

The Single Plan for Student Achievement

School: William & Marian Ghidotti High School
CDS Code: 29-66357-0112367
District: Nevada Joint Union High School District
Principal: Noah Levinson
Revision Date: February 1, 2018

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

For additional information on school programs and how you may become involved locally, please contact the following person:

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District Vision and Mission

School Vision and Mission

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

The mission of GECHS is to provide a supportive, rigorous learning community through an individualized academic program that makes higher education more accessible to a diverse population that is reflective of the region's demographics. Our program serves historically disadvantaged students, low-income students, first generation college students, English language learners and other high school students for whom a smooth transition into postsecondary education can be challenging.

Ghidotti's Vision

We Are...

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

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

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

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

***Ownership:** Ghidottians are active participants in their learning experience.

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

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

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

School Profile

A 2015 BLUE RIBBON SCHOOL

A California Distinguished School 2013

Full WASC accreditation 7/2017- 6-year term

Located on the Grass Valley Campus of Sierra Community College, Ghidotti is a rural, public early college high school within the Nevada Joint Union High School District. Opened in 2006, and initially supported by a start-up grant from the Bill and Melinda Gates Foundation, Ghidotti is one of 41 early college high school programs in California and 265 in the nation. Currently, we serve 155 students in grades nine through twelve, many of whom earn two years of college credit while attending high school. Over the past five years, 99 percent of our students have continued with their college studies at Sierra or have matriculated to four-year universities. By bridging the divide between high school and college, Ghidotti helps students overcome barriers to attending a four-year university.

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

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

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

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

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

As a result of Ghidotti's efforts, our students have consistently achieved high Academic Performance Scores. From 2009-2012, we were one of the top twenty high schools in California, and in 2013, we were 9th in the state. We have received two California Distinguished School Awards. In addition in 2014, Newsweek ranked us number 139 of America's top 500 high schools. In 2015, our students earned the second highest CAASPP scores in the state and our school received the National Blue Ribbon Award. In 2016, our students earned the highest CAASPP scores out of all high schools in California. We remained number one in 2017.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our students, parents, and staff took quite a few surveys in the 2016-17 school year and the fall of 2017: the California Healthy Kids; a Student Success Survey for parents, students, and staff; an Instruction Survey for students; and a Technology Survey for students. We have analyzed this data in depth for our 2017 WASC Self-Study. Here are some of the most interesting findings:

1. Though Ghidotti's School Climate Index was in the 99th percentile compared to all other California schools and also when compared to similar schools.
2. All students perceive either a medium (45%) or high (55%) amount of student supports. (CHKS*)

3. All students perceive either a medium (41%) or high (59%) amount of caring adults at the school. (CHKS*)
4. Over 92% of students believe the campus is a safe place. (CHKS*)
5. Students and teachers are using technology in their classes every day. (Technology Survey)
6. Students are doing research in their high school classes on a regular basis. (Curriculum Survey)
7. We need to do a better job of incorporating different cultures and perspectives into our curriculum. (Curriculum Survey)
8. We need to do a better job of incorporating diverse types of media into our classes (e.g. podcasts, videos, etc.) (Curriculum Survey)
9. We need to do a better job at bringing outside speakers/experts into our classes. (Curriculum Survey)

*This is from the 2016 California Healthy Kids Survey. We're still waiting to receive data from 2017.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

Staffing and Professional Development

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

All staff is highly qualified in their subject areas.

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

All of our teachers are credentialed. The staff will attend two professional development days this school year. Some of them will also attend the Google Summit in February. Additionally, we are investigating more professional development opportunities mental health and wellbeing.

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

All students take world history as freshmen and more than half take their required government/economics class through the high school as seniors. The history teacher uses a cross-curricular approach that engages students and helps them develop a wide range of skills. Students convey a deep understanding of texts by connecting them to current events and their own college and career goals. They collaborate to understand primary and secondary sources, inferring the outcome, testing hypotheses, and driving their own research from the evidence provided. In addition, English and history teachers work together to develop curriculum that address the ELA standards for history and social studies. For example, world history students read the nonfiction book *Night* during their World War II unit.

Both Geometry and 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.

