# Santa Rosa Junior College
## Program Resource Planning Process

## Gateway to College  2019

### 1.1a Mission

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

### 1.1b Mission Alignment

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

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

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

- We support the social equity of our region.

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

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

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

### 1.1c Description

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

1. Significant Dual Credit
Gateway to College Academy (GtC) is a college-based dual credit program that serves eligible students who have dropped out of (or are unlikely to graduate from) high school and who simultaneously earn a high school diploma and substantial college credit.

- SRJC and local public K-12 agency, Petaluma City Schools, work together to develop and regularly review an integrated academic plan that leads to a high school diploma and maximizes opportunities to earn college credit leading to a credential.
- GtC provides students a full-fledged, flexible, college-based education on the SRJC Petaluma campus, and includes a summer enrollment option. Students are made to feel like college students, because they are college students.
- GtC selects students who have dropped out or are unlikely to graduate, typically as indicated by being behind in credits for their age and/or in lower academic standing (e.g., a high school GPA of 2.0 or lower). Eligible students will be able to achieve a high school diploma within the available time created by the dual credit structure.

## 2. Sustainable Partnerships

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

- SRJC and local public K-12 education agencies, including Petaluma City Schools, create and maintain formal agreements for the governance of Gateway to College programs that are consistent with the GtC essential elements and that clearly articulate each party's financial and operational requirements.
- SRJC and local public K-12 education agencies create Gateway to College programs that are financially sustainable, using public education funding and college infrastructure to support tuition, books, and dedicated staffing for the program.
- SRJC and local public K-12 education agencies work together to create a policy environment that allows each institution to operate within all applicable regulations and provides the flexibility needed for Gateway to College to effectively serve students.

## 3. Holistic Student Support

Gateway to College provides holistic student support to meet the academic, social, and emotional needs of our students in an environment that fosters the development of knowledge and skills necessary to succeed in school and in life.

- Dedicated student support professionals (Counselors) provide students with intensive support throughout the Gateway experience.
- Gateway programs develop and implement services and structures to address the needs of the whole student in order to maximize program persistence and completion.
- Gateway programs utilize available community resource options for comprehensive student support.
- Gateway faculty and staff utilize strengths-based and solution-focused approaches to student support.
- Gateway faculty and staff create and foster community among students to increase their academic and social integration into the college environment.

## 4. Innovative Teaching and Learning

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

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

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

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

# 1.1d Hours of Office Operation and Service by Location

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

Monday through Thursday: 8:30AM-5:30PM
Friday: 8:30AM-2:30PM

# 1.2 Program/Unit Context and Environmental Scan

N/A

# 2.1a Budget Needs

# 2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|----------|----|----|--------|-----------------|
| 0001 | Petaluma | 03 | 02 | $375.00 | Outreach materials for referral sources (pens, flash drives, etc.) to expand awareness and application for prospective GtC students and referral sources |
| 0002 | Petaluma | 01 | 02 | $125.00 | Tablecloth for outreach & recruitment events to promote awareness, aid in recruitment, program branding |
| 0003 | Petaluma | 03 | 02 | $400.00 | Retractable banner and stand for outreach & recruitment events |
| 0004 | Petaluma | 01 | 02 | $225.00 | Vinyl photo backdrop for graduation and other SRJC-P campus events |
| 0005 | Petaluma | 01 | 02 | $250.00 | Large banner to display on Sonoma Mtn Parkway for outreach/recruitment |
| 0006 | Petaluma | 01 | 01 | $4,800.00 | Transportation for 4 university field trips |
| 0007 | Petaluma | 06 | 04 | $8,000.00 | Establish travel budget for new staff (5 ppl) for GtC National Network trainings as well as local professional development trainings (Dual Enrollment, Nat'l Youth At Risk, CA Charter) |

## 2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Administrative Assistant II, Bilingual | 20.00 | 12.00 | 1. Assists students, staff and the public and refers to appropriate area/department if needed. 2. Oversees various administrative support tasks within an assigned department or area; troubleshoots and resolves problems, and recommends solutions. 3. Interprets and explains District policies and procedures related to the assigned area(s)/department(s). 4. Composes and keyboards reports, correspondence, memos, forms, agendas, faculty evaluations, meeting minutes, directories, and tables; proofreads documents for accuracy, completeness, and conformity to established formats; creates complex original draft correspondence; designs and creates brochures, forms, flyers and other marketing and information materials. 5. Prepares and tracks submission of curriculum documents according to Title V and District guidelines. 6. Coordinates activities for a variety of meetings, conferences, and special events and projects; attends meetings, takes notes and prepares minutes. 7. Monitors several budgets; prepares purchase requisitions and budget transfers and supply orders electronically; provides budget-coding assistance to faculty and staff. 8. Develops and maintains complex spreadsheets and databases. 9. Maintains various statistical records for department(s) or area(s); maintains complex general and confidential files. 10. Updates and/or maintains a web site; may assist in the development of a web site. 11. Provides detailed administrative support for assigned area(s)/department(s). 12. Processes and tracks faculty schedule changes; troubleshoots and resolves scheduling problems; monitors enrollments and faculty loads. 13. Delivers, retrieves and sorts area/departmental mail. 14. May supervise and organize the work of student employees and short-term, non-continuing personnel, including monitoring of time sheets. 15. May serve as a lead worker to other classified staff in the area. |

## 2.2b Current Management/Confidential Positions

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

| | | | authorization of expenditures of significant K-12 and grant funds each semester for books and supplies for eligible students; tuition; food service; and other programmatic costs; coordinates with the Bookstore and Accounting to ensure accuracy of billings and payments. |
|---|---|---|---|

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| | 0.00 | 0.00 | |

## 2.2d Adequacy and Effectiveness of Staffing

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|---|---|---|---|---|---|---|
| 0001 | Petaluma | 02 | 01 | (N/A) | Secondary School Coordinator, .4 FTE/10 mo. | Classified |
| 0001 | Petaluma | 02 | 01 | Instructional Aide, Senior | Instructional Aide, .75 FTE/10 mo. | Classified |
| 0002 | Petaluma | 01 | 02 | Program Specialist (Vacant) | Program Specialist, .5 FTE/12 mo. | Classified |
| 0002 | Petaluma | 03 | 02 | Outreach Specialist (Vacant) | Outreach Specialist, .5 FTE/10 mo. | Classified |

