ●Jr. & Sr. Indiv. Advising Sessions ●College Fair ●College Field Trips ●Senior Project/Internship ●Khan Academy ●Ghidotti Homecoming 	<ul style="list-style-type: none"> ●Mindfulness ●Non-Violent Communication ●Healthy Relationships (10th, 12th) ●TUPE/Red Ribbon Week/World Cafe ●Bring Change 2 Mind/GSA ●Everfi Curriculum ●Suicide Prevention Curriculum ●Screen Dependency ●Social/Emotional Intelligence* ●Summer Bridge ●Peer Mentoring Program ●First Day of School ●Ghidotti Games/Clubs ●Phoenix Program ●SEL Movie Screenings ●Breaking Down the Walls ●Teen CERT Training ●GD Bystander Training
Academic Data Elements <ul style="list-style-type: none"> ●CAASPP ●SAT/PSAT ●MDTP* ●IPR's (C or lower) ●SC Progress Reports ●Teacher Referral Form 	College/Career Data Elements <ul style="list-style-type: none"> ●SAT/ACT/PSAT ●College Acceptance Rates ●A-G Completion Rates ●FAFSA/CSS Profile Submission Rates ●Clearinghouse Data* 	Social/Emotional/Behavior Data Elements <ul style="list-style-type: none"> ●Healthy Kids Survey ●Social Emotional Screener* ●What's Up Wellness Checks ●Attendance/Tardies ●Teacher Referral Form

2) Currency

2a) Service Outcomes and Student Learning Outcomes Assessment: Considering any relevant information, please describe and analyze your program's development and assessment of Service Assessment Outcomes and/or Student Learning Outcomes, including any relevant information regarding diversity and equity goals. Please describe any improvements or changes made to the program as a result of this analysis.

Outcomes and outcome data:

These were the SLO's (schoolwide learning outcomes) that Ghidotti used for its previous full WASC report in 2016:

Students at Ghidotti will . . .

1. be efficient learners who can employ the most effective strategies to complete a task.
2. read a broad range of complex, high-quality texts.
3. demonstrate mastery of content knowledge.
4. be engaged and self-directed learners, who persevere through challenges.
5. value evidence and use it to construct viable arguments.
6. use appropriate technology or other tools strategically and capably.
7. understand diverse perspectives and cultures.
8. listen to or read the arguments of others, decide if they are valid and logical, and ask useful questions to clarify or improve the arguments.
9. recognize that it takes effort to cultivate intellectual skills and other important human qualities.
10. achieve academic and social growth in a safe environment that fosters meaningful personal connections.

In spring of 2019, after several staff members had participated in UDL training, the staff met to update the school's learner outcomes to better address current educational trends.

Assessment of outcomes:

The WASC Coordinator and the principal led a meeting on April 5, 2019, about updating the SLOs. Two ideas were proposed:

"The skills that prepare us for life" from a video called The Adaptable Mind from an organization called Let it Ripple (<https://vimeo.com/133190364>). We first discovered the film at a UDL conference attended by the WASC coordinator in February, 2019. Let It Ripple's mission is to use film, technology, discussion materials, and events to engage a 21st century audience in conversation and action around complicated subjects that are shaping our lives. The skills outlined in the film include:

Curiosity—Our minds are built to adapt and create new pathways

Creativity—How you bring your own perspective to knowledge

Taking initiative—Acting on your ideas, knowing when to reach out to people

Multidisciplinary thinking—Multi-asking vs multi-tasking Collaboration

Empathy—Sensing the motives and feelings of others

Employability Skills identified by New World of Work, a site presented at the same UDL conference. It works to establish California Community Colleges as essential catalysts for expanding the state's workforce and closing the skills gap. The badges below are based on employer-driven essential 21st-century employability skills.

After the April meeting, staff decided to think about the different proposals and make it the focus of its PLC. During this discussion, staff brainstormed a list of possible SLOs as well as brainstorming how each could be measured. Staff will need to meet again to finalize the list.

Changing the SLOs helps ensure that we are preparing students academically, socially, and emotionally to meet the ever-changing demands of the 21st-century workplace.

