



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William & Marian Ghidotti High School	29-66357-0112367	February 24, 2023	March 8, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan is aligned to Ghidotti's WASC action plan. The goals in both plans align with the district's LCAP which aims to provide quality education to all students. Academic achievement and progress, along with college and career readiness, are common threads throughout all local and state plans.



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# 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 take quite a few surveys during the school year: the California Healthy Kids; a Student Success Survey for parents, students, and staff; a Counseling Survey for students; and a districtwide LCAP survey for students, parents, and staff. We analyzed this data in-depth for our 2023 WASC Self-Study. Here are some of the most interesting findings:

1. 80% of our students reported being connected to school (School Climate indicator from CHKS data)
2. 81% of students said they were valued or very valued by their teachers, with no students reporting they were not at all valued. (Student Success Survey)
3. 73% of students said that Ghidotti supported them through challenges/difficulties well or very well. (Student Success Survey)
4. 74% of students said Ghidotti staff supported them in reaching their goals well or very well. (Student Success Survey)
5. 83% of students reported no harassment, 94% of students reported no mean rumors, and 100% of students reported no fear of getting beaten up. (School Climate indicator from CHKS data)
6. 17% of students reported being harassed or bullied at school. This is a decrease of 12% since 2020 when the data was first reported. (School Climate indicator from CHKS data)
7. We need to do a better job of incorporating different cultures and perspectives into our curriculum. (WASC finding)
8. 29% of students reported school is boring. This is an increase of 10% since 2022, when the data was first reported. (School Climate indicator from CHKS data)
9. 47% of students reported experiencing chronic sadness/hopelessness. This is an increase of 19% since 2019, the earliest data reported. (School Climate indicator from CHKS data)

## 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

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 consistently rank in the top ten of 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. We did review last year's CAASPP, Fast Forward, and Mathematics Diagnostic Testing Project (MDTP) results.

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, history students prepare engaging and meaningful end of unit projects, 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

Status of meeting requirements for highly qualified staff (ESEA)

All staff is highly qualified in their subject areas.

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. Additionally, most of our staff have been trained in Mental Health First Aid.

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

Most of our professional development has been aligned to California State Standards, mental health, or standards based grading.

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

We support teachers through their growth plans, identifying individual goals and supports they need.

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. Teachers participate in district wide PLC days with teachers across the district within their discipline.

## Teaching and Learning

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 in 9th and 10th grade. The English Department's goal is to align all curricula to the CCSS. For example, English teachers have redesigned their lessons to include more close reading of nonfiction novels, 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 9th graders and chemistry as 11th graders. 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 sophomores, US history as juniors, 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.

Both Geometry and Algebra 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.



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

N/A

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

N/A

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

All of Ghidotti's curriculum is based on the California standards and appropriate for all of our students.

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 be prepared to pass 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; math seminar; and a TOSA lead small group learning lab with peer tutors.

## Opportunity and Equal Educational Access

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 are struggling, including the college tutoring center, one-on-one tutoring between teacher and student, small group tutoring and support in our learning lab provided by our intervention TOSA, 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 math Ghidotti classes. A credit recovery course taught by a biology credentialed teacher was offered this year to support last year's freshman who did not pass one or both halves of biology last year. Increase struggle in freshman biology, possibly due to learning loss from COVID.

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 teacher utilizes a small group teamwork approach to help students succeed in their inquiry-based curriculum. Instead of direct instruction, 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, Socratic seminars, historical simulations and reenactments, classroom debates, and student-created plays related to historical topics.

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

Our 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, and well-documented presentations.

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

### Evidence-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 Fast Forward to facilitate student reading, and no red ink for increased grammar skills; we are aligned with the California State Standards which are based on research.

## Parental Engagement

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 socioeconomic students; provide extra curriculum to support academics including books, 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.

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. The committee develops the district's LCAP around the major goals identified in our 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

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

N/A

Fiscal support (EPC)

N/A

## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The Site Council oversees the SPSA process. We review the goals and data related to those goals at the beginning of the school year. We update the plan from November to February and approve the plan before it goes to the board meeting in March.

Our site council is made up of all stakeholder groups: administration, classified, certificated, students, and parents.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Probably the biggest inequity currently is transportation for our south county students. We're currently looking into providing a bus for them.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.23%	1.2%	0.66%	2	2	1
African American	0.61%	1.2%	1.97%	1	2	3
Asian	3.07%	2.9%	3.29%	5	5	5
Filipino	1.23%	0.6%	0.66%	2	1	1
Hispanic/Latino	7.36%	8.8%	11.84%	12	15	18
Pacific Islander	0%	0%	0%	0	0	0
White	78.53%	76.6%	73.68%	128	131	112
Multiple/No Response	7.98%	8.8%	7.89%	13	15	12
	<b>Total Enrollment</b>			163	171	152

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	45	48	48
Grade 10	41	43	43
Grade 11	45	38	38
Grade 12	32	42	36
<b>Total Enrollment</b>	163	171	165

### Conclusions based on this data:

1. Given our MOU with Sierra College, we'll always be right around 160 students.
2. Our student population mirrors that of Western Nevada County.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	2	0	0	1.2%	0.00%	0.00%
Fluent English Proficient (FEP)	10	15	7	6.1%	8.80%	
Reclassified Fluent English Proficient (RFEP)	0	2		0.0%	1.20%	

### Conclusions based on this data:

1. All of our students are fluent in English.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	33	34	36	33	30	35	33	30	35	100	88.2	97.2
All Grades	33	34	36	33	30	35	33	30	35	100	88.2	97.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2739.	2740.	2742.	84.85	86.67	85.71	15.15	13.33	11.43	0.00	0.00	0.00	0.00	0.00	2.86
All Grades	N/A	N/A	N/A	84.85	86.67	85.71	15.15	13.33	11.43	0.00	0.00	0.00	0.00	0.00	2.86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	87.88	76.67	82.86	12.12	23.33	17.14	0.00	0.00	0.00
All Grades	87.88	76.67	82.86	12.12	23.33	17.14	0.00	0.00	0.00

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	87.88	73.33	82.86	12.12	26.67	14.29	0.00	0.00	2.86
All Grades	87.88	73.33	82.86	12.12	26.67	14.29	0.00	0.00	2.86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	81.82	20.00	31.43	18.18	76.67	68.57	0.00	3.33	0.00
<b>All Grades</b>	81.82	20.00	31.43	18.18	76.67	68.57	0.00	3.33	0.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	81.82	70.00	60.00	18.18	30.00	34.29	0.00	0.00	5.71
<b>All Grades</b>	81.82	70.00	60.00	18.18	30.00	34.29	0.00	0.00	5.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Almost of our students scored at or above standard on the ELA CAASPP.
2. Tests given prior to 2021-22 are not reliable, as the test was given during distance learning.
3. Overall Listening skills are our weakest subset area across the board.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32	34	36	32	0	35	32	0	35	100	0.0	97.2
All Grades	32	34	36	32	0	35	32	0	35	100	0.0	97.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2713.		2722.	46.88		65.71	34.38		20.00	18.75		11.43	0.00		2.86
All Grades	N/A	N/A	N/A	46.88		65.71	34.38		20.00	18.75		11.43	0.00		2.86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	62.50		51.43	31.25		42.86	6.25		5.71
All Grades	62.50		51.43	31.25		42.86	6.25		5.71