## 2.3a Current Contract Faculty Positions

| Position | Description |
|---|---|

## 2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---|---|---|---|---|---|
| | | | | | |

## 2.3c Faculty Within Retirement Range

N/A

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

## 2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|---|---|---|---|---|---|
| 0001 | Petaluma | 01 | 02 | Counseling, Gateway to College (0.5) | Currently, the Gateway to College (GtC) program has academic counseling services provided through Petaluma City Schools; however, a high school Academic Counselor is not trained to provide college Student Education Plans or other college-exclusive counseling services needed by Early College High School students. Several other Early/Middle College High Schools in California have both a high school counselor through their local K-12 district and also a college academic counselor as part of their student support component. |

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

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## 2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|      |          |    |   |                  |     |           |            |           |            |         |

## 2.4d Non-Instructional Equipment and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | Petaluma | 01 | 02 | ITG: SARS Kiosk for Counseling Services | 1 | $500.00 | $500.00 | Vanessa Luna Shannon | PC 235 | Vanessa Luna Shannon |
| 0002 | Petaluma | 01 | 02 | ITG: Display monitor/TV for electronic signage | 1 | $1,200.00 | $1,200.00 | Vanessa Luna Shannon | PC 228 | Vanessa Luna Shannon |

## 2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|----------|----|---|------------|----------|-------------|-----------|-------------|
| 0002 | Petaluma | 04 | 01 | 1 Year | Kathleen Doyle Hall | PC 230 | $2,000.00 | New Carpet |
| 0002 | Petaluma | 04 | 02 | Urgent | Kathleen Doyle Hall | PC 233 | $1,200.00 | Paint walls |
| 0003 | Petaluma | 04 | 01 | 1 Year | Kathleen Doyle Hall | PC 229 | $2,000.00 | New Carpet |

## 2.5b Analysis of Existing Facilities

The Gateway to College Academy (GtC) counseling and administrative offices are located in Kathleen Doyle Hall east, 2nd floor. Most early college high school courses are held in PC 229 and PC 230 with academic support in PC 228; however, classroom space, as well as student activities spaces (Student Lounge, restrooms, hallways) are also used by non-GtC students in the evenings and weekends. With the exception of office space, which is exclusively for GtC-assigned faculty and staff, all facilities used by GtC students are shared spaces for the entire SRJC Petaluma community.

The majority of the facilites are in good condition. The exception would be the Study Lounge, which was furnished with new furniture last academic year, but still needs to be repainted, as the paint is in poor condition.

## 3.1 Develop Financial Resources

### 3.1 Develop Financial Resources (Update every third spring; 2019, 2022, 2025)

In this section, list anything that your program/unit has done in 2013-14 or 2014-15 in support of the following Strategic Plan Goal and strategic objectives:

**Goal G:  Develop Financial Resources**
Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability, including:
- Increase the amount of discretionary, unrestricted general fund local revenue
- Increase and maintain the District reserves above the state requirements
- Pursue alternative funding sources including grants, partnerships, and scholarship s to support our diverse communities and students

Manage enrollment and course offerings to maximize apportionment fundin
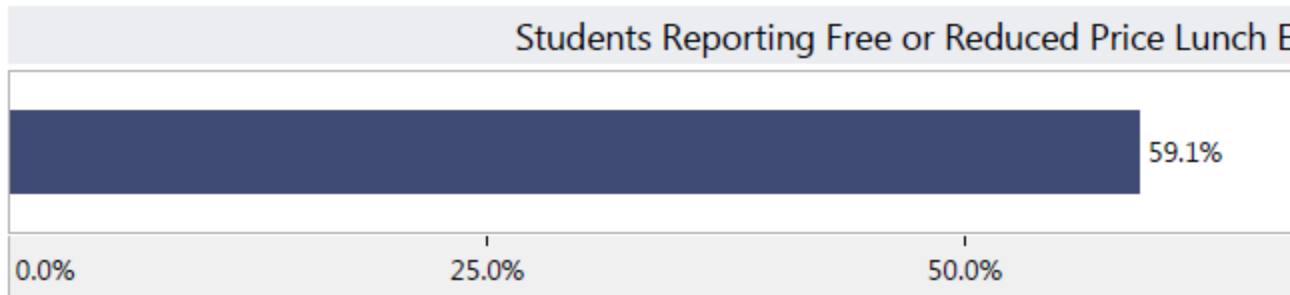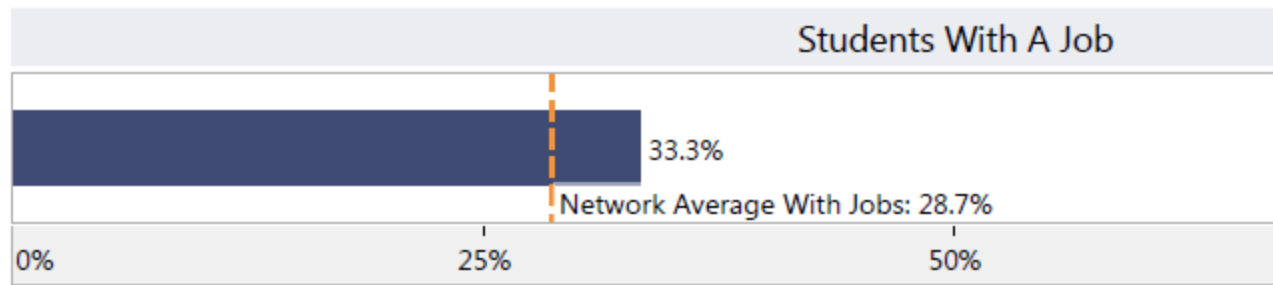
## 3.2 Serve our Diverse Communities