In the space below, please describe or attach any cycle you have developed for outcomes assessment.

The Ghidotti Individualized Learning Plan (ILP) is a tool used to demonstrate and measure the program SLO's and is completed by all students. All 9th grade students complete a plan in a meeting that includes the student, parent(s)/guardian(s), the Ghidotti high school counselor, and the Sierra College counselor/liaison. At this time, 100% of Ghidotti's 9th graders have completed a 4-year plan. In addition, students are required to make appointments with the college counselor every semester to update their plan so their growing interests can be met or plans can be modified to best suit student needs.

By the end of February of each year, all 9th grade students will have developed their initial ILP and have subsequent follow up appointments each semester to fine tune and adjust the plan based on interests and needs.

2b) Professional Development: Describe how departmental activities serve to improve student service and student outcomes. Include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program's self-assessment and planning?

Sierra College faculty and the Ghidotti staff take part in a variety of professional development opportunities. These include:

- Instructional departments attend to update Counselors on their program requirements and changes

- CSU and UC representatives attend to update Counselors on transfer issues

- Financial Aid, Admissions and Records, Campus Life updates

- Degree Works and TAG trainings

- Assist. Org and a myriad of other technical updates and training occur at these meetings

- College admissions (UC and CSU conferences)

- Career workshops to stay up-to-date on the ever-changing occupational information

UndocuAlly training

Personal and Crisis counseling workshops to help Counselors work with students who are experiencing increased stress due to increased competitiveness in transfer admissions and economic difficulties.

Dual Enrollment Summit by the Community College Chancellor's Office

Sierra College & county high school conference

Weekly check-ins between college liaison and high school principal

Weekly check-ins between college liaison and high school counselor

Bi-weekly meetings with college and high school administration

Ghidotti Equity Workgroup meetings for high school and college collaboration on student equity

Ghidotti Student Support subgroup for high school and college faculty to address student needs in terms of support and success in college classes

All of this training and collaboration between Ghidotti and Sierra College create a framework for working to address the success and efficiency of the program as well as to identify needs and supports.

Please describe any staff development needs you have identified based on this analysis.

Ghidotti staff should have continued access to Sierra College trainings around equity.

2c) Optional Additional Data: Provide any other information, not included above, that contributes to your program's success in supporting student service and student outcomes.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success/Service Outcomes: Please analyze your success in achieving your program goals using data that is relevant to your program, including service outcomes and/or student learning outcomes. Describe any changes you have made that have improved the effectiveness of the program as well as any barriers you may have encountered in making these or other changes. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As a result of the equity efforts Ghidotti has made to increase the number of historically underrepresented students at Ghidotti, we are also continuing to strive to put supports in place to close the achievement gap. Still, students who transfer out of Ghidotti are more likely to be "at promise" (Ed Code replaced definition of "at risk" with "at promise" to address perception issues). Often, students who receive a D/F grade are more likely to be at promise. However, these students did better on the CAASPP exams in math and English than their peers. "Locally, the school must continue to build supports for its most vulnerable students, the same students highlighted by its mission statement" (Noah Levinson-Ghidotti principal).

In particular, we hope to increase the communication between college faculty and the counseling liaison so we can identify students at promise early on. We hope that more college faculty will begin to use Sierra Connect to provide updates on attendance and behaviors so the staff can intervene early and provide supports for the students.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable

Ghidotti discourages students from taking online courses unless necessary. Students typically do better in on ground courses at NCC where there is a better chance of communication occurring between the high school and college in terms of supports needed. However, Ghidotti students have been increasingly interested in taking online courses. Both the high school and college counselors speak with students interested in online courses about the challenges associated with them and outline the supports students may need to be successful. Often, students are encouraged to take Skill Development 10 (How to be a successful online student) prior to taking a full semester online class. In addition, students can be assigned a peer tutor who can check in with them routinely if needed as well as be assigned time to use the tutor center and its resources. With NCC's declining enrollment, Ghidotti enrollment on campus helps to ensure that we are able to offer classes needed by both Ghidotti students as well as the general student population.