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

N/A

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

N/A

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

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

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

Ghidotti curriculum is challenging — crafted to help our students succeed in their college classes. Support for struggling students is available — a college tutoring center; one-on-one tutoring sessions between teacher and student; CSF tutors for finals; and seminar classes taught by highly-qualified teachers in math. We would like to revise our "Academic Probation" process this year.

Opportunity and Equal Educational Access

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

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

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

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

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

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

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

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

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

Ghidotti has an active parent club that meets monthly to plan fundraisers and support for our school. They help fund our biannual college field trips; offer financial support for low socio-economic students; provide extra curriculum to support academics including books, magazines, and equipment for our science classes; and provide food and drink for the senior boards, freshmen orientation picnic, Senior Awards night, graduation, and before high stakes tests.

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

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

Funding

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

N/A

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

Building more student supports is a priority for us. Last year we were able to secure a half-time intervention specialist position. As outlined in Goal #1, the intervention specialist is working with the staff to develop and implement a plan to strengthen our support programs.

Ten years ago funding from grants supported a good deal of collaboration between Ghidotti and Sierra College staffs. As that funding dwindled, our collaboration time greatly diminished. In the last year, we have moved to strengthen the partnership once again. Part of Goal #2 is to strengthen that relationship — creating a Curriculum and Academic Support Committee with members of both organizations.

A new barrier that arose during the 2017-18 school year is the termination of our multi-school sports agreement with Nevada Union. Starting with next year's freshmen, Ghidotti students will no longer be able to participate in Nevada Union sports. As stated in Goal #4, we must work on developing athletic options for our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	43	32	36	41	32	36	41	32	100.0	95.3	100
All Grades	36	43	32	36	41	32	36	41	32	100.0	95.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2742.6	2751.1	2762.0	86	93	96.88	14	7	3.13	0	0	0.00	0	0	0.00
All Grades	N/A	N/A	N/A	86	93	96.88	14	7	3.13	0	0	0.00	0	0	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	86	90	90.63	14	10	9.38	0	0	0.00
All Grades	86	90	90.63	14	10	9.38	0	0	0.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	94	95	93.75	6	5	6.25	0	0	0.00
All Grades	94	95	93.75	6	5	6.25	0	0	0.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	64	59	71.88	36	41	28.13	0	0	0.00
All Grades	64	59	71.88	36	41	28.13	0	0	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	97	90	93.75	3	10	6.25	0	0	0.00
All Grades	97	90	93.75	3	10	6.25	0	0	0.00

Conclusions based on this data:

1. All of our students scored at or above standard on the ELA CAASPP.
2. Our students improved in the Listening category, which was our goal. However, Listening is still our weakest claim.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	43	32	36	41	32	36	41	32	100.0	95.3	100
All Grades	36	43	32	36	41	32	36	41	32	100.0	95.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2749.6	2751.5	2774.0	67	68	81.25	33	29	15.63	0	2	3.13	0	0	0.00
All Grades	N/A	N/A	N/A	67	68	81.25	33	29	15.63	0	2	3.13	0	0	0.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	78	78	90.63	22	22	9.38	0	0	0.00
All Grades	78	78	90.63	22	22	9.38	0	0	0.00

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	67	90	81.25	33	10	18.75	0	0	0.00
All Grades	67	90	81.25	33	10	18.75	0	0	0.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	69	63	78.13	31	37	18.75	0	0	3.13
All Grades	69	63	78.13	31	37	18.75	0	0	3.13

Conclusions based on this data:

1. 97% of our students scored at or above standard on the Math CAASPP.
2. We showed the biggest improvement in the "Communicating Reasoning" strand.

3. It should be noted that the we have a small sample size, so it's hard to come up with too many major conclusions (N=32).

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		***													
Total		100													

Conclusions based on this data:

1. Due to the small size of our ELL population, we are unable to obtain this data.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		***													
Total		100													

Conclusions based on this data:

1. N/A

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
American Indian or Alaskan Native	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	14	4	28.6
White	136	19	14.0
Male	68	10	14.7
Female	91	15	16.5
English Learners	1	1	*
Socioeconomically Disadvantaged	47	9	19.1
Homeless	1	1	*
Grades 9-12	159	25	15.7
Total	159	25	15.7