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.25		62.86	43.75		31.43	0.00		5.71
All Grades	56.25		62.86	43.75		31.43	0.00		5.71

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	59.38		51.43	40.63		42.86	0.00		5.71
All Grades	59.38		51.43	40.63		42.86	0.00		5.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We used the MDTP to assess math in 2020-21.
2. Testing prior to 2021-22 are unreliable due to testing during distance learning.
3. Concepts of Procedures and Communication Reasoning are our two lowest areas of math sub sets.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades										*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	*			*			*			*		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. No ELPAC tests were given last year.
2. Any ELPAC tests given in prior years the number of students tested was too small a subset to be reported.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>152</b>	<b>25.7</b>	<b>0</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in William & Marian Ghidotti High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	0	0
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	39	25.7
Students with Disabilities	2	1.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.0
American Indian	1	0.7
Asian	5	3.3
Filipino	1	0.7
Hispanic	18	11.8
Two or More Races	12	7.9
Pacific Islander		
White	112	73.7

**Conclusions based on this data:**

1. According to US Census report July 2022, we mirror or have increased enrollment for Race/Ethnicity except white. County African American demographic is .07%, County Asian population is 1.6%, Hispanic population is 10.1%, two or more races is 3.4%, White alone, population is 84%.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Very High	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Very High		
<b>College/Career</b> Not Reported in 2022		

### Conclusions based on this data:

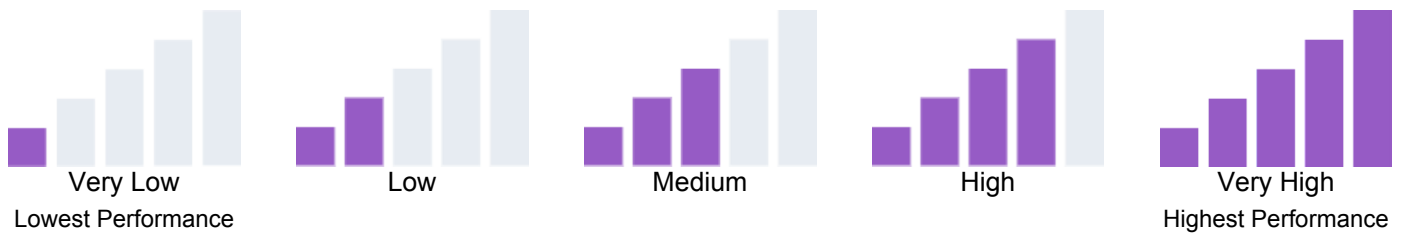
1. Our dashboard indicators all fall within Very High performance rates. While this is great for the school as a whole, we focus on the individual and how we can support those who still struggle in these areas.

# School and Student Performance Data

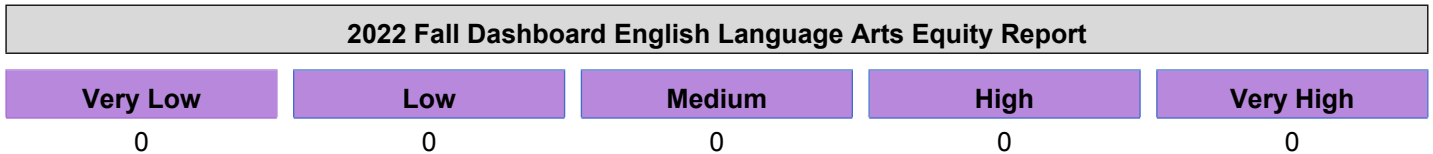
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

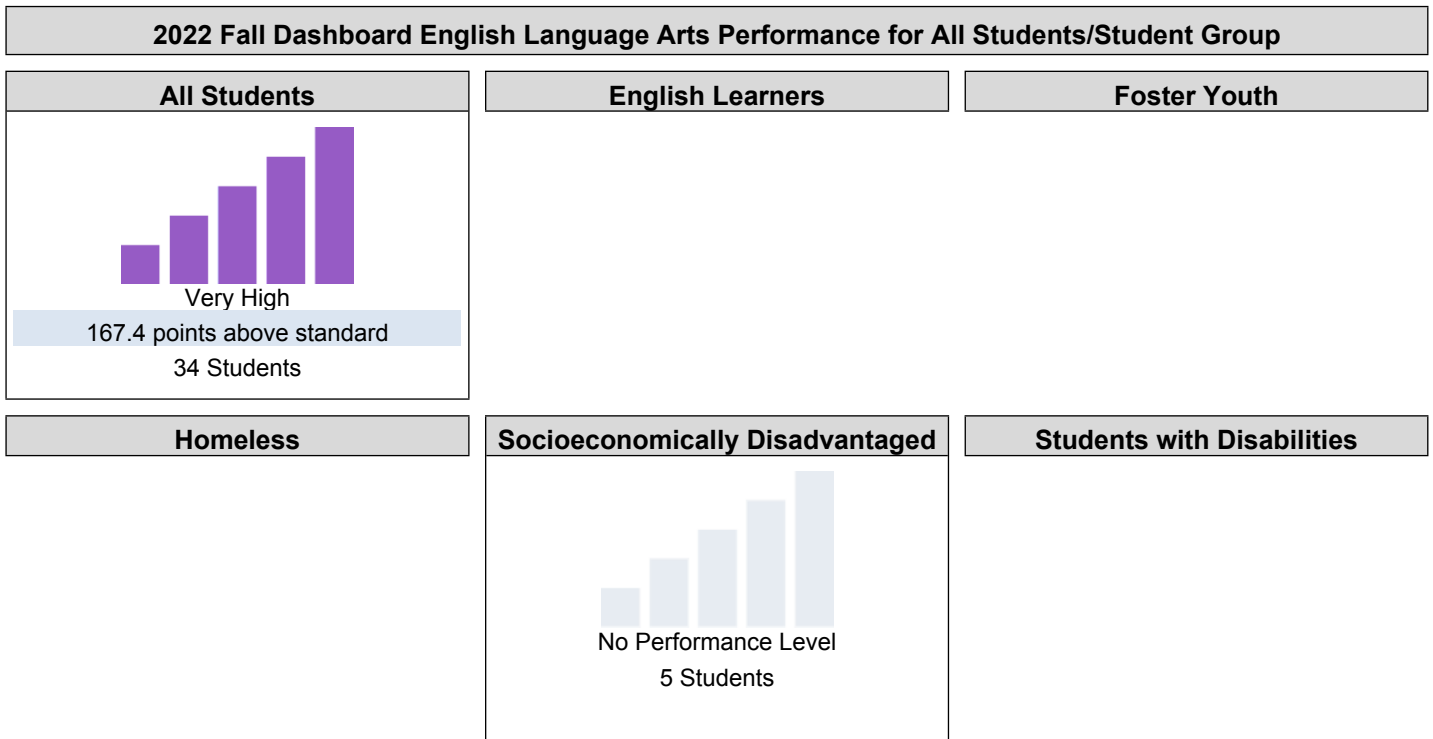
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