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

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

| Gender Distribution (Self-reported) | |
|---|---|
| Female | |
| Male | |
| Genderqueer/Androgynous | |
| Other | |

| Racial/Ethnic Distribution (Self-reported) | |
|---|---|
| African-American | |
| White | |
| American-Indian/Native-American/Alaskan | |
| Asian/Pacific-Islander | |
| Hispanic/Latino | |
| Other | |

| Living Situation | |
|---|---|
| Dependent | |
| Independent | |

## Students With A Job

33.3%

Network Average With Jobs: 28.7%

0%     25%     50%

## Students Reporting Free or Reduced Price Lunch E

59.1%

0.0%     25.0%     50.0%

## 3.3 Cultivate a Healthy Organization

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

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

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

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

## 3.4 Safety and Emergency Preparedness

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

***3.4  Safety and Emergency Preparedness (Update every third spring; <span style="color:red">2019, 2022, 2025</span>)***

- **Injury and Illness Prevention Program (IIPP)**
  The District's Injury and Illness Prevention Program is found in District Policy 6.8.2 and Procedure 6.8.2P. This program needs to be reviewed with each employee at least once per year.  Identify the steps that have been taken to review this program with employees in your department this year.  Contact Environmental Health and Safety if you need assistance (524-1654).

- **Safety Trainings**
  Per the District Injury and Illness Prevention Program (IIPP), what safety trainings does your department require?  Contact Environmental Health and Safety if you need assistance (524-1654).

- **Building and Area Safety Coordinators**
  List your Building and Area Safety Coordinators as shown in the sample below.  Include Name, Building, Building Safety Coordinator (BSC) Area, Area Safety Coordinators (ASC) Area, Department, and any specific areas of responsibility.

*Writers Tip:  Outside of the PRPP template, create a word table or excel table in the following format, and then paste it into this text block.*

| Building | BSC Area | ASC Area | Name | Department | Responsible Area | Management Support |
|----------|----------|----------|------|------------|------------------|--------------------|
| #100 Jacobs | B/100 | A/100-1 | John Jones | Petaluma DRD | 1st Floor- DRD | Lauralyn Larsen |

## 3.5 Establish a Culture of Sustainability

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

## 4.1a Course Student Learning Outcomes Assessment

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

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

The College Survival course (Counseling 53) combines comprehensive academic study strategies with critical thinking and personal
development. This course includes the following topics:
- memory and concentration techniques,
- lecture note taking systems

- textbook study systems
- test taking
- research strategies
- critical analysis
- effective problem solving
- life and time management
- learning styles
- personal and educational values and goals
- instructor-student relations
- maintaining health

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

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

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

## 4.1b Program Student Learning Outcomes Assessment

**Gateway to College Academy (GtC)**

**Student Learning Outcomes**

Students will be able to:

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

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

## 4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|---|---|---|---|---|

## 4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)
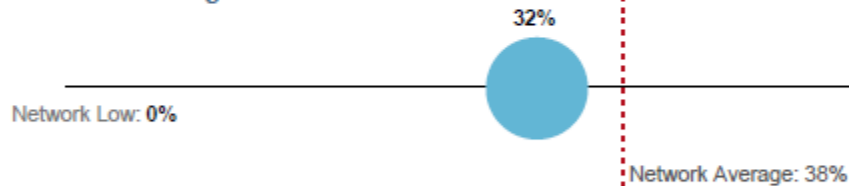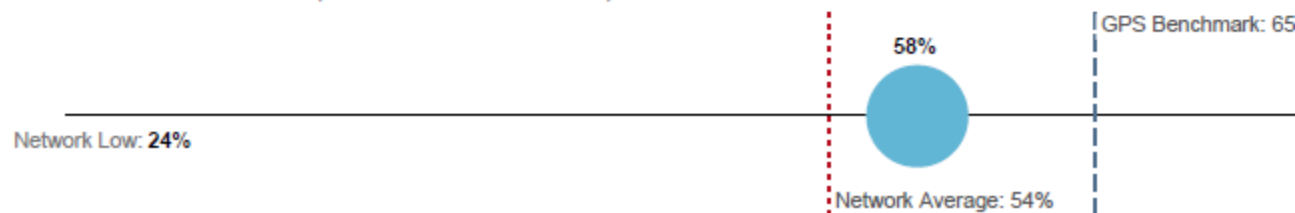
5.0 Performance Measures



## Santa Rosa Junior College

### 2014 - 2015 Total Enrollment: 74

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

32%

Network Low: 0%

Network Average: 38%

**One Year Persistence (2013 - 2014 Cohort)**

GPS Benchmark: 65

58%

Network Low: 24%

Network Average: 54%

## Two Year Persistence (2012 - 2013 Cohort)

GPS Benchmark: 61%

Network Low: **10%**

Network Average: 38%

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

GPS Benchmark: 50%

Network Low: **0%**

Network Average: 31%

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

20

Network Low: **0**

Network Average: 20

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

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

# Santa Rosa Junior College

## Program Data Trends

**Percentage of Students Passing All First Term Courses by Academic Year**

33%

| 2012-2013 | 2013-2014 | |

**One Year Persistence by Cohort Year**

| 2011-2012 | 2012-2013 | |

## Two Year Persistence by Cohort Year

| | | |
|---|---|---|
| 2010-2011 | 2011-2012 | 2 |

## Three-Year Cohort Graduation Rate by Cohort Year

| | | |
|---|---|---|
| 2010-2011 | 2011-2012 | 2 |

## Average College Credits Earned by Graduates by Graduation Year

| | | |
|---|---|---|
| 2012-2013 | 2013-2014 | 2 |

# Santa Rosa Junior College

## 2014 - 2015 Student Survey Outcomes Report

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

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

College.

