The Single Plan for Student Achievement

School: William & Marian Ghidotti High School

CDS Code: 29-66357-0112367

District: Nevada Joint Union High School District

Principal: Noah Levinson

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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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The District Governing Board approved this revision of the SPSA on .

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District Vision and Mission

School Vision and Mission

William & Marian Ghidotti High School's Vision and Mission Statements
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.

Ghidotti's Vision

We Are...

*G*rowth: Ghidottians aren't afraid of failing because they know learning is a life long process and people learn best from their mistakes.

*H*uman: Ghidottians seek to highlight the best traits of each person and work together to help each student achieve his/her vision of success.

*I*nquisitive: Ghidottians value knowledge for its own sake and lean into their learning.

*D*etermination: Ghidottians persevere through difficulties and find ways to succeed in the face of challenges.

*O*wnership: Ghidottians are active participants in their learning experience.

*T*ransition: Ghidottians foster a supportive learning environment which develops the necessary skills to be successful in life.

*T*eamwork: Ghidottians work together to accomplish their best work and value different opinions and perspectives.

*I*nspired: Ghidottians dream big and pave the way for a better world.

School Profile

A 2015 BLUE RIBBON SCHOOL
A California Distinguished School 2013
Initial full WASC accreditation 7/2011- 6-year term

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. Currently, we serve 155 students in grades nine through twelve, many of whom earn two years of college credit while attending high school. 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.

Our high school provides rigorous courses in the core subjects as well as academic electives and support classes. In addition, students are allowed to take up to eleven college units each semester. All students work with our high school counselor as well as a designated college counselor to create highly personalized four-year academic plans that fulfill the A-G requirements for entrance to

a four-year college. As students progress through their four years at Ghidotti, college courses slowly supplant their high school curriculum. In this way, students gradually adjust to the increased academic expectations and social/emotional maturity required to succeed in their college classes.

Ghidotti serves students of all races and at all socio-economic levels. Minority students represent ~15 percent of Ghidotti's population, which is slightly higher than the percentage of minorities in our county (approximately 14 percent according to 2010 U.S. census data). Twenty-nine percent of our students are currently on the National Lunch Program, which is comparable with the rest of the district. We have students who live off the grid as well as students who have access to the latest technological tools.

We are a school of choice and are capped at 160 students to lessen the impact on the college facilities and to provide a small personal learning environment. We take applications from an array of feeder schools in our community--including home schools, charter schools, and public schools--over a geographic distance of 980 square miles. We look for students who are excited to excel in our unique learning environment and who are responsible and mature enough to leave their peer groups and take classes with adults.

Ghidotti students have access to a wide range of classes and activities. Not only do they take high school core, elective, and support classes, they take college classes both on the Nevada County Campus of Sierra College, the Roseville Gateway Campus, and the much bigger campus in the nearby community of Rocklin. They also take additional high school electives and participate on sports teams at our district's largest comprehensive school. Our students join college clubs; work at the college tutoring center, library, and childcare facilities; and serve on the college student senate. Students have formed their own clubs at Ghidotti and actively participate in the leadership of their school including organizing biannual field trips to universities and planning social events like dances, movie and game nights, and Ghidotti Idol, our annual talent show. Students are active members of the community, performing in community bands and theater productions and volunteering for community activities (Ghidotti students volunteer in their community a minimum of twenty hours each year). As part of the program, our students have multiple opportunities to grow in all areas of their lives.

As a result of Ghidotti's efforts, our students have consistently achieved high Academic Performance Scores. From 2009-2012, we were one of the top twenty high schools in California, and in 2013, we were 9th in the state. We have received two California Distinguished School Awards. In addition in 2014, Newsweek ranked us number 139 of America's top 500 high schools. In 2015, our students earned the second highest CAASPP scores in the state and our school received the National Blue Ribbon Award. And in 2016, our students earned the highest CAASPP scores out of all high schools in California.

In the words of our students, Ghidotti "allows us to strive for our full potential because there are no limits to how much we can challenge ourselves."

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our students, parents, and staff took quite a few surveys in the 2015-16 school year and the fall of 2016: the California Healthy Kids; a Student Success Survey for parents, students, and staff; an Instruction Survey for students; and a Technology Survey for students. We have analyzed this data in depth for our 2017 WASC Self-Study. Here are some of the most interesting findings:

1. Though Ghidotti's School Climate Index was in the 99th percentile compared to all other California schools and also when compared to similar schools, our index has been going down slightly each year for the last three years.