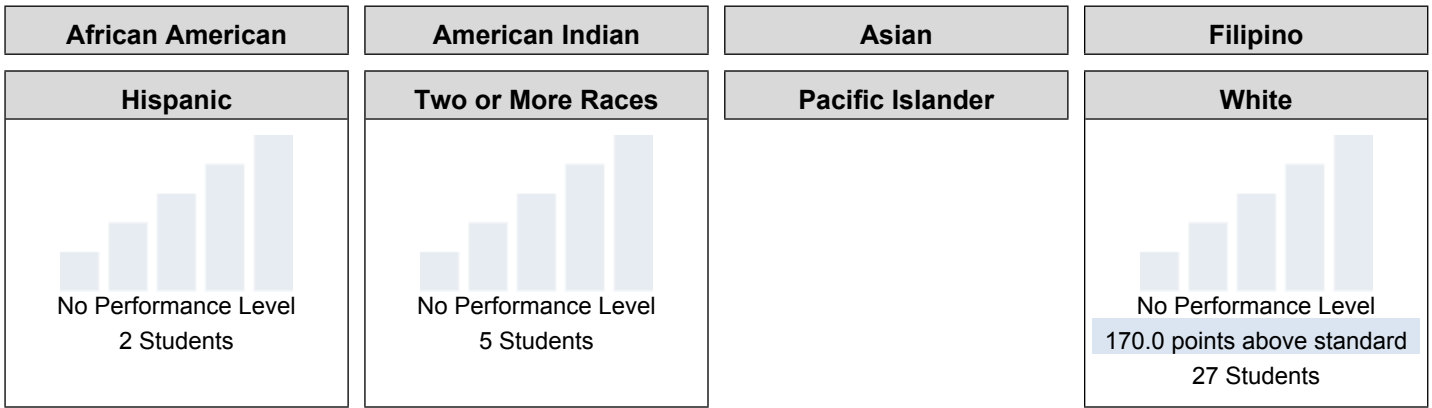


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
		<p>169.2 points above standard</p> <p>32 Students</p>

**Conclusions based on this data:**

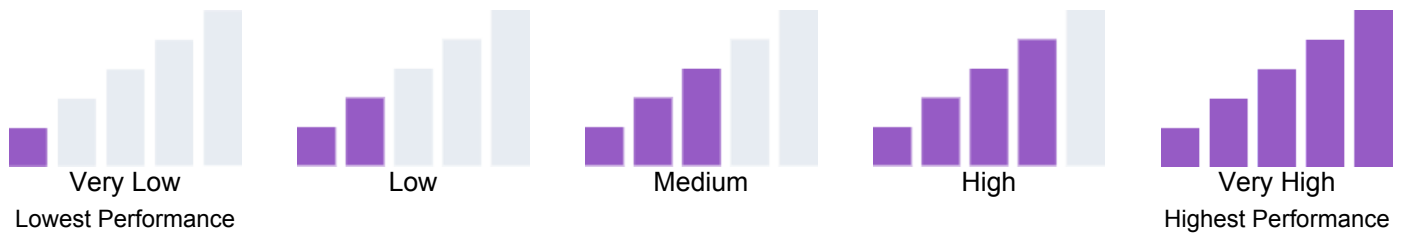
1. Our numbers are too small to provide any valuable information.

# School and Student Performance Data

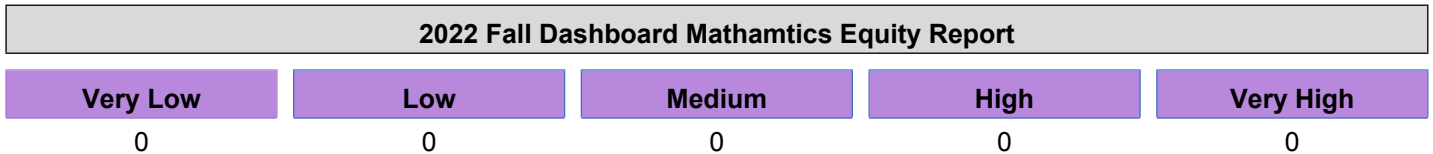
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

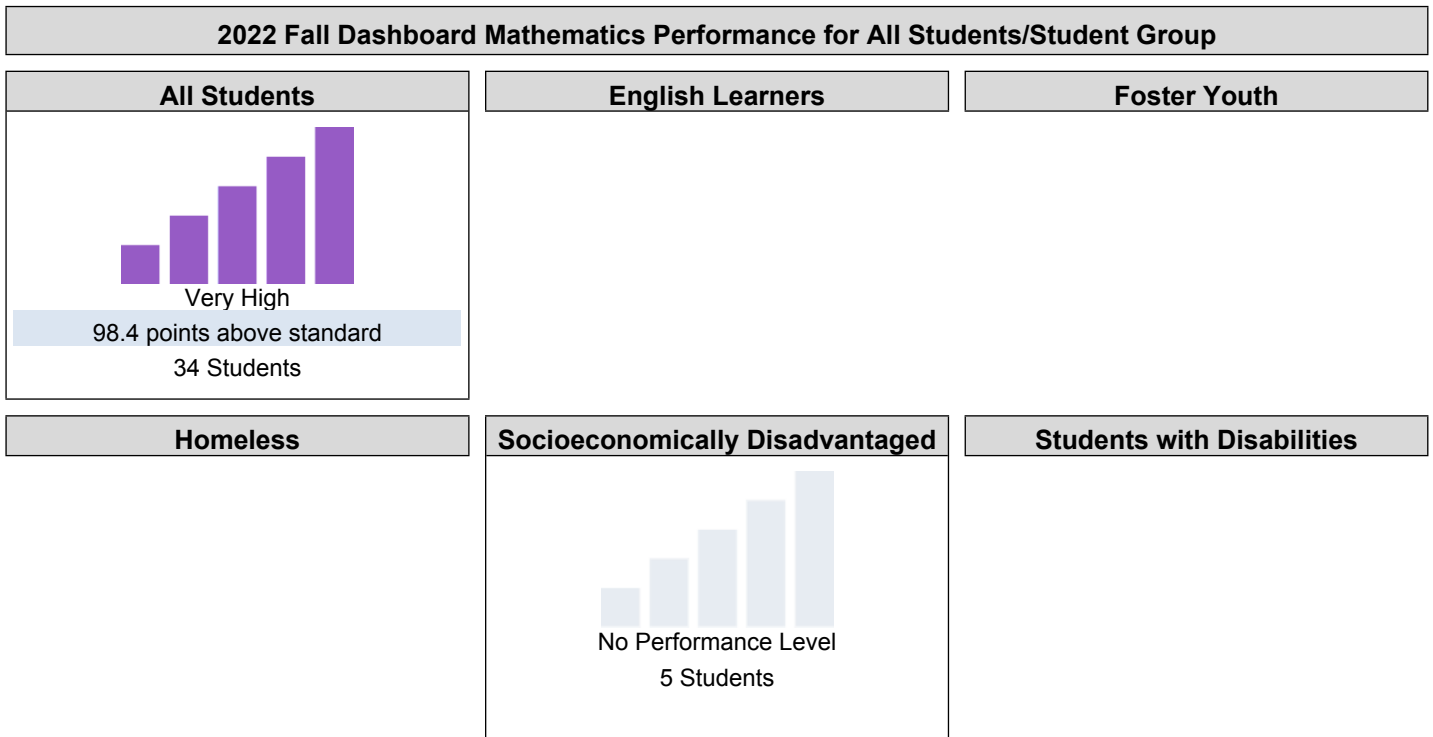
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