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

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

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

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

# Santa Rosa Junior College

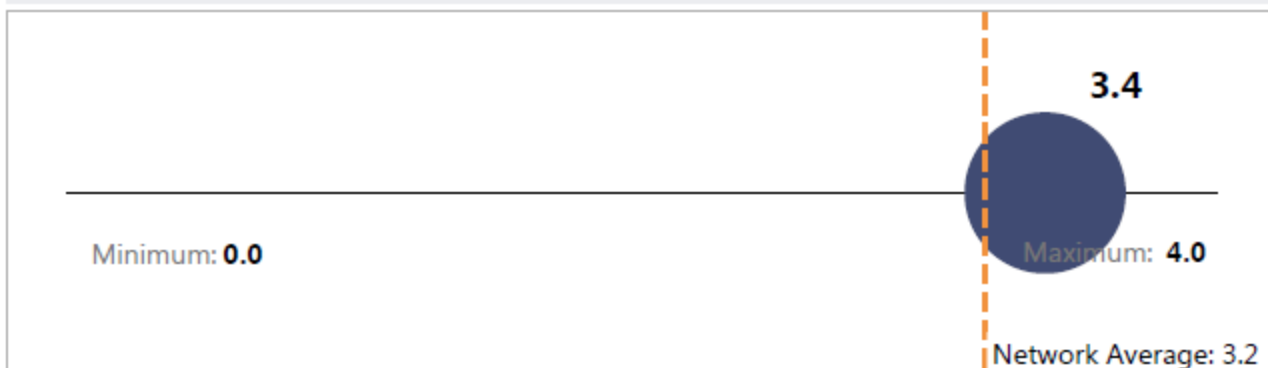## 2014-2015 Mindset and Support Measures

### Mindset - Character (NSS Only)

**3.0**

Minimum: **0.0**

Maximum: **4.0**

Network Average: 2.6

### Mindset - Intelligence (NSS Only)

**3.4**

Minimum: **0.0**

Maximum: **4.0**

Network Average: 3.2

## Sense of Belonging (NSS Only)

**2.8**

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

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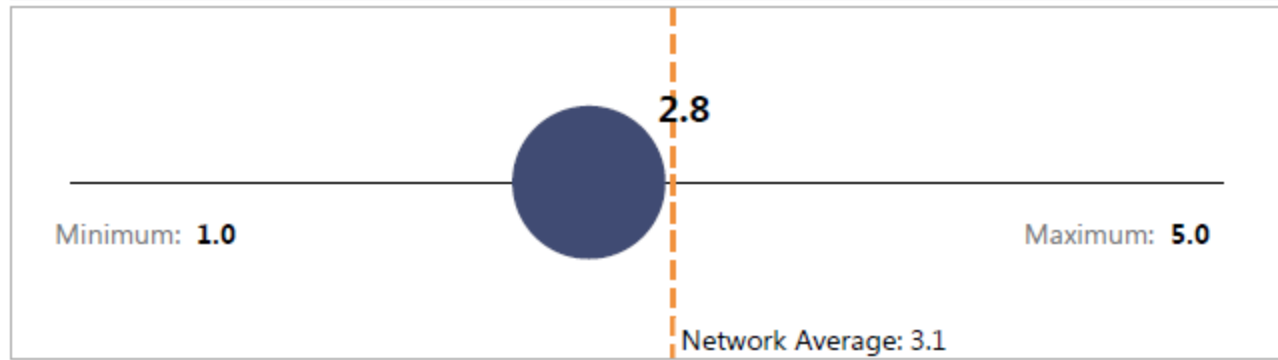
## Family Relationships/Support (NSS Only)

**3.1**

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

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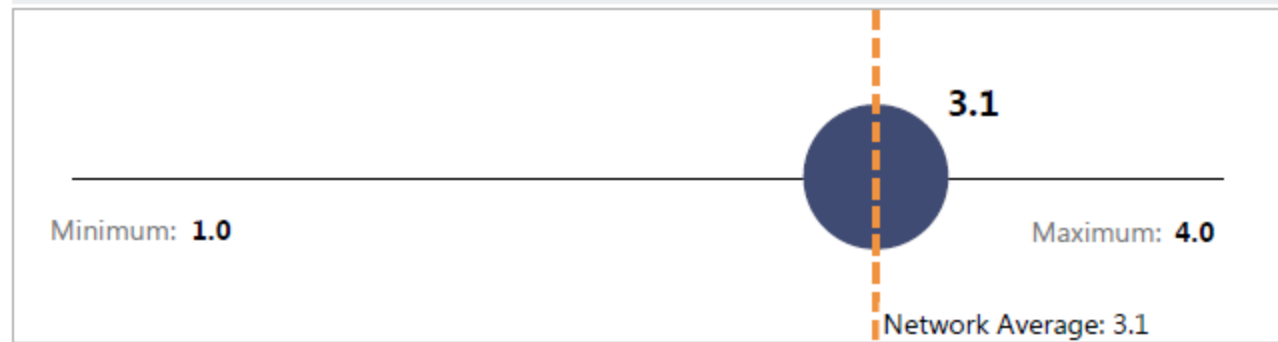
## General Social Support (NSS Only)
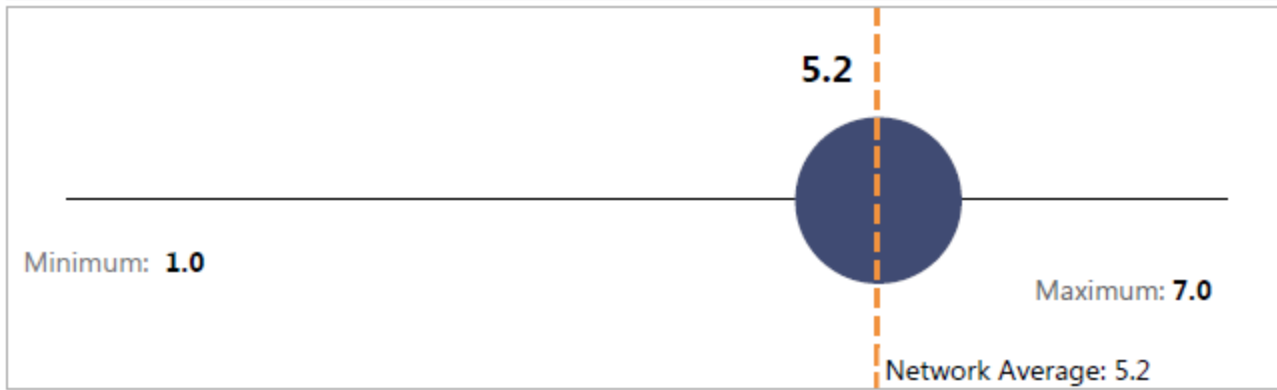
5.2