2. All students perceive either a medium (45%) or high (55%) amount of student supports. (CHKS)

3. All students perceive either a medium (41%) or high (59%) amount of caring adults at the school. (CHKS)

4. Over 92% of students believe the campus is a safe place. (CHKS)

5. Students and teachers are using technology in their classes every day. (Technology Survey)

6. Students are doing research in their high school classes on a regular basis. (Curriculum Survey)

7. We need to do a better job of incorporating different cultures and perspectives into our curriculum. (Curriculum Survey)

8. We need to do a better job of incorporating diverse types of media into our classes (e.g. podcasts, videos, etc.) (Curriculum Survey)

9. We need to do a better job at bringing outside speakers/experts into our classes. (Curriculum Survey)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated at least once a year. Tenured teachers are formally evaluated every other year (every five years for teachers who have been in the district for 10 or more years). Informal observations occur throughout the year. All of Ghidotti teachers are highly qualified in their content area, passionate about their subject, and committed to their students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The staff uses data from local, state, and national assessments to determine if its instruction is conducive to students performing at standards or above. Although Ghidotti's CAASPP scores are ranked #1 out of 2044 California high schools, our philosophy has been to continue to find ways to improve our courses. Up until 2013, we used data from the CST and the CAHSEE. This year we relied on the CAASPP, SAT, and PSAT.

   At the beginning of each year, the staff meets to analyze state testing data. Our math teacher and WASC coordinator created graphs for our WASC reports that are helpful in identifying trends. We've used this data to identify areas of growth for us to address. These areas include "Speaking and Listening" standards, a "gender-gap" that is especially apparent in math, and the "Problem Solving" component of the PSAT.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Just as we use state assessments to guide curriculum planning, Ghidotti teachers use formative and summative assessments to guide their day-to-day instruction. For instance, biology students take spontaneous assessments of student learning, economics students are cold-called, and history and math students sometimes have an exit ticket. Instructors use all of these tools to determine what the students do and do not understand.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff is highly qualified in their subject areas.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are credentialed. The staff will attend two professional development days this school year. They will also attend the Google Summit in February. Additionally, we are investigating more professional development opportunities for the Next Generation Science Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Most of our professional development has been aligned to either the new California State Standards or use of technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district supplies one Common Core coach in ELA, however we have no equivalent for math. Also, two of our instructors are currently enrolled in BTSA.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Ghidotti teachers collaborate by grade level and across grades and disciplines. We have built-in collaboration time every Friday.

However, we need to strengthen our collaboration between high school and college programs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our highly-qualified teaching staff is committed to creating a student-centered, California State 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 CCSS. 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 California State Standards-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 California State Standards 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 more than half 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 Night during their World War II unit.

Both Geometry and Pre-Calculus math classes use curriculum from College Preparatory Mathematics. Not only are the textbooks 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.

College and career readiness informs everything we do in the classroom. For Ghidotti students, college is not a future dream but a present reality.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As all of education is in a transitional period, Ghidotti is currently working towards alignment of our curriculum to the new California State Standards. Our math and English classes are fully aligned. We hope to purchase new science and history curriculum when it becomes available in the the coming years.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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 math. We would like to revise our "Academic Probation" process this year.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Ghidotti, teachers have the same high expectations for all students. We rely on interventions for students who aren't successful including the college tutoring center, one-on-one tutoring between teacher and student, and peer tutoring. Our seminar course in math is another method of intervention. It serves our students two-fold by supporting students enrolled in college classes and students who are struggling in their Ghidotti classes. This year we also instituted an Advisory period, which helps students with their time-management skills.

Ghidotti teachers believe in a student-centered rather than a teacher-centered classroom. To achieve this goal, we use every opportunity to put students in charge of their own learning. In addition, teachers create curriculum that helps students "initiate and participate effectively in a range of collaborative discussions . . . building on others' ideas and expressing their own clearly and persuasively" (Common Core State Standards Initiative). Teachers accomplish these instructional approaches using a variety of techniques.

Our math teachers utilize a team-work approach to help students succeed in their inquiry-based curriculum. Instead of direct instructor, they serve more as coaches or guides as students work together to explore the CCSS in mathematics. Students not only solve problems but also explain in writing and orally how and why they arrived at that solution.

Our world history teacher engages students in cross-curricular projects, historical simulations and reenactments, classroom debates, and student-created plays related to historical topics. In government/economics, students take an active role in their education by teaching a full-day's lesson on a selected time period, presenting information about the relevant historical events that took place.