As relevant, please address your program's role in the development of MAPs, Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

As stated previously, Ghidotti has implemented Get Focused Stay Focused curriculum that closely aligns with Guided Pathways efforts at Sierra College. See above for description of GFSF.

3b) Usage Trends - Identify and analyze the usage trends relevant to your program for the last three years. Analyze these trends as well as any challenges experienced by the program in terms of providing timely and effective student service. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

In order to spread out challenging academic courses to support the social/emotional health of our students, Ghidotti is revising its class schedule. These revisions were created and discussed during staff meetings in January 2019, and during a symposium of parents and students that met in February 2019. This proposal was shared with the parents at a PTC meeting and with the School Board in March 2019.

Proposed Course Sequences



9TH GRADE		10TH GRADE	
High School English 1 Algebra 1/Geometry Biology Phoenix 101* P.E. (1 semester)	College Health, P.E., Art	High School English 2 Geometry/Algebra 2 World History Phoenix 102*	College Language (2 semesters), (Physics or Art)
11TH GRADE		12TH GRADE	
High School Algebra 2 Chemistry English 3 U.S. History Problem Solving-Phoenix 103*	College English 1A, College Math	High School Phoenix 104* Government (1 Semester) Economics (1 Semester) P.E.	College English 1B, College Math, Physics

[Proposed Rollout Schedule](#)

*Phoenix classes will now be full blocks

9

Ghidotti wishes to have more collaboration with subject area teachers at Sierra College. For example, in 2017-18 Ghidotti started offering a high school Algebra 1 class again. In 2019-2020 Ghidotti will offer a high school Algebra 2 class. Both classes will address the changes in CCSS math curriculum. In doing so, Ghidotti hopes that more students will be college and career ready in math. There has also been a drop of students taking math at the college level. By adding Algebra 2 as a high school class, Ghidotti hopes to boost student confidence and skills so more students will take and pass advanced math classes (beyond Algebra 2 or Math 12) at the college level.

Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable.

As relevant, please address any impact of the development of Interest Areas and Guided pathways on program planning and assessment.

Ghidotti has a goal to incorporate more real-world experiences both during class and outside of class.

The school has implemented more real-world activities in the following ways:

- Leadership classes have reflected on real-world club experiences. The Leadership class often works in the real world to purchase items, reserve sites, etc.
- Speech and Debate students developed a student conference - researching and presenting a speech for their conference.
- In English, students continue to participate in the following community events: Nevada County Bar Association Essay, Rotary Speech Contest; Lions Club Speech Contest; Poetry Outloud.
- In Phoenix 104, students continue to write their college applications and scholarship applications in class; Students complete 50 hour senior project internships.

- In Phoenix 101-103, students continue to complete 20 community service hours and a presentation on their experiences.
- In 2018, the Art History class went to the Crocker Art Museum and SF MoMA.
- New summer reads were adopted for Phoenix classes that focused more on real world ; experiences—*Who Moved My Cheese* which addresses change and flexibility; *The Seven Habits of Effective Teenagers*, *Colleges that Change Lives*, and *The Simple Path to Wealth* which focuses on investment strategies.
- In 2019 Ghidotti held its first Career fair where students listened to and interacted with representatives from various businesses in the community.
- Ghidotti holds a RACC College Fair each year. All students attend this assembly. In 2019, Ghidotti will hold its first UC/CSU College Fair for all students.
- The Career Curriculum is very relevant. For example, students broke into entrepreneurial teams to plan out a business. Students also created their first resume. Students read, took notes on, and discussed articles about the gender pay gap. Students did mock job interviews with other students.
- Twice a year, students in Phoenix 101-103 continue to take field trips to various universities (UC Davis, UC Berkeley, Chico State, Sac State, University of San Francisco, and University of Nevada, Reno) in the area.
- Students in Economics looked at different bank account offers, analyzed them, and shared them with each other. Econ students also looked at health insurance and spoke with the Nevada County Health Director.
- Almost daily, the science teacher points to occurrences in the news or scientific discoveries and reports that demonstrate the relevance of what is being taught and shows the real-world significance of the content. Each time the science teacher does this, he fosters discussion with and among my students.
- The principal encouraged students to run for school board — a sophomore won the election in 2019.
- Two students at Ghidotti worked as Sierra Harvest ambassadors. Once a month they passed out free produce at the school to promote a healthy lifestyle.
- Students completed partnerships with Sierra Streams. Female students were matched with in STEAM fields.
- Students participate as mentors and tutors in the Big Brothers Big Sisters PAL program with students identified as in need by local elementary students.
- Students had safety training with Chris Espedal, GVPD, and Nevada County Fire.
- Students participate in CERT Training. This program teaches youth readiness and response skills. Hands on practice and realistic exercises prepare youth for the unexpected in their community. Newly learned skills empower youth to safely respond to an emergency.