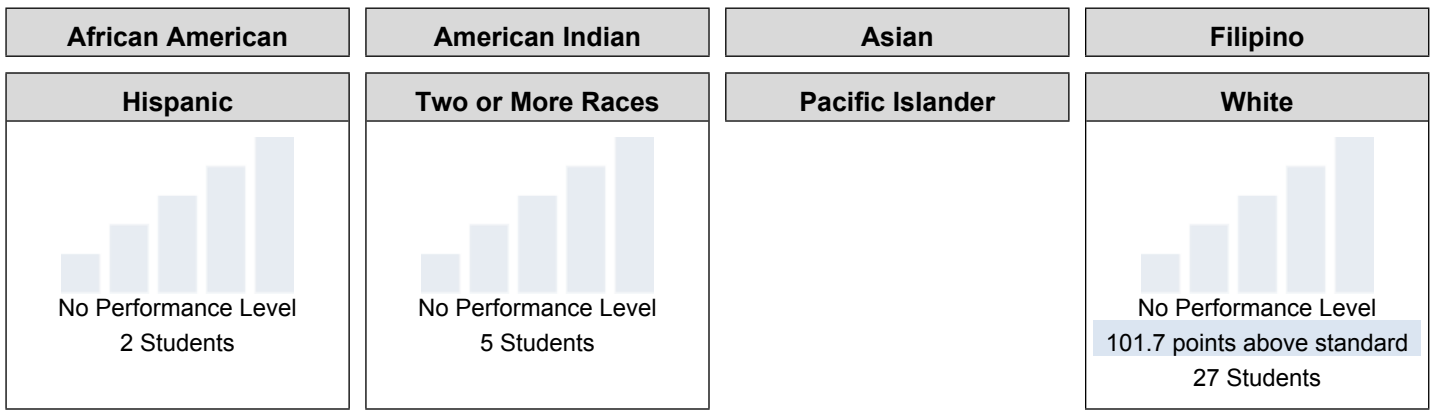
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

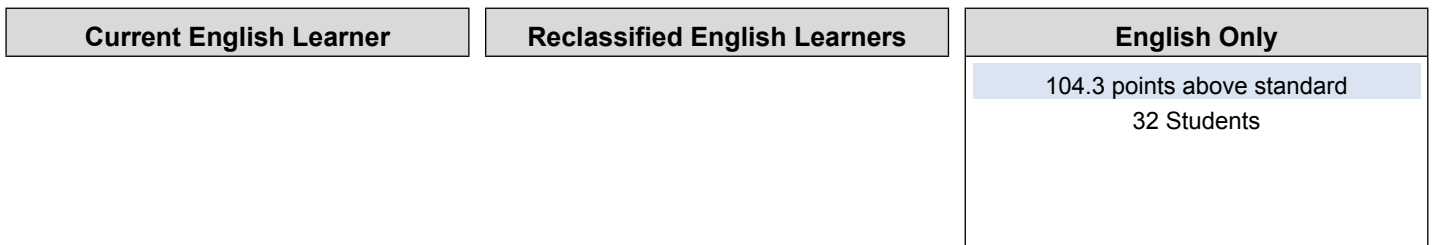


**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**



**Conclusions based on this data:**

1. Our numbers are too small to provide any valuable information.

# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. Our numbers are too small to provide any valuable information.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

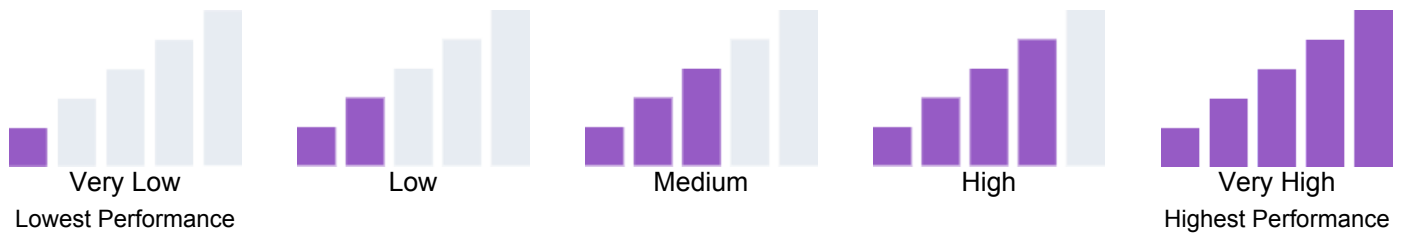
1. As all of our students are currently taking college classes, our students are prepared for college and we have a schoolwide focus on being career ready as well.