Our biology teacher conducts inquiry-based labs where students work together to come up with solutions.

English teachers use groups to present close reads on different sections of required texts. Students use technology to convey CCSS in reading including determining key ideas and details, analyzing craft and structure, and integrating outside knowledge and ideas. Students also use rubrics to revise and edit their writing, individually and in teams.

Phoenix teachers have students explore self-selected topics in categories like world problems, current science, and college and career and report back to the class orally and in writing, with focused, organized, well-documented presentations and research papers.

Our students also have access to resources through the college. These include courses in "College Success and Readiness" and "Skills Development".

We would like to further develop our "Academic Probation" and PASS tutor programs.

14. Research-based educational practices to raise student achievement

Our teachers utilize research-based educational practices every day. Here are some examples: students use Cornell notes in science; we use AR360 to facilitate student reading; we are aligned with the new California State Standards which are based on research.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ghidotti 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, Senior Awards night, graduation, and before high stakes tests.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our district formed an LCAP committee--a diverse group of stakeholders to guide our Local Control Accountability Planning for the 2017-18 through the 2018-19 school years. The committee develops the district's LCAP around the major goals identified in our 2020 Vision Strategic Planning Document. Through the review of data, surveys and community engagement events (Town Hall Meetings) the committee guides the development of our plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

Ten years ago funding from grants supported a good deal of collaboration between Ghidotti and Sierra College staffs. As that funding dwindled, our collaboration time greatly diminished. In the last year, we have moved to strengthen the partnership once again. Part of Goal #6 will continue to strengthen that relationship — creating a Curriculum and Academic Support Committee with members of both organizations.

Building more student supports is a priority for us. Also under Goal #6 is the hiring of an Intervention Specialist and the revision of our Academic Probation program.

Another barrier is the collection of data. We not only need more surveys that are scientifically-based, but we need to have a better system for tracking our students after they leave Ghidotti. (see the survey entry under Goal #6 and the data collection entry under Goal #1).

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	42	36	42	36	42	100.0	100.0
All Grades	36	42	36	42	36	42	100.0	100.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2742.6	2751.1	86	93	14	7	0	0	0	0
All Grades	N/A	N/A	86	93	14	7	0	0	0	0

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	86	90	14	10	0	0
All Grades	86	90	14	10	0	0

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	94	95	6	5	0	0
All Grades	94	95	6	5	0	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	64	59	36	41	0	0
All Grades	64	59	36	41	0	0

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	97	90	3	10	0	0
All Grades	97	90	3	10	0	0

Conclusions based on this data:

1. All of our students scored at or above standard on the ELA CAASPP.
2. We need the most improvement in the "Speaking and Listening" strand of ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	42	36	42	36	42	100.0	100.0
All Grades	36	42	36	42	36	42	100.0	100.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2749.6	2751.5	67	68	33	29	0	2	0	0
All Grades	N/A	N/A	67	68	33	29	0	2	0	0

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	78	78	22	22	0	0
All Grades	78	78	22	22	0	0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	67	90	33	10	0	0
All Grades	67	90	33	10	0	0

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	69	63	31	37	0	0
All Grades	69	63	31	37	0	0

Conclusions based on this data:

1. 98% of our students scored at or above standard on the Math CAASPP.
2. We showed the biggest improvement in the "Problem Solving" strand.

3. Are biggest area of growth is the "Communicating Reasoning" strand.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9			***												
Total			100												

Conclusions based on this data:

1. Due to our ELL's small size, we are unable to obtain this data.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9			***												
Total			100												

Conclusions based on this data:

1. N/A

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. N/A

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Instruction
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. Our district ensures that our schools are a source of deep seated pride among students, staff and the community.
SCHOOL GOAL #1:
Ghidotti will prepare students for success in postsecondary education and in the workforce by aligning all curriculum, instruction, and assessment to the new and upcoming California State Content and Skill Standards.
Data Used to Form this Goal:
CAASPP, PSAT, and SAT results, teacher feedback, alumni feedback, district alignment project, syllabi
Findings from the Analysis of this Data:
While Ghidotti students performed well on the first and second administration of CAASPP and our teachers are committed to the new standards, there is always room for improvement. We need ongoing professional development in the new standards.
How the School will Evaluate the Progress of this Goal:
CAASPP assessment system, PSAT and SAT performance, surveys of groups (parents, students, and teachers), meeting agendas

