William & Marian Ghidotti High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	William & Marian Ghidotti High School
Street	250 Sierra College Drive
City, State, Zip	Grass Valley, CA 95945
Phone Number	(530) 274-5270
Principal	Noah Levinson
E-mail Address	NLevinson@njuhsd.com
Web Site	ghidotti.njuhsd.com
CDS Code	29-66357-0112367

District Contact Information	
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dr. Louise Johnson
E-mail Address	djzeisler@njuhsd.com
Web Site	www.njuhsd.com

School Description and Mission Statement (School Year 2016-17)

SCHOOL DESCRIPTION: Located on the Grass Valley Campus of Sierra Community College, Ghidotti is a rural, public early college high school within the Nevada Joint Union High School District. Opened in 2006, and initially supported by a start-up grant from the Bill and Melinda Gates Foundation, Ghidotti is one of 41 early college high school programs in California and 265 in the nation. We serve students in grades nine through twelve, many of whom earn both a high school and college degree upon graduation (in 2015, 52 percent of our seniors graduated with both a high school diploma and an AA or AS degree). Over the past five years, 99 percent of our students have continued with their college studies at Sierra or have matriculated to four-year universities. By bridging the divide between high school and college, Ghidotti helps students overcome barriers to attending a four-year university.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	47
Grade 10	37
Grade 11	44
Grade 12	35
Total Enrollment	163

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.2
Asian	0.6
Filipino	1.2
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0
White	85.9
Two or More Races	1.8
Socioeconomically Disadvantaged	19.6
English Learners	0.6
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	6	6	134.4
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	2.2	13.8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	98.6	1.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Ghidotti is committed to creating a student-centered, New California Standards-aligned curriculum that prepares our students for college and career. We want our students to be engaged and self-motivated learners who persevere through challenges. We want them to read a broad range of complex, high-quality texts; to demonstrate mastery of content knowledge; to value evidence and use it to construct viable arguments; to use appropriate technology or other tools strategically and capably; and to understand diverse perspectives and cultures.

Students take high school level English their freshman, sophomore, and junior years. The English Department's goal is to align all curriculum to the State Standards. For example, English teachers have redesigned their lessons to include more close reading of nonfiction texts including the adoption of two nonfiction books, The Blind Side and Seabiscuit, shorter nonfiction texts that complement the literature curriculum, and pivotal U.S. documents of historical and literary significance like Lincoln's "Gettysburg Address" and King's "Letter from Birmingham Jail." The majority of writing assignments are informational and argumentative essays that require students to analyze their reading as well as research related topics.

Students take biology as freshmen and chemistry as sophomores. Our science department designs lessons that emphasize collaboration and critical thinking through hands-on learning experiences. Lessons include a variety of resources such as current scientific journal articles, guest speakers, scientific notebooks, science-related media, and lab experiments. Students actively work together to apply learned concepts, analyze and use data to support scientific outcomes, effectively problem-solve, and relate their findings to real-world experiences. In addition, science and English teachers collaborate to develop Common Core-aligned curriculum to meet the ELA standards for science and technological subjects. For example, in biology students read the nonfiction book, The Hot Zone (a Common Core exemplar text), to reinforce and give real-life context to core curriculum in bacteria, viruses, and the immune system. Students complete close reading assignments in which they summarize the scientific arguments presented in the text, support these summaries with textual evidence, and demonstrate knowledge of domain specific vocabulary.

All students take world history as freshmen and a majority take their required government/economics class through the high school as seniors. The history teacher uses a cross-curricular approach that engages students and helps them develop a wide range of skills. Students convey a deep understanding of texts by connecting them to current events and their own college and career goals. They collaborate to understand primary and secondary sources, inferring the outcome, testing hypotheses, and driving their own research from the evidence provided. In addition, English and history teachers work together to develop curriculum that address the ELA standards for history and social studies. For example, world history students read the nonfiction book The Monument's Men during their World War II unit. In addition to developing reading and writing skills, students take a field trip to the local art museum as a hands-on way to explore the arguments presented in the book. In 2015, World History adopted curriculum from TCI; in 2016, Government adopted TCI curriculum.