3c) Equity: Analyze and evaluate your program’s performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program’s contribution to student equity as a central component of student success.

As previously stated, Ghidotti changed the application process to ensure equal access for all students. Some changes since 2017 include: the application is now available online as well as by paper. There is new testing for math and English. When Sierra college phased out their assessments and Ghidotti adopted Renaissance Learning math and English assessments giving us more data about our students' abilities in both subjects. There is also an individualized evaluation sheet for each applicant. The impact on students is to make the application process more accessible and more streamlined. Better assessment tools help increase the likelihood of students experiencing success at Ghidotti.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

3e) Analysis and Planning: Referring to the analysis in 3a-3d, your departmental planning document, and relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

Ghidotti felt that it was important to address its retention problem. Some students transfer because Ghidotti isn't the right fit for them or because they move. But others transfer because they don't have or know how to properly access the supports necessary for their academic success.

Ghidotti has a question on the Student Success survey that measure how well we are accomplishing this overall goal.

Between the years 2018 and 2019, about 70 percent believed Ghidotti supported them and 30 percent did not. However, we went from 8.5 percent "Not at All" to 5.9 percent which shows a bit of progress.

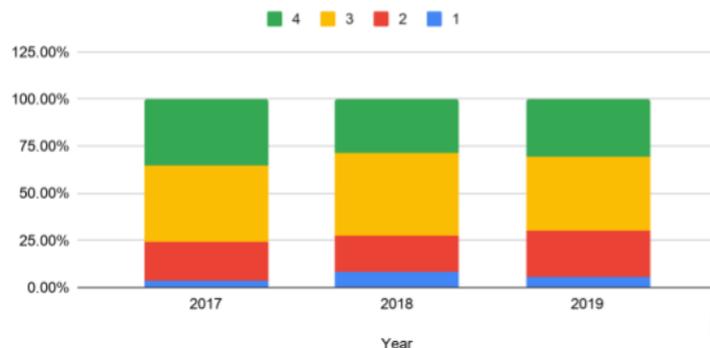
School Goal #1: Ghidotti will create and facilitate access to academic supports.

Related Data

1 Not At All

4 Very Well

How well has Ghidotti supported you through challenges and difficulties?



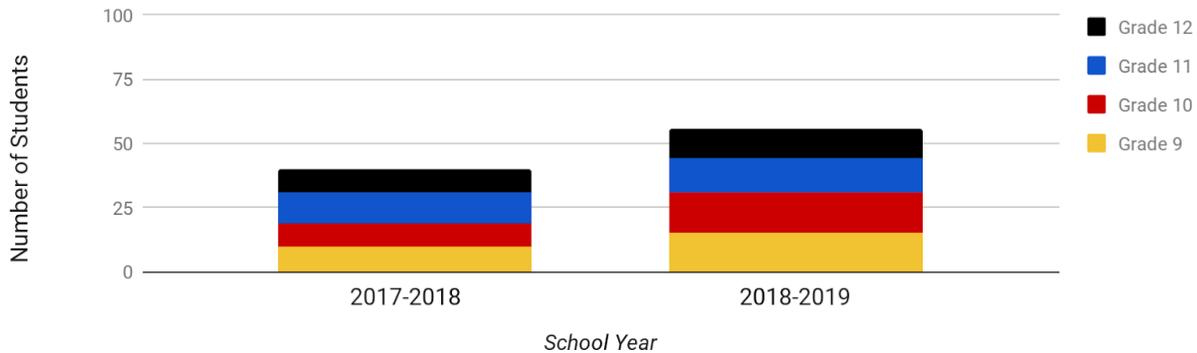
[2019 Site Council Student Survey](#)