Minimum: **1.0**

Maximum: **7.0**

Network Average: 5.2

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

# Santa Rosa Junior College

## 2014-2015 Gateway to College Experiences

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

| Pathways and Future Goals |
| --- |

Minimum: **1.0**

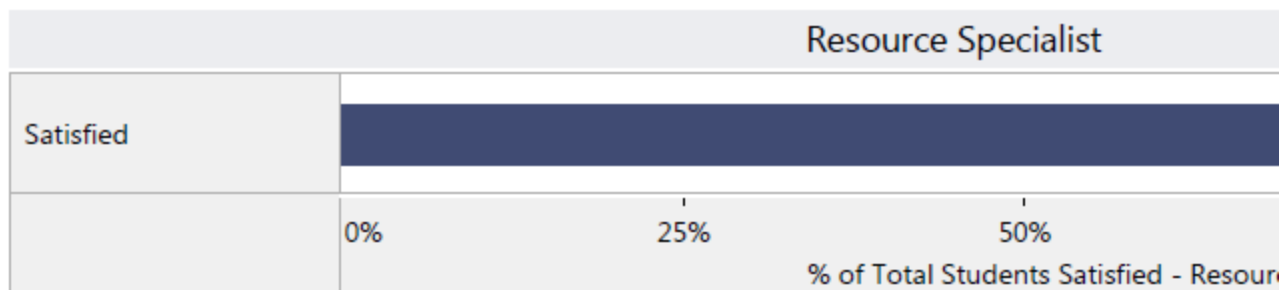| Critical Thinking |
| --- |

Minimum: **1.0**

## Teaching and Learning

Minimum: **0.0**

# Santa Rosa Junior College

## 2014-2015 Student Satisfaction
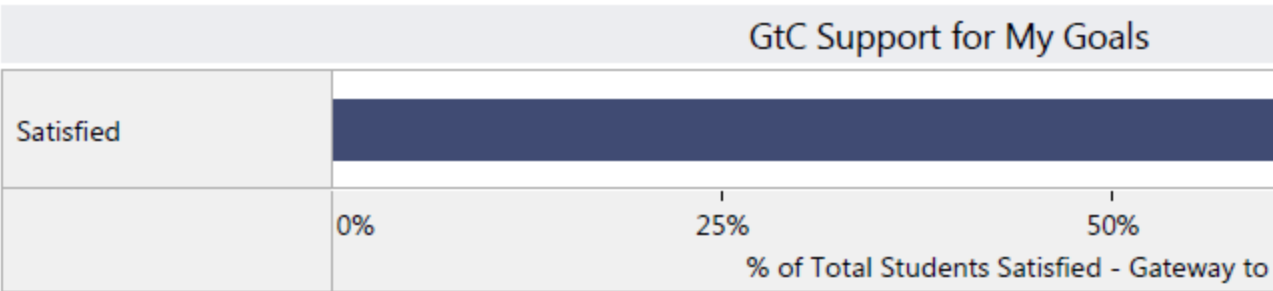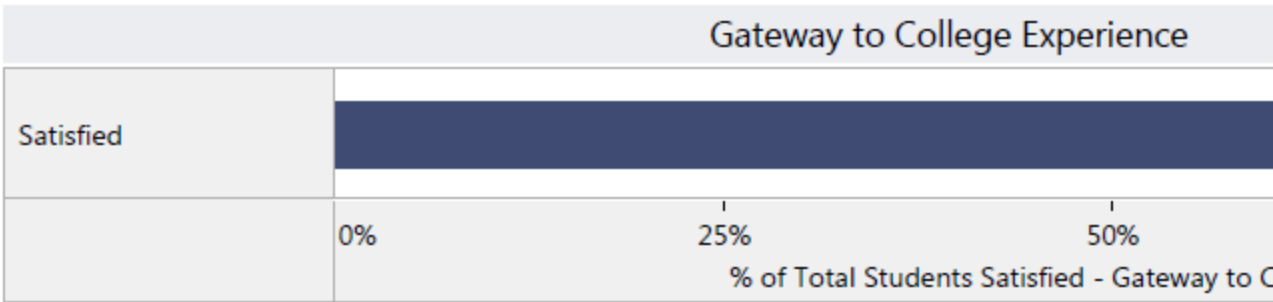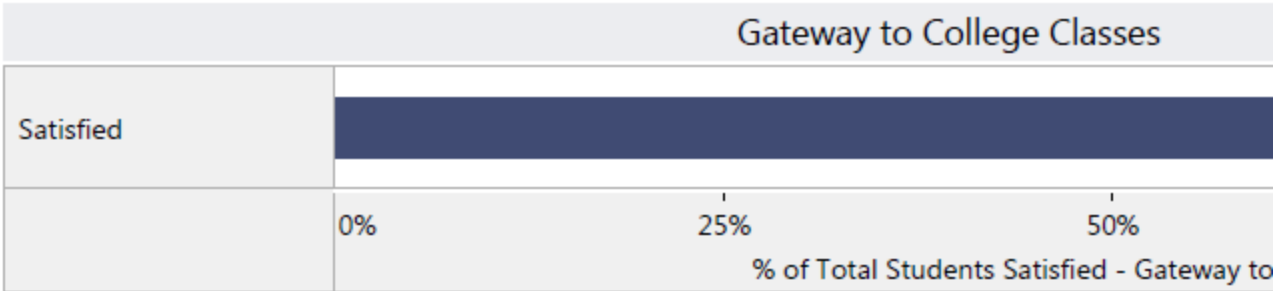
### Resource Specialist