Most of our students take geometry through the high school their freshman year (approximately fifteen percent of our students test directly into college math). In the 2014-15 school year, our math teacher adopted College Preparatory Mathematics' "Geometry Connections." Not only is the textbook aligned with the new content standards, but the curriculum fully incorporates Common Core's "Standards for Mathematical Practice." Each lesson challenges students to persevere through difficult problems, construct written and oral arguments, and reason both abstractly and quantitatively.

Ghidotti curriculum is challenging --crafted to help our students succeed in their college classes. Support for struggling students is available—a college tutoring center; one-on-one tutoring sessions between teacher and student; CSF tutors for finals; and seminar classes taught by highly-qualified teachers in English, science, and math.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature (9, 10, 11); see above narrative for other texts.	Yes	0.0
Mathematics	CPM Geometry	Yes	0.0
Science	BSCS Biology; Holt McDougal Chemistry	Yes	0.0
History-Social Science	McDougal Littell World History and Economics; TCI World History and TCI Government	Yes	0.0
Foreign Language	Determined by the college professor	Yes	0.0
Health	Determined by the college professor	Yes	0.0
Visual and Performing Arts	Determined by the college professor	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Provided by Sierra College	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ghidotti Early College High School does not have its own campus or facilities. Rather, the school operates on the campus of Sierra Community College Nevada County Campus.

Sierra College facilities are adequate and well-maintained. Inspections are conducted regularly. Potential safety issues are addressed in a timely fashion.

We are currently using the multipurpose room with theater seating and state-of-the-art technology . Sierra College Campus multipurpose room is accessible for activies such as school dances, movie night activities and assemblies.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Table header: School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: October 2014

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2014				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	100	100	61	68	44	48
Mathematics	100	98	34	41	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	43	41	95.3	100.0
Male	11	22	22	100.0	100.0
Female	11	21	19	90.5	100.0
Hispanic or Latino	11	--	--	--	--
White	11	37	35	94.6	100.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	43	41	95.3	97.6
Male	11	22	22	100.0	95.5
Female	11	21	19	90.5	100.0
Hispanic or Latino	11	--	--	--	--
White	11	37	35	94.6	100.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	100	97	100	65	61	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	32	32	100.0	100.0
Male	11	11	100.0	100.0
Female	21	21	100.0	100.0
White	25	25	100.0	100.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

The Ghidott ECHS provides core of academic courses and limited electives which do not include CTE courses. However our students have access to a number of CTE courses through Sierra College.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.6
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	90.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17	19.1	46.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Ghidotti engages with families and community in many ways. To foster student academic success, all teachers use either Schoology (learning management system) to provide online grades, calendars, reminders, copies of assignments, progress reports, and individual reports of student academic achievement. All students and parents meet each year with the designated college counselor and the high school counselor to create and revise 4-year plans that meet A-G requirements for entrance into four year colleges. Student study teams composed of parents, the student, and staff members are set up for any student experiencing difficulties succeeding either academically or on a social/emotional level.