In the 2017-18 school year, Ghidotti re-branded Academic Probation to Academic Supports. With Academic Probation, struggling students met with the principal and were given the ultimatum: improve your grades or move schools. With Academic Supports, struggling students have SSTs with staff and parents, are paired with appropriate supports (e.g. 1:1 tutoring with an upper classmen), and required to check-in with the counselor on a regular basis. The counselor created a spreadsheet where she monitors students who are receiving academic supports. This spreadsheet is documented in the following graph.

Ghidotti sees this data as positive—more students who need academic support are receiving it.

Students Receiving Academic Supports



4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant performance assessments in your explanation and of any impacts on program planning and development related to Interest Areas, Guided Pathways, student equity, and student success.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to service outcomes/student learning outcomes, student success, and equity.

Equipment/Technology:

Facilities:

Staff:

Maintain current staffing level: including College counselor with assigned time to liaison with Ghidotti and support staff including Student services and Plant Operations who provide direct support to Ghidotti students.

Ghidotti students and staff are housed on the Nevada County Campus. The GECHS Administration Office provides offices for the Principal, School Secretary, and HS Counselor. In addition, several offices are designated for high school teachers on campus.

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
							X

5) Summary/Closing

5a) Based on the analysis above, briefly summarize the program’s strengths, weaknesses, opportunities/future directions, and challenges.

Weaknesses & Challenges

- Progress reports and Sierra Connect updates are not completed by many college faculties, which limits the ability of counselors to address students who are struggling in a timely manner
- More collaboration between high school and college faculty is desired

Strengths:

- Ghidotti is WASC accredited, a California Distinguished School, and a National Blue Ribbon school
- Summer Bridge program to prepare students for college expectations and experience every summer
- Increase in NCC FTE’s
- Ghidotti students have participated in campus activities including a welcome booth, helping students in the counseling center during peak registration times, ASSC, and a variety of campus clubs
- All students complete 20 hours of community service each year
- All seniors complete a 50 internship in the community, preferably in an area they would like to explore as a career
- All seniors participate in a Senior Board review to include: presenting their best works in high school and college, a review of their internship experience, a summary of their overall Ghidotti & Sierra College experience, and how this has prepared them for the next step. The panel consists of 2-3 high school faculties and community members. Ghidotti would like to include a college faculty person on each panel as well.
- Relationships between the high school staff and the college staff are congenial, collaborative, and mutually supportive.
- Ghidotti’s principal and counselor have worked to bring mental health intervention programs onto our campus to help support our students (STARS

Program, Sources of Strength, Breaking Down The Walls, Green Dot Trainings, a district funded Retention specialist).

Future directions:

- Attendance & Progress reports: Increase the communication between college faculty and college liaison. We ask faculty to communicate with the liaison if students are missing classes or struggling in order to intervene early. Since Ghidotti students need many of these courses for graduation and because of possible liability issues involving attendance regulations for minors, we ask that faculty communicate early.
- Ghidotti has requested that all professors who teach Ghidotti students use Sierra Connect or submit progress reports during the requested times.
- Embedded Tutors: Ghidotti has asked that embedded tutors be assigned to the most popular classes including Spanish I and Math 12.
- Continue to monitor the effectiveness of the application in recruiting underserved populations in the community.
- Continue to address mental health needs of students by offering a variety of interventions and supports

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Much of the information gathered for this report was gained from Ghidotti's 2019-2020 Mid-Cycle WASC Progress Report. In addition, information from Ghidotti's principal Noah Levinson's Master's Thesis on Redesigning an Early College High School's Application Process and Support System to Improve Equity and Student Success was used. The GECHS program staff maintains close and regular contact with its partners. The Annual Partners meeting every spring brings together College and High School district leaders for a review of program highlights and challenges. GECHS faculty and administrators work closely with College staff on a regular basis.