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Supports
LEA GOAL:
1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #1:
Ghidotti will create and facilitate access to academic supports.
Data Used to Form this Goal:
Retention data; D/F data
Findings from the Analysis of this Data:
We need to make sure we're supporting all students in the classroom
How the School will Evaluate the Progress of this Goal:
Each year the WASC coordinator will use informal interviews and surveys to communicate with the responsible persons about the progress of each growth target. Resources used include the D/F lists, retention data, and college grades. Findings will be shared with the staff and the site council and recorded for the mid-term WASC progress report. Any problems in reaching the growth targets will be the responsibility of the principal and intervention specialist.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Revamping the Academic Support Program	Minor changes in Fall 2017 The principal and intervention specialist will review and revamp the program at the end of the 2017-18 school year	Levinson and Wilhite				
Continued collaboration between Sierra College and Ghidotti	Meeting with the Dean of Equity in Fall 2017 Spanish PEER tutoring during Phoenix 102 in Fall 2017 Ghidotti Supports Workgroup meeting in Spring 2018	Levinson and Executive Dean Ortiz Spanish Professor				
Continue to develop Phoenix curriculum to address academic support at the high school and college level	Summer planning sessions in 2017 and 2018 Mental Health Professional Development in Spring 2018	Levinson and Wilhite				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review and revise our Individualized Learning Plan process	In Fall of 2017 we revised and updated our ILP Spreadsheet The counselors and principal will review and revise our ILP process at the end of 2017-18	Levinson, Wilhite, and Hurst-Crabb				
Change what year we recommend students take a world language (move from sophomore to junior year)	Starting in the 2017-18 school year, we're now advising students to postpone taking Spanish until their Junior year, so next year's sophomores will not enroll in a world language	Wilhite and Hurst-Crabb				
Create a lesson in Phoenix class that addresses computer use and screen addiction	Spring semester 2018	Phoenix teachers and Wilhite				
Encourage active use of the learning center and its tutors	Work Smarter, Not Harder Symposium in Spring 2018	Phoenix teachers and Wilhite				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: College and Career Ready
LEA GOAL:
1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. 3. Our district ensures that our schools are a source of deep-seated pride among students, staff, and community.
SCHOOL 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.
Data Used to Form this Goal:
CAASPP, ACT, PSAT, and SAT results; Site Council Survey; teacher feedback
Findings from the Analysis of this Data:
While Ghidotti students performed well on the first and second administration of CAASPP and our teachers are committed to the new standards, there is always room for improvement. We need ongoing professional development in the new standards. We especially need to focus on the new science and history standards.
How the School will Evaluate the Progress of this Goal:
Student and Parent surveys; informal interviews with students and parents; teacher observations; end of course surveys; course syllabi; student work; lesson plans; CAASPP, ACT, PSAT, and SAT data; data on the highest math course students complete