The Ghidotti Site Council, composed of students, staff, and parents, meets monthly to create a yearly Single Site Plan with school improvement goals that promote student success. Ghidotti also has an active parent club that meets monthly to plan fundraisers and support for our school. They help fund our biannual college field trips; offer financial support for low socio-economic students; provide extra curriculum to support academics including books, magazines, and equipment for our science classes; and provide food and drink for the senior boards, freshmen orientation picnic, Vals and Sals night, and graduation. Contact information for Site Council or Ghidotti PTC can be obtained by calling our school's front office (530.274.5270).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.00	0.00	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	97.67	100.00	100.00	90.81	87.71	89.63	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	85	86
Black or African American	0	75	78
American Indian or Alaska Native	0	71	78
Asian	0	58	93
Filipino	0	100	93
Hispanic or Latino	100	81	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	86	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	53	66
English Learners	0	18	54
Students with Disabilities	100	77	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	0.0	0.6	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Ghidotti Early College High School has been working closely with Nevada County Office of Education and Sierra Community College to re-write the safety plan. This has included multiple training dates and two separate committees. Ghidotti office has a "go bag" to use in case of an emergency which includes a student locator for both high school and college courses. The Ghidotti students have practiced drills and have had classroom discussions on personal safety. Our parent community has been updated with safety information as needed through our weekly parent news letter.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	4	2		17	7	3		18	5	1	
Mathematics	21	2			23	3	1	1	15	3	1	1
Science	25	1	3		27	2	1	1	27	2		1
Social Science	20	3	1		23	1	2		21	3		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	320
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	0.1	N/A
Social Worker	N/A	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.1	N/A
Other	.2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,446	$292	$4,154	$64,898
District	N/A	N/A	$7,996	$67,184
Percent Difference: School Site and District	N/A	N/A	-48.0	-3.4
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	-26.8	-14.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Ghidotti engages with families and community in many ways. To foster student academic success, all teachers use either Schoology or E-schools (learning management systems) to provide online grades, calendars, reminders, copies of assignments, progress reports, and individual reports of student academic achievement. All students and parents meet each year with the designated college counselor and the high school counselor to create and revise 4-year plans that meet A-G requirements for entrance into four year colleges. Student study teams composed of parents, the student, and staff members are set up for any student experiencing difficulties succeeding either academically or on a social/emotional level.

The Ghidotti Site Council, composed of students, staff, and parents, meets monthly to create a yearly Single Site Plan with school improvement goals that promote student success. Ghidotti also has an active parent club that meets monthly to plan fundraisers and support for our school. They help fund our biannual college field trips; offer financial support for low socio-economic students; provide extra curriculum to support academics including books, magazines, and equipment for our science classes; and provide food and drink for the senior boards, freshmen orientation picnic, Vals and Sals night, and graduation. Contact information for Site Council or Ghidotti PTC can be obtained by calling our school's front office (530.274.5270).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,650	$45,265
Mid-Range Teacher Salary	$64,739	$72,281
Highest Teacher Salary	$82,693	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$117,830	$127,317
Superintendent Salary	$145,550	$168,625
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the past few years, professional development has centered on the adoption of the Common Core State Standards for student academic success. Our staff has attended a variety of workshops on adopting the CCSS, held by the district, the county, neighboring counties, and the state. In addition three members of our staff (in English, science, and math) have become district leaders, presenting CCSS lessons and teaching techniques at District Inservices. The entire Ghidotti staff attended a three day AVID Summer Institute in San Diego focused on college and career readiness strategies. From these training and leadership opportunities, our staff has become well-versed in the latest standards-based teaching methodologies and has used this knowledge to rewrite curriculum and create assessments to challenge students and ensure their success.

In addition to academic achievement, Ghidotti staff has taken advantage of professional learning opportunities to create a supportive school culture for both staff and students. One opportunity offered by the District was a presentation on professional learning communities which has helped our staff develop a cross-curricular approach to ensure student success. Ghidotti staff also attended an Olweus training in bullying prevention to foster an environment at Ghidotti where students feel safe and where they can express their individual perspectives and differences. At a district counselor-led training on Special Education and 504 plans, Ghidotti staff learned the newest techniques for assisting our students with disabilities. Our math teacher is a support provider for BTSA (Beginning Teacher Support and Assessment) and is currently helping our new history teacher develop in the areas of managing the classroom, planning lessons, and working with our unique population.

Another key area of professional development for our school is technology. One of our science teachers attended a Google Summit Conference and has shared new techniques for using technology in the classroom and inquiry-based curriculum (20-Time) to help students become independent learners. Our math teacher is a district leader in Schoology and has supported our staff in using this learning management system to facilitate student and staff communication and collaboration through discussion groups, video conferencing, and messaging. Currently Ghidotti staff is learning how to implement OARS (an online assessment reporting system) to create technology-based, Common Core-aligned formative and summative assessments to help us evaluate the college and career readiness of our students.

The staff at Ghidotti is a team of learners as well as teachers. We embrace professional development opportunities to ensure that our students are ready to face a quickly changing world.