| | |
|---|---|
| Satisfied | |

0%          25%          50%

% of Total Students Satisfied - Resour

## Gateway to College Classes

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

## Gateway to College Experience

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

## GtC Support for My Goals

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

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

# Santa Rosa Junior College

## 2014-2015 Previous and Persisting Challenges

### Baseline Challenges (New Student Survey Or

**School-Related Challenges**

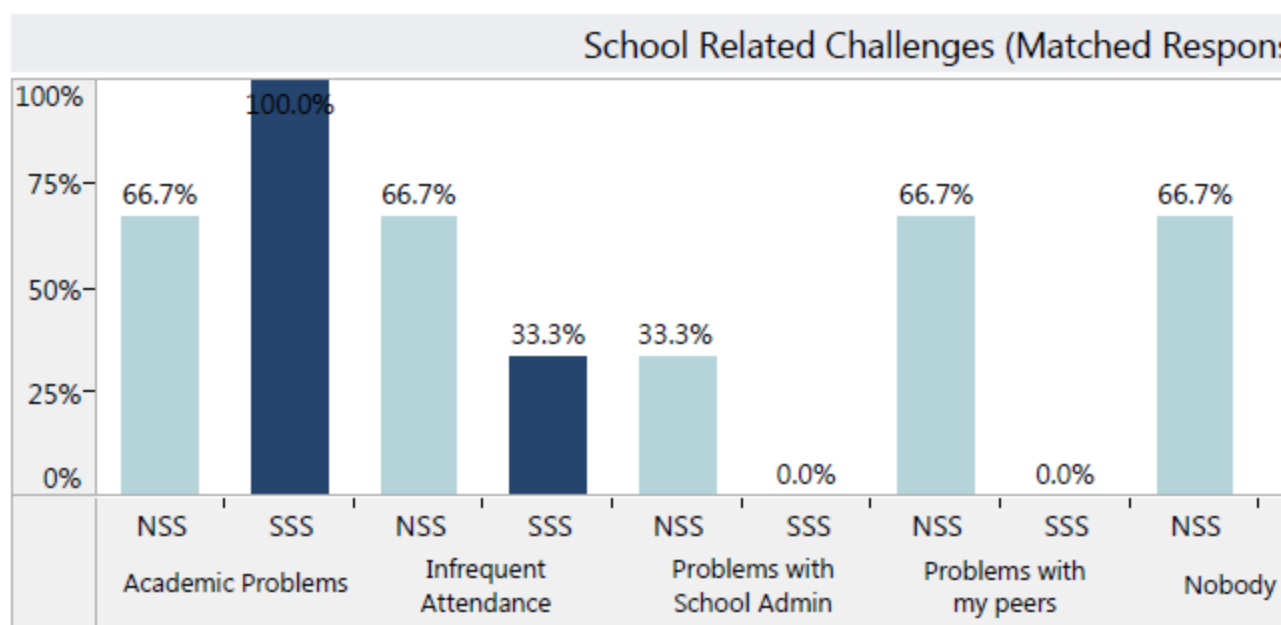| Category | Value |
|---|---|
| Academic Problems | 95.7% |
| Infrequent Attendance | 73.9% |
| Problems with School .. | 65.2% |
| Problems with my peers | 73.9% |
| Nobody Cared | 60.9% |
| Teachers did not know me | 73.9% |
| Didn't feel safe environment | 47.8% |
| Transportation | 65.2% |
| Finances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