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advance opportunities for students to use technology in learning (e.g. NoRedInk)	2017-19 Staff will attend the Google Summit in Spring 2018 Over the summer we hope to purchase a Macbook for Film Studies next year	Levinson				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase collaboration with Sierra College to include subject area teachers	We'll have our 3rd meeting in Spring 2018	Levinson, Hurst-Crabb				
Align science instruction with the NGSS and incorporate more reading and writing to support the CCSS	Curriculum development in Spring 2018; begin implementation in Fall of 2018 Attend Next Generation Science Standards professional development opportunities in Spring and Summer of 2018	Kirwan				
Incorporate more document analysis to align with new history standards	Social Science professional development in Fall 2017 Begin implementation of new standards in Fall 2018	Crisosto				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate more real world experiences both during class and outside of class	<p>Civil Action Project in Government (Fall 2017)</p> <p>Electorate Polling in Economics (Spring 2018)</p> <p>Curriculum Development (Spring 2018 and the 2018-19 school year)</p> <p>Finance Manager Guest speaker in Phoenix 104, Fall 2017</p>	Staff				
Create a plan for teachers to observe each other every year	<p>The district is revamping its formal evaluation process in Spring 2018, which could include a peer evaluation option</p> <p>The teachers will observe each other in Spring 2018</p>	Levinson				
Research and purchase a service that tracks our post-graduate data	Spring 2018	Levinson				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt new "Summer Reads" books that align better with Phoenix curriculum (freshmen-> transitioning to high school, sophomores -> career exploration; juniors -> college exploration; seniors -> college application process)						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Environment and Well-being
LEA GOAL:
2. Our district will ensure that all students and staff feel they belong to a safe and healthy school
SCHOOL GOAL #3:
Ghidotti will maintain and improve a safe, healthy, and supportive environment with an emphasis on students' emotional, mental, and physical well-being.
Data Used to Form this Goal:
Student Success Survey, Parent Success Survey, Staff Success Survey, Informal Interviews, California Healthy Kids survey
Findings from the Analysis of this Data:
Our school needs better access and support for the social/emotional well-being of our students.
How the School will Evaluate the Progress of this Goal:
Each year the WASC coordinator will use informal interviews and surveys to communicate with the responsible persons about the progress of each growth target. Data included will include Site Council surveys, California Healthy Kids Survey, and STARS references.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to create curriculum in Phoenix that supports student social/emotional health	Summer planning sessions in 2017 and 2018 Mental Health Professional Development in Spring 2018 Continue looking for professional development opportunities throughout the school year	Levinson and Wilhite				
Create more opportunities for students to foster meaningful personal connections	World Cafe in Spring 2018 Green Dot in Spring 2018	Levinson, Wilhite, and Stephensen				
Teen Screen	Fall 2017	Nevada County Behavioral Health Department What's Up Wellness				
Ghidotti designee continues articulation with the Sierra College Safety Committee	Ongoing	Levinson				
District-wide Community Emergency Response Team (CERT) 20 hours of training	NJUHSD is looking in doing a district-wide CERT training spring of this year.	Levinson and Hurtado (NU VP)				
Mental Wellness Professional Development	Spring 2018	Wilhite				
STARS student counseling program	Ongoing	Julianne Henry				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Athletic Program
LEA GOAL:
<ol style="list-style-type: none"> 1. Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. 2. Our district will ensure that all students and staff feel they belong to a safe and healthy school 3. Our district ensures that our schools are a source of deep-seated pride among students, staff, and community.
SCHOOL 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.
Data Used to Form this Goal:
Student and parent feedback; student participation rates in NU sports
Findings from the Analysis of this Data:
Ghidotti needs to ensure its students have access to athletic options.
How the School will Evaluate the Progress of this Goal:
Surveys; participation rates; decline to enroll form

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secure funding for and hire an athletic director to facilitate sports	Create Athletic Director position through LCAP by May 2018	LCAP Representatives				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create partnerships with community organizations, such as Tai Chi, Rock climbing, Club sports	Leadership will host one or two events Spring of 2018 Mr. Levinson will begin this process in Spring of 2018. The athletic director will continue the process once they are hired.	Levinson				
Investigate the viability of multi-school agreements with other small institutions in the region	Mr. Levinson will begin this process in Spring of 2018. The athletic director will continue the process once they are hired.	Levinson				
Research students training with NU sports teams in individual sports, such as swimming, tennis, etc.	Mr. Levinson will begin this process in Spring of 2018. The athletic director will continue the process once they are hired.	Levinson				
Secure facilities, coaches, equipment for our athletes	Mr. Levinson will begin this process in Spring of 2018. The athletic director will continue the process once they are hired.	Levinson				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Message prospective students about our plans to build an athletic program at Ghidotti	Publish materials with acceptance letters in March 2018	Levinson				
Secure funding for a part time educator to teach a P.E. class and oversee independent study p.e.	May 2018	Levinson; LCAP representatives				

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #7

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

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

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

Planned Improvements in Student Performance

School Goal #8

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

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

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

Planned Improvements in Student Performance

School Goal #9

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

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

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

Planned Improvements in Student Performance

School Goal #10

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Noah Levinson	X				
Dominie Wilhite			X		
Matthew Bishop		X			
Tom Kirwan		X			
Janet Mason		X			
Elyssa Crisosto		X			
Kathy Stephensen (alternate)			X		
Rebecca Mijares (alternate)		X			
Mark Goehring				X	
Nicholas Federspiel				X	
Shannon Peline				X	
Michael Lyman (alternate)				X	
Aimee Retzler (alternate)				X	
Grace Stubbs					X
Alanna Hardin					X
Sarai Devi Dasi					X
Aubrianna Johnson (alternate)					X
Livia Keene (alternate)					X
Numbers of members of each category:	1	5	2	5	5

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on February 1, 2018.

Attested:

Noah Levinson

Typed Name of School Principal

Signature of School Principal

Date

Sarai Devi Dasi

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date