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue the implementation of CPM Pre-Calculus taught through the high school	2016-17: teach high school pre-calculus Spring 2017: assess the viability of the program	Mijares, Levinson	CPM Pre-calculus textbooks and online access.	4000-4999: Books And Supplies	District Funded	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ghidotti is adding a CPM Algebra 1 course in the 2017-18 school year. This class is based on the new California Standards.	Spring 2017: Purchase Algebra Curriculum 2017-18: Teach the class	Mijares, Levinson	CPM Algebra 1 books	4000-4999: Books And Supplies	District Funded	4000
We are continuing to fine-tune our World History and Government courses by implementing TCI, a curriculum aligned with the new California standards.	2016-17: Teach TCI Government and World History Summer 2017: review and revise the curriculum	Crisosto	TCI online Government curriculum	4000-4999: Books And Supplies	General Fund	2765
After piloting a free version of NoRedInk last year, we paid for and adopted it this year.	2016-17: Implement NoRedInk Summer 2017: Review and revise use of NoRedInk; purchase a site license for next year	Mason & Bishop	Online grammar program (2016-17) Next year we hope to have NoRedInk supported in LCAP.	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Site Based Gifts and Donations LCFF - Base	2100 2100
This year, Ghidotti is creating a new elective, Speech and Debate, to enhance students' reading, writing, listening, and speaking skills.	Fall 2016: Research Speech curriculum Spring 2017: Teach Speech class Summer 2017: Review and revise speech curricum	Crisosto	Speech Book (Thank You for Arguing)	4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our World History teacher began incorporating DBQs into her curriculum this year and would like to expand the program into the government class. DBQs are great practice for the reading and writing standards.	Spring 2017: Purchase Civic Mini-Qs binder Fall 2017: implement the Mini-Qs in the Government class	Crisosto	Civics Mini-Qs binder. Perhaps we can use LCAP funding for this.	4000-4999: Books And Supplies	General Fund	350
Last year, Ghidotti replaced AVID classes with the Phoenix series. The new curriculum is focused on college and career readiness and other unique needs of Ghidotti students (such as mental health). It is going well, but we will need time during the summer to review and revise for the 2017-18 school year.	Summer 2016: The staff met for a week to develop the Phoenix Series curriculum. 2016-17: Teach the new Phoenix series Summer 2017: Review and revise the Phoenix curriculum	All Staff	Staff stipends for working a week during the summer of 2016. (LCAP) Staff stipends for working a week during the summer of 2017. (LCAP)	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Base	5000 5000
We need to further implement the use of Ghidotti's Senior Project Presentation rubric into classrooms at each grade level to prepare students and practice speaking and listening skills.	2016-17	All Faculty	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
This year Ghidotti created a new elective, 20-Time Project that addresses the speaking, listening and research standards	Spring & Summer 2016: Design the new 20-Time Curriculum 2016-17: Teach the new class Summer 2017: Review and revise the curriculum	Kirwan	None Specified			
Science classes are being aligned to the new NGSS standards, and the science teacher will be attending professional development addressing these standards	Spring or Summer 2017: Professional Development	Kirwan	Professional Development	0000: Unrestricted	Common Core	
We need to know if Ghidotti students are truly prepared upon graduation. Therefore, we need to investigate and institute ways to collect data on our students after they leave Ghidotti to verify that our program is effective. Two viable resources are 1) the StudentTracker service 2) the use of Ghidotti's Alumni Association	Spring 2017	Levinson, counselors	StudentTracker		LCFF	425
Continue providing staff with professional development opportunities related to the new standards.	2016-17	Levinson				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Individualized Learning Plans
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #2:
All students will be A-G eligible by graduation with a strong focus on individualized Student Learning Plans.
Data Used to Form this Goal:
Counselor and student feedback
Findings from the Analysis of this Data:
While Ghidotti's doing a good job at individualizing student pathways, it is important to continually assess ability to help students reach their goals.
How the School will Evaluate the Progress of this Goal:
Transcript evaluation and course request forms; percentage of students eligible to apply to a 4 year college; comparison of these statistics year to year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Individualized Learning Plans (ILP) are created for every Ghidotti student. Grade 9 -- initial meeting with family, student, HS counselor Karla Aaron, and Sierra College counselor Jennifer Hurst-Crabb. Grades 10, 11, and 12 will up-date their ILP each semester.	2016-2017	HS and College Counselors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All Ghidotti students have a clear understanding of what A-G courses are and will have a minimum of 4 A-G classes each semester. Presentations are made in Phoenix classes throughout the school year.	2016-2017	Student and HS counselor				
We need to redesign our Academic Probation program to better support our struggling students.	2016-2017	HS counselor, Principal, and Intervention Specialist				
A-G entrance requirements will be reinforced by university admissions guest speakers invited to Ghidotti. In addition, student have access to university guest speakers at Nevada Union.	2016-2017	Visits to be scheduled by HS counselor				
NJUHSD holds a district wide college night each Fall with an emphasis on A-G knowledge. Ghidotti juniors and seniors are expected to attend this event in September.	September 2016	HS counselor				
NJUHSD held college and career night focused on students and families November 2016.	November 2016	HS counselor				
College testing such as the SAT and the ACT are a part of being A-G eligible. Test prep is embedded within the Phoenix curriculum. In addition all juniors took the PSAT 11 November 2016 and all sophomores will take the PSAT 10 March 2017. These results are then linked to KHAN academy by the College Board and individualized test prep is created at no additional cost.	November 2016 March 2017	HS counselor and Phoenix teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SAT prep -- NJUHSD holds an annual SAT prep Saturday class. This year the class is being held April 2017. The cost of the class is $5 and the fee is waived for students on the free or reduced lunch program	April 2017	HS counselor				
Student on the National free or reduced lunch program are sought out to receive test cost waivers for the PSAT, SAT, and/or ACT.	2016-2017	HS counselor				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. Our district ensures that our schools are a source of deep seated pride among students, staff and the community.
SCHOOL GOAL #3:
Ghidotti will incorporate modern technology skills across the curriculum.
Data Used to Form this Goal:
Staff and student feedback
Findings from the Analysis of this Data:
Ghidotti staff needs ongoing training in regards to utilizing technology throughout the curriculum.
How the School will Evaluate the Progress of this Goal:
Staff, student, and parent survey; classroom observations; attendance at professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend Google Summit professional development.	January 2017	Staff				
Create a better inventory management system for student Chromebooks	Spring 2017	Levinson & Stephensen				
Students are piloting Grammarly to use on their Chromebooks.	2016-2017	English Department				
Students in Film Studies will generate a final documentary using video editing software.	Fall 2016	Bishop				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in 20time will create a technology based visual aid to support their Ted Talk	2016-17	Kirwan				
Where available PhET simulations will be used in lieu of wet labs in biology and chemistry	2016-17	Kirwan				
Students will use a variety of websites to create products that have relevance in the real world. Websites include: Prezi, Animoto, ZeeMee, and The Stock Market Game. Teachers will continue to explore and share new websites.	2016-17	All Staff				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Research Skills
LEA GOAL:
1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #4:
Ghidotti will further refine student research skills both in the classroom and at home.
Data Used to Form this Goal:
Feedback from the senior Phoenix teacher
Findings from the Analysis of this Data:
Our students need more practice in research skills in order to be college and career ready.
How the School will Evaluate the Progress of this Goal:
Feedback from alumni, college professors, senior paper reader; senior research project grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Argumentative research paper in English 2; Wild West Research in English 1; Lincoln Research in English 3	2016-17	Mason & Bishop				
Refine research curriculum for the Phoenix series	Summer 2017	All faculty, led by Levinson				
Incorporate more research skills into our non-Phoenix classes.	Spring 2017 2017-18	All faculty				
Investigate other resources that help teach research, such as professional development and technology.	Spring 2017	All staff, led by Levinson	Professional Development		Common Core	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Either adopt or develop curriculum to teach the writing of persuasive papers in all subject areas.	Summer 2017	All staff, led by English Department				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Health and Safety
LEA GOAL:
Our district will ensure that all students and staff feel they belong to a safe and healthy school
SCHOOL GOAL #5:
Ghidotti will maintain and improve a safe, healthy, and supportive environment with an emphasis on students' emotional, mental, and physical well-being.
Data Used to Form this Goal:
California Healthy Kids survey; evaluation of current safety plans
Findings from the Analysis of this Data:
We need a formalized safety plan in place and more communication with students and parents.
How the School will Evaluate the Progress of this Goal:
Next year's Healthy Kids Survey; feedback from Chris Espidal