### School Related Challenges (Matched Respons

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

Non-School Related Challenges (Matched Resp

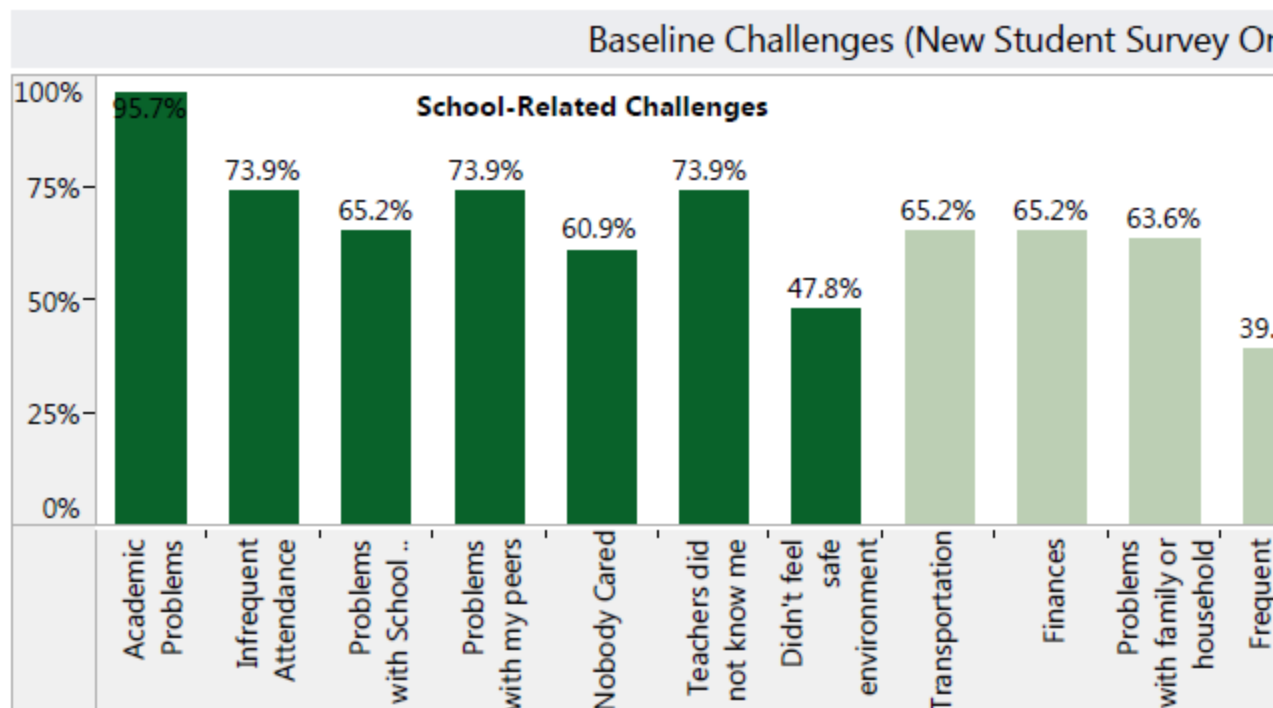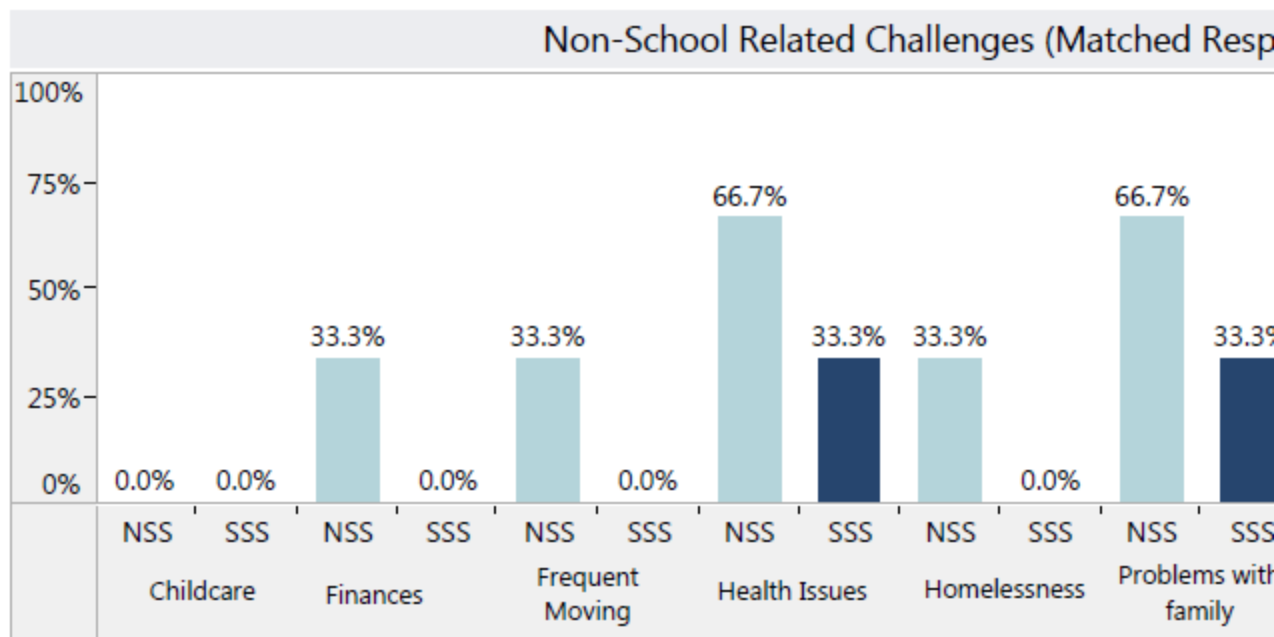Note: The numbers here represent percentage of students who reported struggling with these items e
experience.

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

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

N/A

5.2a Enrollment Efficiency

N/A

5.2b Average Class Size

N/A

5.3 Instructional Productivity

N/A

5.4 Curriculum Currency

N/A

## 5.5 Successful Program Completion

**Two Year Persistence by Cohort Year**

| | 2010-2011 | 2011-2012 | 2 |

**Three-Year Cohort Graduation Rate by Cohort Year**

| | 2010-2011 | 2011-2012 | 2 |

**Average College Credits Earned by Graduates by Graduation Year**

| | 2012-2013 | 2013-2014 | 2 |

## 5.6 Student Success

## 5.7 Student Access

## 5.8 Curriculum Offered Within Reasonable Time Frame

N/A

5.9a Curriculum Responsiveness

N/A

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

N/A

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

N/A

5.11a Labor Market Demand (Occupational Programs ONLY)

N/A

5.11b Academic Standards

N/A

# 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
| 0001 | Petaluma | 07 | 01 | 1. Increase Average Daily Attendance (ADA) and Supplemental Funding | 1a. The average attendance rate of GtC students will meet or exceed 80% per semester. | 2016-2020 | Goal Not Met: Current attendance rate is 78% over the course of each semester with junior (11th grade students) maintaining higher attendance as compared to seniors (12+ grade students). |
| 0002 | Petaluma | 01 | 02 | 2. Capacity building towards sustainability | 2a. Increase the student persistence rate from spring to fall to 75% | 2016-2018 | Goal Met: The retention and persistence rate from spring 2018 to fall 2018 exceeded 75%. |
| 0002 | Petaluma | 07 | 02 | | 2b. Increase the student persistence rate from fall to spring to 85% | 2015-2018 | Goal Met: The fall 2018 new student cohort persistence rate was nearly 90%, with all but 1-2 students persisting to the spring semester and 1 new student who graduated in their first semester. |
| 0002 | Petaluma | 07 | 02 | | 2c. Recruit, train, and manage mental health therapist interns from universities to provide ongoing mental health treatment to high-risk students. | 2017-2020 | Goal Met: For the 2018-2019 academic year there was one (1) intern from Sonoma State University who was assigned to the Gateway to College Academy dual enrollment high school to provide academic planning and case management for our candidates for graduation. |
| 0002 | Petaluma | 07 | 01 | | 2d. Pursue resource development and diversification | 2013-2020 | Goal Met: During the 2018-2019 academic year the Gateway to College Academy was awarded several block grants to enhance student support and professional development. |
| 0003 | Petaluma | 07 | 02 | 3. Enhance partnership with K-12 charter Local Education Agency (LEA) | 3a. Develop updated MOU with LEA | 2015-2018 | Goal Met: The 2018-2019 MOU was finalized in the early part of the academic year. |
| 0003 | Petaluma | 01 | 02 | | 3b. Increase the quantity of referrals from Petaluma City Schools personnel | 2016-2018 | Goal Met: The quantity of referrals from Petaluma City Schools increased, however, this will continue to be an ongoing goal as the program requires continous recruitment. |
| 0004 | Petaluma | 02 | 01 | 4. Foster learning and academic excellence by providing effective programning and services. | 4a. Develop an Early College High School [blended, dual enrollment] master schedule that includes both high school core credit courses and program-designated college courses. | 2015-2020 | Goal Met: A master schedule and bell schedule that included both high school and dual enrollment courses was developed in compliance with California Department of Education educational codes including 180 instructional days per year, minimum number of annual instructional minutes, and every student was enrolled in at least 10,800 minutes for every 10-schoolday period. |
| 0005 | Petaluma | 07 | 02 | 5. Recruit new students every semester | 5a. Enroll at least 24 students per semester (depending on facilities capacity) per semester | 2013-2018 | Goal Met: This will continue to be an ongoing goal, however for the fall 2018 semester there were 29 new students enrolled and for the spring 2019 24 new students were enrolled. |

