William & Marian Ghidotti High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 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	Stacy Clement
Email Address	sclement@njuhsd.com
School Website	https://ghidotti.njuhsd.com/
County-District-School (CDS) Code	29-66357-0112367

2022-23 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dan Frisella
Email Address	jdanieli@njuhsd.com
District Website Address	www.njuhsd.com

2022-23 School Overview

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. We serve students in grades nine through twelve, many of whom earn both a high school and college degree upon graduation. In the past five years, over 90 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

2022-23 School Overview

attending a four-year university.

The mission of Ghidotti Early College High School (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 post-secondary education can be challenging.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	46
Grade 10	38
Grade 11	36
Grade 12	32
Total Enrollment	152

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.0
American Indian or Alaska Native	0.7
Asian	3.3
Black or African American	2.0
Filipino	0.7
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.9
White	73.7
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	25.7
Students with Disabilities	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.80	92.10	108.80	77.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.50	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	7.90	13.80	9.89	12115.80	4.41
Unknown	0.00	0.00	11.20	8.04	18854.30	6.86
Total Teaching Positions	6.30	100.00	139.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Ghidotti is committed to creating a student-centered, 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 during their freshman and sophomore years. The English Department's goal is to align all curricula 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 juniors. 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 sophomores, US history as juniors, 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. Students also go on field trips to local mining sites, the county courthouse, and San Francisco.

We offer Algebra, Geometry, and Algebra 2 through the high school. Courses are taught with texts from CPM (College Prepatory Mathematics), which is based on the California Standards.

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 and English.

In addition to high school textbooks, the school provides students with materials required by their college professors.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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; CPM Algebra; CPM Algebra 2	Yes	0.0
Science	BSCS Biology; Holt McDougal Chemistry	Yes	0.0

History-Social Science	McGraw Hill	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

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 well-maintained. Inspections are conducted regularly. Potential safety issues are addressed in a timely manner. Sierra College has supplied a FIT equivalent that is available for review at the NJUHSD Office.

Year and month of the most recent FIT report	12/20

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	**Good**	**Fair**	**Poor**
	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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	97	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	86	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	35	97.22	2.78	97.14
Female	21	20	95.24	4.76	95.00
Male	15	15	100.00	0.00	100.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	100.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	35	97.22	2.78	85.71
Female	21	20	95.24	4.76	80.00
Male	15	15	100.00	0.00	93.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	92.59
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	57.45	84.62	36.08	31.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	65	98.48	1.52	84.62
Female	36	35	97.22	2.78	82.86
Male	30	30	100	0	86.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95	5	78.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	95.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91	89	89	89	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Ghidotti engages with families and the community in many ways. To foster student academic success, all teachers use 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 their Freshman and Senior year with the designated college counselor and the high school counselor to create and revise 4-year plans that meet A-G

2022-23 Opportunities for Parental Involvement

requirements for entrance into four-year colleges. Students meet with the college counselor to update their plan during their sophomore and Junior year, and parents are invited, but not mandated, to attend. Parents can schedule a meeting to update their plan with the school and college counselors at any time. Parents and students are invited to participate in a Ghidotti and Sierra College Freshman Orientation.

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 our school. They help fund our biannual college field trips, offer financial support for low socio-economic students, and other academic field trips. They also provide extra-curriculum academic support as well as food and drink for the senior boards, PSAT breakfast, freshmen orientation picnic, and graduation. Contact information for Site Council or Ghidotti PTC can be obtained by calling our school's front office (530-274-5270). We also have robust parent support for our athletic teams, where parents support the teams by being ticket takers, driving students to all away games, and organizing additional athletic events such as rewards nights. The PTC also provides four student scholarships of $500 each.

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		8	5.6		8.9	7.8
Graduation Rate		93.8	96.8		86.4	89.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	30	96.8
Female	18	17	94.4
Male	13	13	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	24	23	95.8
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	16	15	93.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	156	24	15.4
Female	87	81	16	19.8
Male	75	74	8	10.8
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	1	20.0
Black or African American	3	3	2	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	20	18	2	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	13	3	23.1
White	120	115	16	13.9
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	45	43	7	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	2	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.09	2.45
Expulsions	0.00	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.60	4.93	0.20	3.17
Expulsions	0.00	0.00	0.00	0.89	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Ghidotti Early College High School works closely with the Nevada County Office of Education and Sierra Community College to review and revise our safety plan on an annual basis. Ghidotti's office has a "go bag" to use in case of an emergency which includes a student locator for both high school and college courses.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	5	2	
Mathematics	21	3	2	
Science	25		2	
Social Science	21	2	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	2	4	
Mathematics	18	4	2	
Science	21	2	2	
Social Science	25	1	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	1	
Mathematics	18	4	2	
Science	21	2	2	
Social Science	20	4	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	152

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6410.06	505.44	5904.62	73027
District	N/A	N/A	10160.30	$81,121
Percent Difference - School Site and District	N/A	N/A	-53.0	-10.5
State	N/A	N/A	$6,594	$84,932
Percent Difference - School Site and State	N/A	N/A	-11.0	-15.1

2021-22 Types of Services Funded

Since its inception, Ghidotti has had a summer bridge program, funded by the PTC, for incoming students to help them transition into college classes. The purpose of Summer Bridge is to create an atmosphere where students can see themselves as college students and understand the transition to a collegiate environment, and to familiarize students with the social atmosphere and expectations of college. Students tour the Sierra College campus; meet high school staff and college faculty. New students will meet their mentors and get to know their peers.

Inside core classes, funds are used to elevate the learning experience, including Fast Forword curriculum. So whether it's for field trips to historic state parks or the NoRedInk grammar software, we're always looking for supplements to the education provided to students.

Aside from academics, students have access to quite a few different services. Our students all take college and career readiness curricula in their Phoenix classes. The LCAP funds professional development time each summer to work on these classes. We have a STARS therapist on campus three times per week to help students with mental health issues. Using Flexisched, students can join clubs and make connections. We also use go on biannual university field trips funded by the Parent Teacher Club.

Sports have become an important part of Ghidotti. Over the last four years, we've built a program that includes boys' and girls' volleyball and basketball. We plan to expand our program further, including boys and girls soccer, cross country, and track and field.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,354	$50,352
Mid-Range Teacher Salary	$76,165	$83,849
Highest Teacher Salary	$98,484	$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$169,216
Average Principal Salary (High)	$127,548	$144,431
Superintendent Salary	$173,400	$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

For the past few years, professional development has centered on adopting the Common Core State Standards for student academic success. Our staff has attended various workshops on adopting the CCSS held by the district, the county, neighboring counties, and the state. We are also focusing on the NGSS and new social science standards. We're also working with our district PLC trainer to improve PLCs across sites in all disciplines. District-wide PLC days focus on creating common summative assessments and working with teachers.

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. We've met over the last three summers to develop the curriculum for our Phoenix courses. Phoenix students develop study skills, explore career options, and research colleges. Also, our counselor/intervention specialist has attended multiple state and national conferences related to her job. The entire staff was trained in Nonviolent Communication, and we also brought in an expert in stress found in high-performing schools. A majority of staff have also attended Mental Health First Aid training. The district has also provided training on standards-based grading.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5