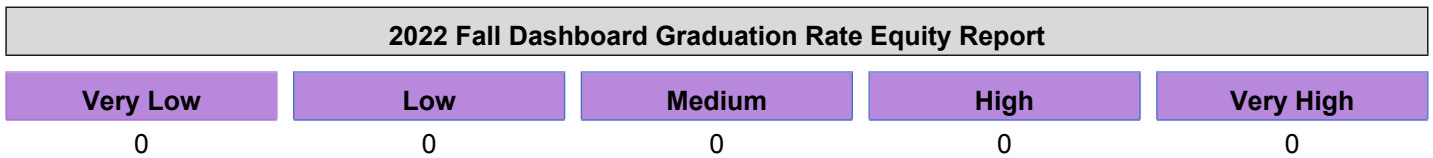
# School and Student Performance Data

## Academic Engagement Graduation Rate

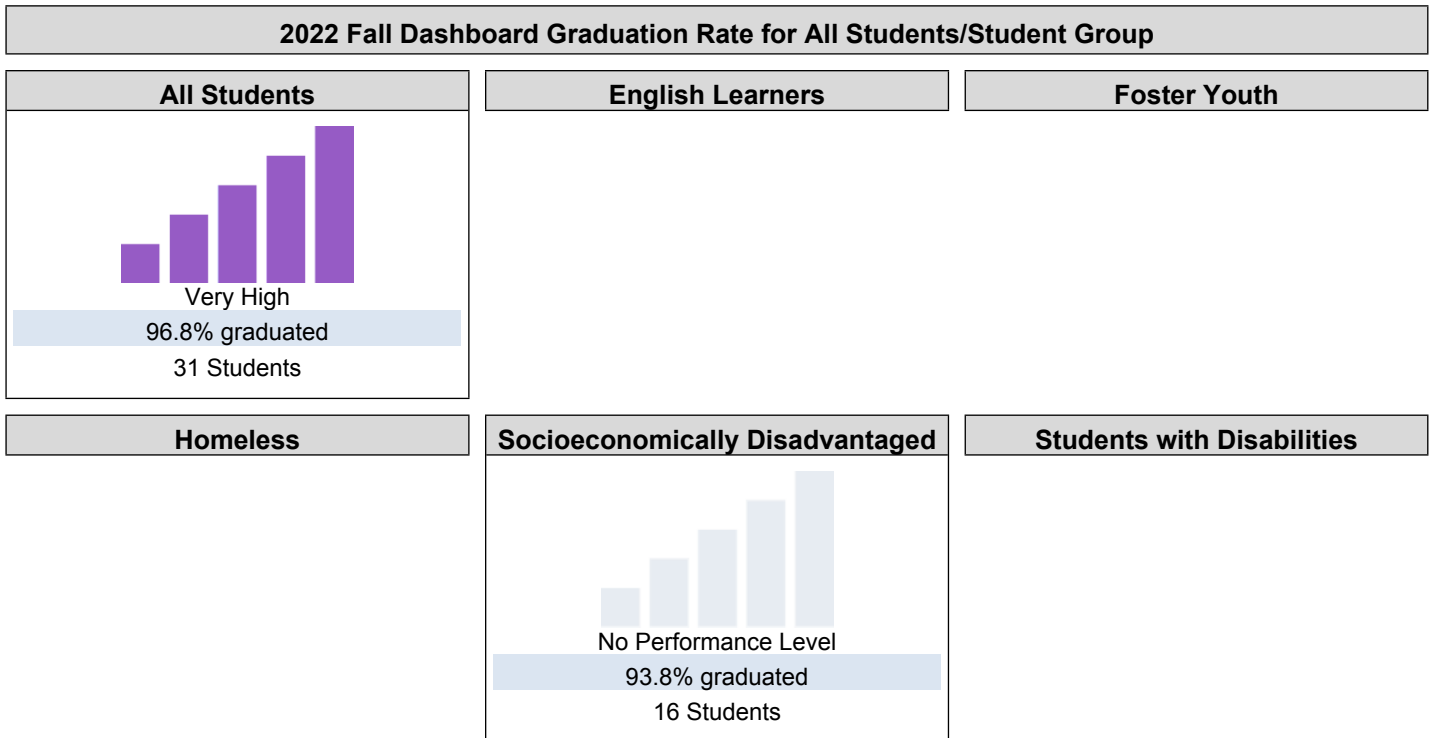
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



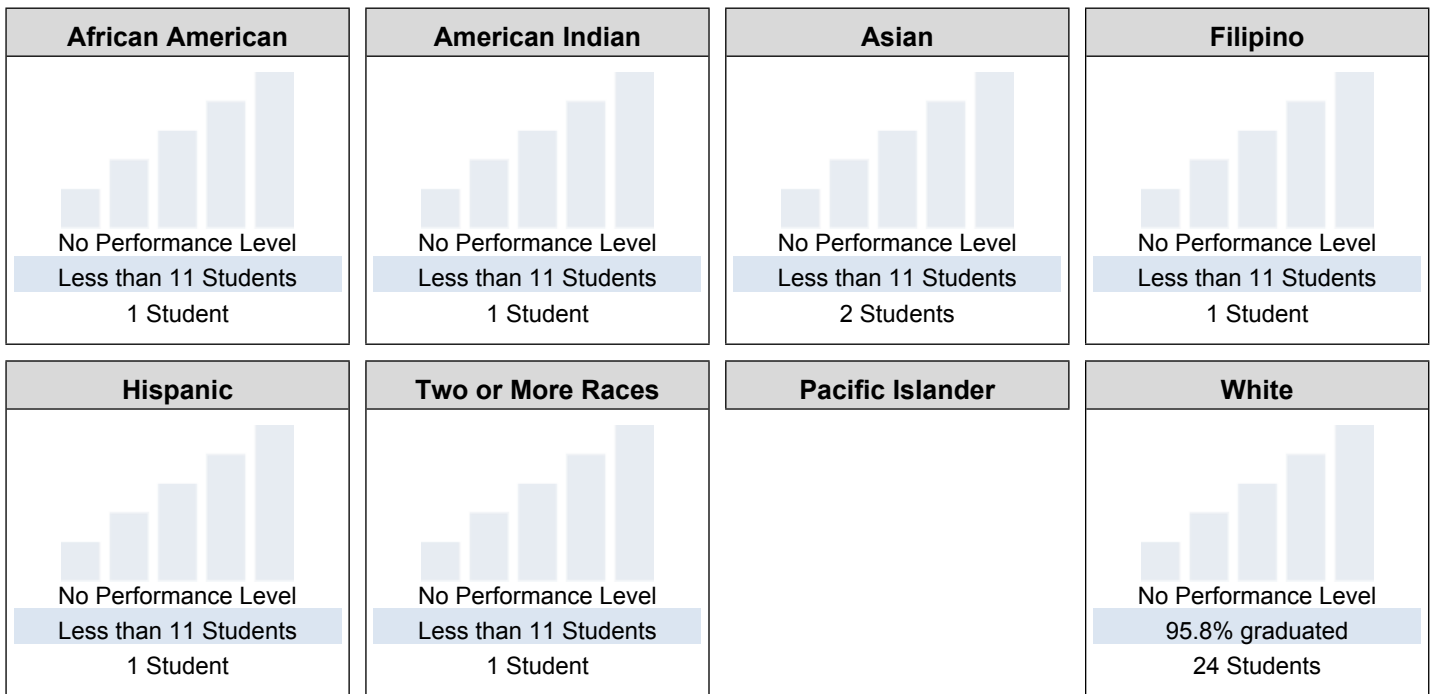
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Due to our small numbers, the graduation rate isn't that useful (e.g. Our one 2021 non-graduate left early after earning their AA degree from Sierra College.).
2. While our graduation rate is very high, our individual ethnicity/race numbers are too small to be reported on or to provide any valuable information.

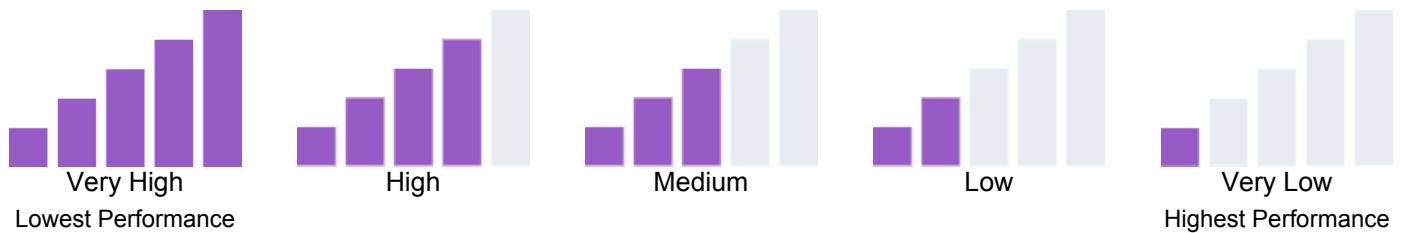


# School and Student Performance Data

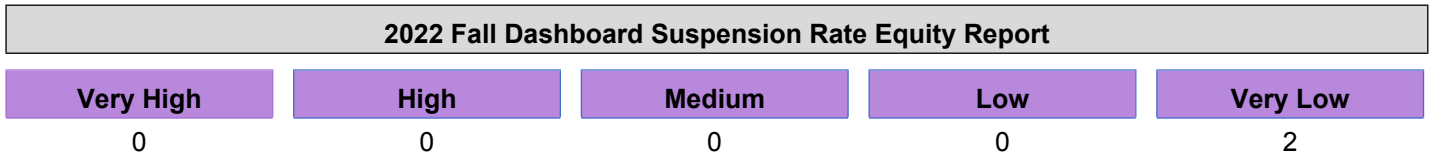
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