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ghidotti designee continues articulation with the Sierra College Safety Committee	2016-17	Aaron				
Ghidotti is represented at the COMMUNITY AGENCIES FOR SAFE SCHOOLS AND SAFE STREETS (CAUSSSS) Committee	September 2016 First Friday of each month	Aaron				
Quarterly safety "table top" activities planned by safety committee to include evacuation plans, walk to reunification site, etc.	2016-17	Aaron				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Teen Screen to identify students who are possibly depressed.	Fall 2016	Aaron, Teen Screen group				
Community Emergency Response Team (CERT) 20 hours of training - team is made up of Sierra College staff, Ghidotti staff, and Ghidotti students	Fall 2016	Aaron & Espedal				
Breaking Down the Walls -- safe school culture event. 20 student mentors to receive three hours of training followed by eight hour workshop for all Ghidotti students and faculty.	January 2017	Levinson				
Sierra College Incident Command Team Training	Fall 2016	Aaron				
Sources of Strength (SOS)-- group formed Spring 2016. SOS team to discuss mental health and create activities for Phoenix classes such as gratitude, mental health resources, bullying behaviors and bystander actions, etc.	2016-2017 school year	Sources of Strength club (Aaron adviser)				
Assign a Tobacco Use Prevention Education (TUPE) Coordinator and institute a Tobacco Use Prevention program at Ghidotti	Fall 2016: Assign TUPE Coordinator Spring 2017: Institute program	Levinson, Kathy	TUPE Coordinator	None Specified	Tobacco-Use Prevention Education	1000
It is essential that we continue supporting Julianne Henry and the STARS program. We need to resolve any facility issues as they arise.	2016-17					
Provide staff with professional development related to students' mental and emotional health.	2016-17	Levinson				