| 0006 | Petaluma | 01 | 02 | 6. Enhance student and family engagement | 6a. Continue hosting GtC Friends & Family events to build connections between students and their supporters | 2016-2018 | Goal Not Met: Due to staffing limitations, there were no GtC Friends & Family events held during the 2018-2019 academic year. However, these events have already been calendared for the 2019-2020 year. |
|------|----------|----|----|------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0006 | Petaluma | 01 | 02 | | 6b. Provide caregivers with live, accurate student attendance and achievement data | 2017-2019 | Goal Met: During the 2018-2019 academic year all caregivers for students under 18 years of age were provided with instructions and tools to use the Aeries Parent Portal which hosts all of these data points. |
| 0007 | Petaluma | 01 | 01 | 7. Streamline dual enrollment processes for a seamless student experience | 7a. Decrease steps necessary for Early College High School students to enroll in college courses. | 2017-2020 | Goal Met: In effort to streamline the dual enrollment procedures, all new students completed several High School Dual Enrollment Request Forms in advance of their enrollment dates. This strategy cut down the amount of time and resources needed to ensure students were able to register on-time per their designated registration date. |
| 0008 | Petaluma | 02 | 01 | 8. Increase student average GPA | 8a. All students meet or exceed a 2.0 college GPA each semester. | 2017-2020 | Goal Not Met: This objective will continue to be a goal for all students and particular attention will be paid to new (Foundation) students, as their first term GPA and completion rate is highly correlated with their high school diploma success rate. |

6.2b PRPP Editor Feedback - Optional

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# 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|------|-----------|------------|--------------------|
| 0001 | Petaluma | 07 | 01 | 1. Increase Average Daily Attendance (ADA) and Supplemental Funding | 1a. The average attendance rate of GtC students will meet or exceed 80% per semester. | 2016-2020 | Adequate funding to provide incentives and rewards for positive student attendance. Relevant curriculum. Meaningful classroom and program experiences. Technology to inform students, parents and caregivers, alert them to absences. |
| 0002 | Petaluma | 01 | 02 | 2. Capacity building towards sustainability | 2a. Increase the student persistence rate from spring to fall to 77% | 2016-2020 | Adequate funding for student support services (counseling, retention, student engagement) to continue services during summer intersession. |
| 0002 | Petaluma | 07 | 02 | | 2b. Increase the student persistence rate from fall to spring to 90% | 2015-2020 | Adequate funding for student support services (counseling, retention, student engagement) to continue services during winter intersession. |
| 0002 | Petaluma | 07 | 01 | | 2c. Pursue resource development and diversification | 2013-2021 | Director and Secondary School Leader staff time to write grants and solicit donations and funding. |
| 0003 | Petaluma | 07 | 02 | 3. Enhance partnership with K-12 charter Local Education Agency (LEA) | 3a. Develop updated MOU with LEA | 2015-2020 | Collaboration with Petaluma City Schools, budget reports to inform decision making. |
| 0003 | Petaluma | 01 | 02 | | 3b. Increase the quantity of referrals from Petaluma City Schools personnel | 2016-2020 | Staff time to provide informational presentations to PCS counselors and administrators, as well as personally connect with counselors one-on-one for direct referrals. |
| 0004 | Petaluma | 02 | 01 | 4. Foster learning and academic excellence by providing effective programming and services. | 4a. Develop an Early College High School [blended, dual enrollment] master schedule that includes both high school core credit courses and program-designated college courses. | 2015-2020 | Director and Counselor time to work with LEA office of instruction to ensure all elements are in compliance of California Education Code (min. number of high school instructional minutes, do not surpass max enrollment capacity per class, meet min. number of instructional days, etc). Also must meet the subject needs of new and continuing students and be aligned to the campus scheduling template. |
| 0005 | Petaluma | 07 | 02 | 5. Recruit new students every semester | 5. Enroll at least 24 students per semester (depending on facilities' capacity) per semester | 2013-2020 | Outreach staff to attend community events and make personal connections with high school counselors to increase referrals. |
| 0006 | Petaluma | 01 | 02 | 6. Enhance student and family engagement | 6a. Plan, coordinate, and host GtC Friends & Family events to build connections between students and their supporters | 2016-2020 | Increased staff time to plan, coordinate, and facilitate in community event to address substance abuse, chronic stress, behavioral modification, and financial aid after graduation. |
| 0006 | Petaluma | 01 | 02 | | 6b. Provide caregivers with timely, accurate high school student attendance and dual enrollment achievement data | 2017-2020 | Technology to inform parents and caregivers, alert them to absences, and remind them to provide absence justification. |

| 0007 | Petaluma | 02 | 01 | 8. Increase student average GPA | 7. All students meet or exceed a 2.0 GPA each semester. | 2017-2022 | Adequate and consistent student support staffing. |