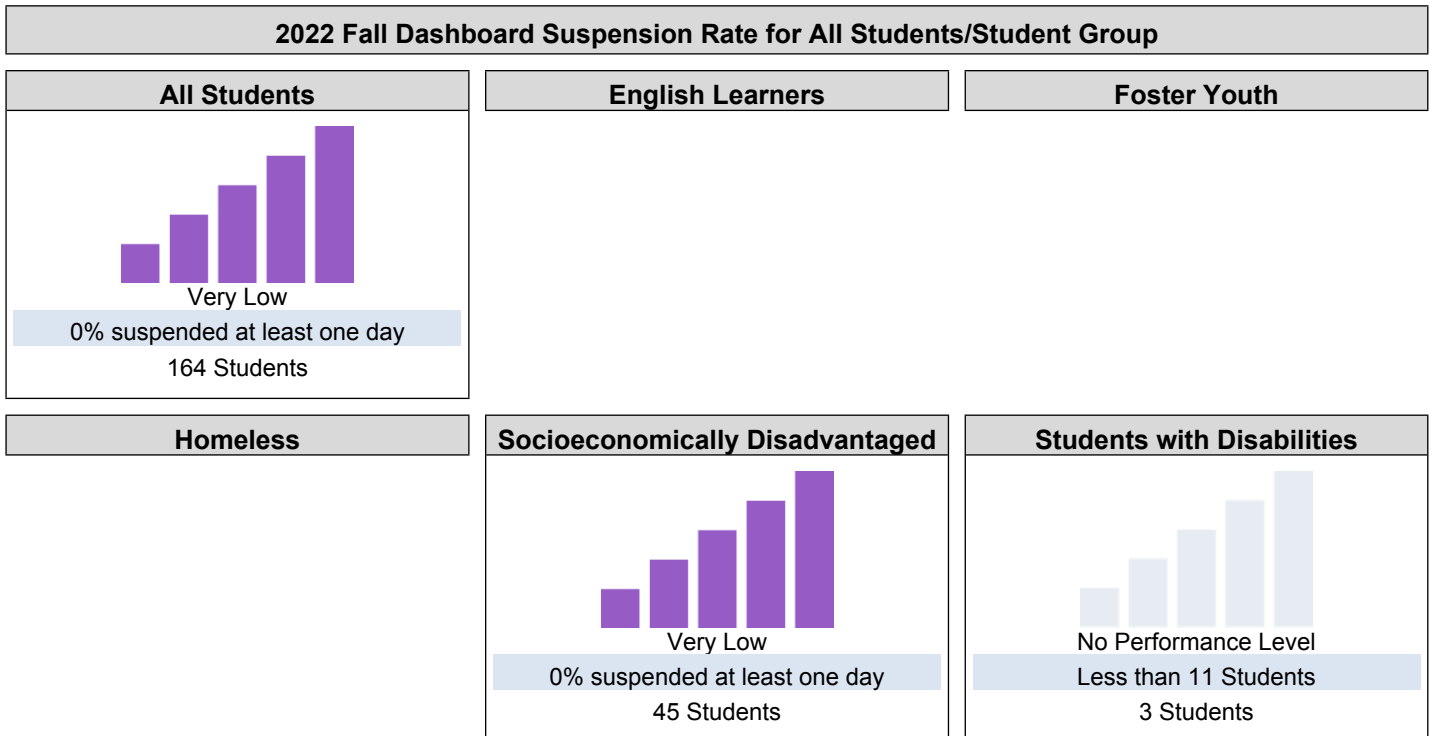
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



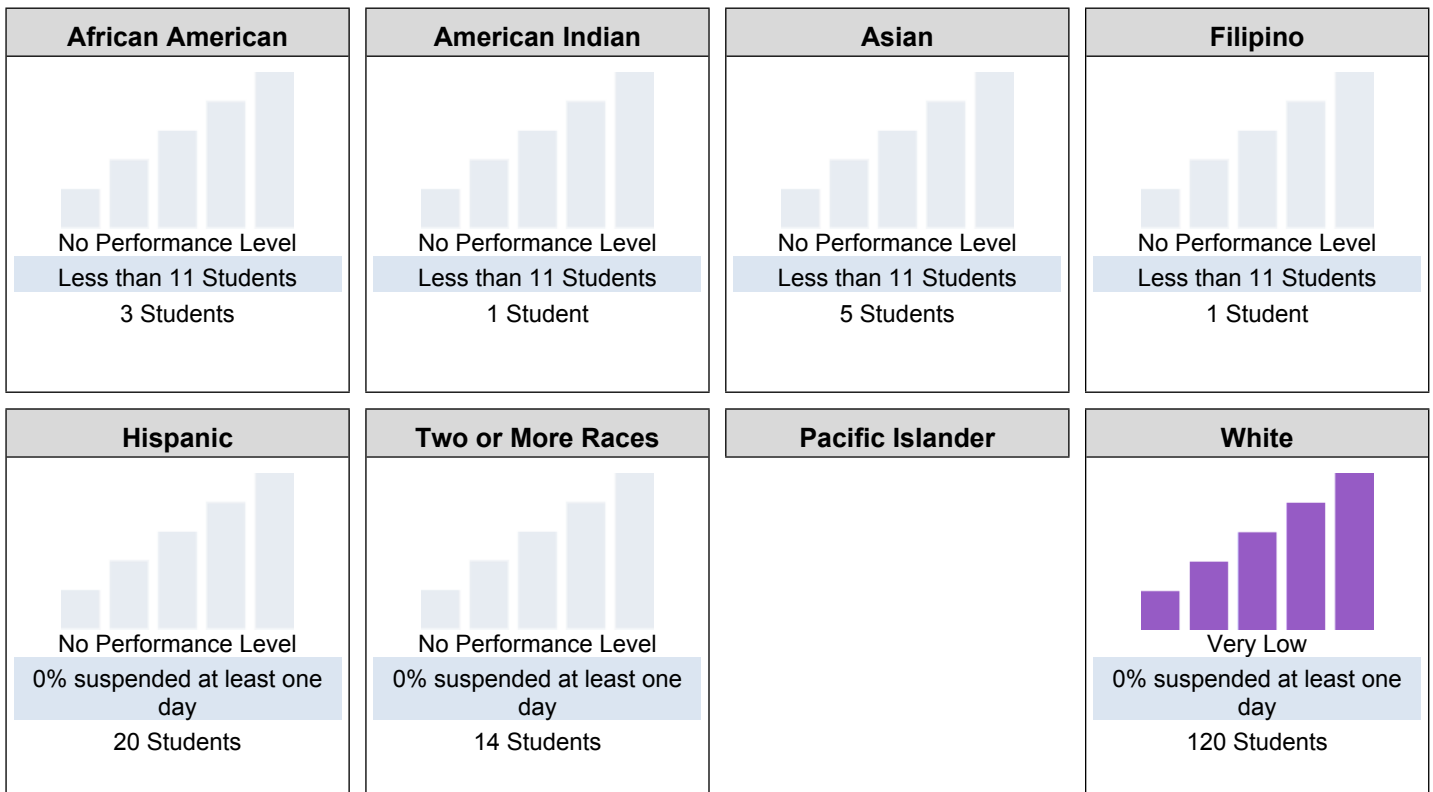
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. There has been no suspensions of any students during this reporting cycle.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Supports

## LEA/LCAP Goal

LCAP Goal #2 - Our district provides all students a guaranteed and viable curriculum which is meaningful and relevant, with clear measurements for progress, and equips students to achieve success after graduation.