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Supports
LEA GOAL:
1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. 2. Our district will ensure that all students and staff feel they belong to a safe and healthy school. 3. Our district will ensure that our schools are a source of deep seated pride among students, staff and community.
SCHOOL GOAL #6:
Ghidotti will review and revise its process to provide academic support to help all students succeed.
Data Used to Form this Goal:
Retention rates, college progress reports, transcripts, interviews with students
Findings from the Analysis of this Data:
While we have some supports in place, Ghidotti needs to do a better job of continuously examining and revising our program. We need to make sure that we're doing everything we can to support our students in high school and college classes.
How the School will Evaluate the Progress of this Goal:
Retention rates, college progress reports, transcripts, interviews with students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an Intervention Specialist	Fall 2016	Levinson	Intervention Specialist to work at Ghidotti once a week.	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the Embedded Tutors program, which is modeled after Sierra College's PASS Tutors	2016-17 Summer 2017: Review and revise the program	Staff				
Progess in college courses will be reported to the Sierra College counseling liason for early academic interventions.	Fall 2016 and Spring 2017					
Work with the counselors and intervention specialist to revise our "Academic Probation" program.	Spring 2017	Levinson, Locaria, Aaron, Hurst-Crabb				
We will create a committee of Sierra College and high school faculty tasked with curriculum alignment and the building of academic supports.	Initial dates: February 3, 2017 March 24, 2017	Levinson, Ortiz				
Research proper survey practices and create a survey to assess our students' current needs.	Spring 2017	Site Council				

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	6,000.00
4000-4999: Books And Supplies	General Fund	3,615.00
	LCFF	425.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	10,000.00
4000-4999: Books And Supplies	LCFF - Base	2,100.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	2,100.00
None Specified	Tobacco-Use Prevention Education	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	6,000.00
General Fund	3,615.00
LCFF	425.00
LCFF - Base	12,100.00
Site Based Gifts and Donations	2,100.00
Tobacco-Use Prevention Education	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,000.00
4000-4999: Books And Supplies	13,815.00
None Specified	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,240.00
Goal 5	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Noah Levinson	X				
Karla Aaron			X		
Matthew Bishop		X			
Tom Kirwan		X			
Janet Mason		X			
Elyssa Crisosto		X			
Kathy Stephensen (alternate)			X		
Rebecca Mijares (alternate)		X			
Kim Crevoiserat				X	
Kathleen Hardin				X	
Shannon Pelline				X	
Michael Lyman (alternate)				.X	
Aimee Retzler (alternate)				X	
Jonathan Beck					X
Olivia Kohler					X
Grace Stubbs					X
Aubrianna Johnson (alternate)					X
Ivy MacLeod (alternate)					X
Numbers of members of each category:	**1**	**5**	**2**	**5**	**5**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on February 2, 2017.

Attested:

Noah Levinson		
Typed Name of School Principal	Signature of School Principal	Date
Olivia Kohler		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date