LCAP Goal #4 - Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

## Goal 1

Ghidotti will create and facilitate access to academic supports.

## Identified Need

The school needs to continue its development of MTSS

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey: "How well has Ghidotti supported you through challenges and difficulties?" 1 = "Not at all" 4 = "Very Well"	2017: 76% chose 3 or 4 2018: 74% chose 3 or 4 2019: 73% chose 3 or 4 2020 & 2021: Survey not given due to COVID 2022 92% chose 3 or 4	>75%
Survey: "How well does the Ghidotti staff support you in reaching your goals?" 1 = "Not at all" 4 = "Very Well"	2017: 93% chose 3 or 4 2018: 85% chose 3 or 4 2019: 85% chose 3 or 4 2020 & 2021: Survey not given due to COVID 2022 73% chose 3 or 4	>90%
D/F numbers (High School)	Fall Semester 2022: 9 9th graders with at least one D/F (18.75%) 5 10th graders with one D/F (11.63%) 7 11th graders with at least one D/F (18.42%)	Less than 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2 12th graders with at least one D/F (5.56%)	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Incoming students; students identified as struggling academically

Strategy/Activity

Develop a 1:1 peer mentoring program:  
  
All 9th graders received a mentor in the 2021-22 school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued collaboration between Sierra College and Ghidotti:  
  
Weekly meetings between Ghidotti office and Executive Dean  
  
Partnership meeting in Spring, 2023  
  
Equity Workgroup meeting in Spring 2023

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continue to develop the Phoenix curriculum to address:

Academic support at the high school and college level classes

Address mental health

Student social connections

Personal growth

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Completed revamp of Ghidotti's recommended course pathways to spread out the core high school classes:

Design a sequence of courses that...

Promotes balance in student lives

(high school, college, extra-cur.)

Prepares students for college in a variety of pathways

The new pathways rolled out over three years, starting in 2019-20. The rollout was fully realized in 2021-22.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create a lesson in Phoenix class that addresses computer use and screen addiction

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The rollout of the new course pathways was completed in the 2020-21 school year. Students seem to have a more manageable workload. We'll be able to assess this better at the end of the 2022-23 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID, we weren't able to create the peer mentoring experience envisioned for 2020-21 school year. It was implemented in the 2022-23 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career Ready

## LEA/LCAP Goal

LCAP Goal #2 - Our district provides all students a guaranteed and viable curriculum which is meaningful and relevant, with clear measurements for progress, and equips students to achieve success after graduation.

## Goal 2

Ghidotti will advance curriculum to meet the state standards and ensure that all students are college and career ready, including meeting the A-G requirements.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA standards met	2017: 100% 2018: 100% 2019: 100% 2020: Not taken due to COVID 2021: 100% 2022: 97%	100%
CAASPP Math standards met	2017: 96.9% 2018: 93.2% 2019: 81.3% 2020: Not taken due to COVID 2021: Students took the MDTP, which is not comparable to the CAASPP 2022: 82%	>90%
SAT ERW benchmark met	2019: 100% 2020 & 2021: Not taken due to COVID Students as a whole no longer take the SAT as the Cal States and UC's no longer accept them.	>90%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SAT Math Benchmark met	2019: 90% 2020 & 2021: Not taken due to COVID Students as a whole no longer take the SAT as the Cal States and UC's no longer accept them.	>90%
PSAT ERW benchmark met	2019: 100% 2020 & 2021: Not taken due to COVID Students as a whole no longer take the SAT as the Cal States and UC's no longer accept them.	>90%
PSAT Math benchmark met	2019: 82% 2020 & 2021: Not taken due to COVID Students as a whole no longer choose to take the PSAT as the Cal States and UC's no longer accept them.	>90%
PSAT 10 ERW benchmark met	2019: 98% 2020 & 2021: Not taken due to COVID Students as a whole no longer choose to take the PSAT as the Cal States and UC's no longer accept them.	>90%
PSAT 10 Math benchmark met	2019: 81% 2020 & 2021: Not taken due to COVID Students as a whole no longer choose to take the PSAT as the Cal States and UC's no longer accept them.	>90%
Survey: "Please rate how Ghidotti has helped you achieve the following goal: Explore Career Options" 1 = "Not at all" 4 = "Very Well"	2017: 62.50% 2018: 67.40% 2019: 71.90% 2020 & 2021: Not taken due to COVID 2022 73.64% marked 3 and 4	Senior class >90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey: "Please rate how Ghidotti has helped you achieve the following goal: Help me prepare for the challenges of a four year university" 1 = "Not at all" 4 = "Very Well"	2017: 94.62% 2018: 87.49% 2019: 87.30% 2020 & 2021: Not taken due to COVID 2022: 74.55%	Senior class >90%
Number of graduates who met A-G Requirements	2022: 100%	>90%
Number of graduates going to 4-year university	2022: 18 out of 30 (60%)	>80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Advance opportunities for students to use technology in learning (e.g. NoRedInk):

New social studies curriculum with online component

New internet receiver installed to improve connectivity

Phoenix use of My10YearPlan.com

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase collaboration with Sierra College to include subject area teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Align science instruction with the NGSS and incorporate more reading and writing to support the CCSS:

The science teacher is implementing flipped classroom strategies in Biology

The science teacher is taking part in a districtwide PLC to identify learning outcomes

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create a plan for teachers to observe each other every year:

Teachers observed each other in Fall of 2019 and Spring of 2022. We did not do peer observations in the 2020-21 school year due to COVID.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Explore facilitating mock interviews/workshops in Phoenix

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our students consistently do well on state testing. However, quite a few of them struggled in Sierra College's Math D class in the 2018-19 school year. Because of this, we decided to add Algebra 2 to our high school course offerings. We hope this slows down the math for our students and ensures they remain proficient in the standards. We'll now more at the end of 2022-23

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Environment and Well-being

## LEA/LCAP Goal

LCAP Goal # 3 - Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

LCAP Goal #4 - Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

## Goal 3

Ghidotti will maintain and improve a safe, healthy, and supportive environment with an emphasis on students' emotional, mental, and physical well-being.

## Identified Need

There's a national trend of higher depression rates among teenagers. Our students are not immune to this trend.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Index Score	2017: 435 (99 percentile) 2018: 443 (99 percentile) 2019: 437 (99 percentile) 2022: This metric is no longer aggregated as a score and isn't reported as a single index as in the past..	Maintain 99 percentile
Survey: "How well does Ghidotti help you address mental wellness issues?*" 1= "Not at all" 4="Very Well"  *Only answered by students who indicated they used mental health services provided by Ghidotti (average of 22 students).	2017: 40% chose 3 or 4 2018: 57% chose 3 or 4 2019: 57% chose 3 or 4 2022: 87% chose 3 or 4	In 2020: 65% or greater

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey: "I feel valued by my peers at Ghidotti." 1= "Not at all" 4="Very Valued"	2017: 68.50% chose 3 or 4 2018: 60.30% chose 3 or 4 2019: 62% chose 3 or 4 2022: 75% chose 3 or 4	Growth of 5% in each class
Survey: "I feel valued by my teachers at Ghidotti." 1= "Not at all" 4="Very Valued"	2017: 91.70% chose 3 or 4 2018: 82% chose 3 or 4 2019: 80.70% chose 3 or 4 2022: 81% chose 3 or 4	85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continue to create a curriculum in Phoenix that supports student social/emotional health:

\*Get Focused/Stay Focused

\*EverFi Mental Wellness Curriculum

\*Healthy Relationships workshop through Communities Beyond Violence

\*3-part suicide-awareness unit in Phoenix 103

\*BASE curriculum

\*Teen Mental Health First-Aide

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create more opportunities for students to foster meaningful personal connections:

\*Built Flex time for the 2021-22 school year, which incorporates schoolwide assemblies and club days.

\*Summer Bridge

\*Ghidotti First Day of School events in 2019 and 2022

\*Mentorship Program

\*Sports

\*Student-led assemblies by Bring Change 2 Mind Club

\*TUPE club presents in Phoenix class and meets regularly

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Kevin Bracey assembly

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Piloting Peer Attendance Review Committee for tardy students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teen Screen

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Nonviolent Communication in Phoenix

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STARS student counseling program

**Proposed Expenditures for this Strategy/Activity**



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation School Clubs and student mentors

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We've implemented flex time/clubs, rallies and assemblies, peer tutoring and peer mentoring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Flex time implementation

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Athletic Program

## LEA/LCAP Goal

LCAP Goal # 3 - Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

LCAP Goal # 4 - Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

## Goal 4

Ghidotti will plan and implement a diverse athletic program that supports a multifaceted experience, improve student health, and promote a positive school culture.

## Identified Need

With the withdrawal of Ghidotti students from sports, we had to create our own sports program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of sports offered	<p>2019: Boys Basketball, Girls Basketball, Track &amp; Field, Volleyball, Soccer (5)</p> <p>2020: Boys Basketball, Girls Basketball, Boys Volleyball, Girls Volleyball, Cross Country, Track &amp; Field, Soccer (7)</p> <p>2022-23: Boys Basketball, Girls Basketball, Boys Volleyball, Girls Volleyball, Girls Soccer (5)</p>	7 sports in 2019-20
Participation in sports	<p>2017: 14.8%</p> <p>2018: 26.40%</p> <p>2019: 35%</p> <p>2020 and 2021: No sports due to COVID</p> <p>2022: 19.38%</p>	<p>2019-20: 40%</p> <p>2020-21: 45%</p> <p>2022-23: 50%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Expanded the Athletic Director position to include a prep period in 2019-20

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Add the following sports to the 2019-20 school year:

Boys Volleyball  
Girls Volleyball  
Track & Field

These are in addition to:

Boys Basketball  
Girls Basketball  
Soccer  
Cross Country

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to secure coaches and equipment for our athletes

Added assistant coaches in 2019-20

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to secure facilities for sports

Practice and game venues

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2022-23 School year added a soccer coach halfway through the year.

Sports offered in the 2022-23 school year:

Boys Volleyball

Girls Volleyball

Boys Basketball

Girls Basketball

Girls Soccer

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create partnerships with community organizations, such as Samba Soccer

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We had to pause sports due to COVID-19, which was unfortunate. Ghidotti's sports programs have started back up again in the 2021-22 school year. Midway through the 2022-23 school year we were able to find a soccer coach to add boys and girls soccer. Unfortunately not enough girls applied to fill a soccer team. The school plans to have a boys soccer team in the fall of 2023 and try having a girls team again in the spring of 2024. Parent Teacher Club (PTC) has supported students unable to participate in school soccer programs to play in a local Samba Soccer club.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Forming Human Connections

## LEA/LCAP Goal

LCAP Goal # 3 - Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

LCAP Goal # 4 - Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

## Goal 5

Ghidotti will acclimate new students to the school and ensure they feel safe and connected to other students and their teachers.

## Identified Need

9th graders felt a disconnect from their older peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9th Grade Survey: "Does Ghidotti provide ample opportunity for student interactions?" 1= "Not at all" 4="Multiple Opportunities"	2017: 71% chose 3 or 4 2018: 78.3% chose 3 or 4 2019: 62.5% chose 3 or 4 2022: 68.3% chose 3 or 4	2020: 70% chose 3 or 4
9th Grade Survey: "How confident are you in your ability to make friends and have valuable relationships?" 1= "Not at all" 4="Very confident"	2017: 71.9% chose 3 or 4 2018: 69.6% chose 3 or 4 2019: 62.5% chose 3 or 4 2022: 82.9% chose 3 or 4	2020: 70% chose 3 or 4
9th Grade Survey: "I feel valued by the staff at Ghidotti." 1= "Not at all" 4="Very valued"	2017: 90.6% chose 3 or 4 2018: 69.6% chose 3 or 4 2019: 75% chose 3 or 4 2022: 78% chose 3 or 4	2019: 85% chose 3 or 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Design a 1:1 mentorship between new and veteran students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Breaking Down the Walls in spring of 2019 and 2022. In Spring of 2023 our Bring Change to Mind club did a similar all day assembly covering many of the same SEL lessons.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Flex Time and School Clubs

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Redesigned "First Day of School"

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued development of Summer Bridge program

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers facilitate more group work and project based learning within their classes.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Redesigned 1st day of school to improve school wide connectiveness. The implementation of flex time which increased student access to starting and running clubs that matched students interests has been very successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Stacy Clement	Principal
Dominie Wilhite	Other School Staff
Tyler Smith	Classroom Teacher
Cristina McFadden	Classroom Teacher
Aeron Noe (alternative)	Classroom Teacher
Kathy Stephensen (alternate)	Other School Staff
Maddux Eckerling	Secondary Student
Sidney Pixley	Secondary Student
Orion Raiche-Kott	Secondary Student
Allison Rivers Samson	Parent or Community Member
Walter Helvin	Secondary Student
Elizabeth Raiche	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

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.

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.

This SPSA was adopted by the SSC at a public meeting on February 24, 2023.

Attested:

*Stacy Clement*  
*approved electronically*

Principal, Stacy Clement on 3/24/2023

SSC Chairperson, Walter Helvin on 3/24/2023

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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