

William & Marian Ghidotti High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	djzeisler@njuhsd.com
Website	www.njuhsd.com

School Description and Mission Statement (School Year 2020-2021)

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

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	45
Grade 10	41
Grade 11	45
Grade 12	32
Total Enrollment	163

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	3.1
Filipino	1.2
Hispanic or Latino	7.4
White	78.5
Two or More Races	8
Socioeconomically Disadvantaged	31.9
English Learners	1.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5.5	6.50	6.5	129.70
Without Full Credential	0	0	0	3.80
Teaching Outside Subject Area of Competence (with full credential)	0	1.80	1.36	15.588

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August, 2018

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

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

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

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

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

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

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

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

School Facility Conditions and Planned Improvements

Ghidotti Early College High School does not have its own campus or facilities. The school used to operate out of Sierra Community College but had to temporarily move due to COVID-19 necessities. Ghidotti is currently sharing Silver Springs High School Campus and is operating out of modular facilities B1-B4.

Ghidotti's Facilities report is available for review at NJUHSD Facilities Department M&O office.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	100	N/A	69	N/A	50	N/A
Mathematics (grades 3-8 and 11)	81	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	85	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	90.91

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	3	0	4.3	7	5.9	9.1	9.6	9
Graduation Rate	100	93.9	97.7	89.8	89.1	91.9	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	10.4	11.0	3.5	3.5
Expulsions	0.0	0.0	0.5	0.6	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		2.5
Expulsions	0.0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Ghidotti Early College High School works closely with the Nevada County Office of Education and Sierra Community College to review and revise our safety plan on an annual basis. Ghidotti's office has a "go bag" to use in case of an emergency which includes a student locator for both high school and college courses. We have plans for the Ghidotti students to practice drills and have classroom discussions on personal safety. Our parent community has been updated with safety information as needed through our weekly parent newsletter.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	4	1	1	21	5	1		19	5	2	
Mathematics	16	4	1		11	5	2		21	3	2	
Science	22	2	2		22	2	2		25		2	
Social Science	23	1	2		23	1	2		21	2	1	

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	163

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6402.28	788.11	5614.17	70797.55
District	N/A	N/A	9761.76	\$74,169
Percent Difference - School Site and District	N/A	N/A	-53.9	-4.7
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	-32.0	-15.5

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

Types of Services Funded (Fiscal Year 2019-2020)

In the 2017-18 school year, Ghidotti re-branded Academic Probation to Academic Supports. With Academic Probation, struggling students met with the principal and were given the ultimatum: improve your grades or move schools. With Academic Supports, struggling students have SSTs with staff and parents, are paired with appropriate supports (e.g. 1:1 tutoring with an upper classmen), and required to check-in with the counselor on a regular basis. The counselor created a spreadsheet where she monitors students who are receiving academic supports.

Ghidotti staff met for four days during the summer of 2018 and 2019. Revisions were made to the Phoenix Scope and Sequence to better meet students academic and social-emotional needs.

In the past two years the Ghidotti Counselor delivered/facilitated the following curriculums in Phoenix classes:

- Career readiness curriculum in Phoenix 102
- College readiness curriculum in Phoenix 103
- post-secondary planning and applying (college and financial aid) in Phoenix 104
- a symposium focused on developing time management, organizational and study skills in Phoenix 101.
- a college overview and self-reflection assessment in Phoenix 101.

In 2018-19 the Ghidotti Counselor worked with the Phoenix 101 and 102 teachers to pilot the GFSF (Career Choices) curriculum in grades 9 and 10. The Counselor served as the district level executive for the program. She presented at LCAP to help ensure continuation of the program once the grant money runs out. She presented a 6 part series to the juniors on planning for life after high school. She collaborated with What's Up Wellness to bring Mindfulness and time management skill (3 part series) training to the 10th graders. She also held a Career Day for students in grades 9-11 in May. She worked more closely with the Phoenix 103 teachers to develop a scope and sequence and pacing plan for that course.

Phoenix teachers do the following to address academic support in their classrooms:

- Timed essay writing (SAT Prep)
- Presentation skills (Career Presentations, Final Community Service Presentation)
- PSAT practice
- College Field Trip reflection/discussion
- Grade check
- Khan Academy
- Research skills
- Library tour and presentation on research.
- Test taking skills
- PBS lesson on fake news.
- Summer Reading
- Senior project internship, research paper and presentation
- Writing college essays, personal statements, and scholarship essays.
- Get Focused Stay Focused Career Choices Curriculum with Phoenix 101 and 102
- Listening skills activities using TedTalks

Teachers continue to use Schoology as a learning management system. Students can find assignments, submit them, take tests, and communicate with their teachers on this platform. All students are given a Chromebook to use freshman year. Students use Google Docs for writing assignments and Google Slides for presentations in various classrooms.

In 2018-19 the district expanded its internet service to include Ghidotti. An internet receiver was placed on top of the Sierra College library.

In 2018-19 the Phoenix 101 and 102 classes adopted the Career Choices curriculum with its online component called My10YearPlan. My10YearPlan.com™ is not a canned, one-size-fits-all experience, where the learner has little control over the outcome. Instead, My10YearPlan.com™ enhances the textbook experience, giving the computer a role beyond that of "tool" to something more akin to coach, counselor, or mentor. The system gently guides, prompts, and, where necessary, prods the learner through an ageless, in-depth decision-making process. The result is a quantitative 10-year career, education, and life plan that has personal relevance for the learner. Users can then share their plans with advisors, counselors, instructors, mentors, family, and friends, generating support as they work toward their dreams, goals, and plans. In 2019-2020, Students in Phoenix 101 will continue to use My10Year Plan throughout the year. Students in Phoenix 102-103 will complete 16-lesson modules where they can revise their work each year online in My10YearPlan. Students in Phoenix 101 and 102 have also completed online modules on Mental Wellness in the Everfi Program.

Students in Yearbook learned the Adobe InDesign program for graphic design. Freshman in World History used phones and cameras to create "news" stories about the Cold War. Leadership class used the online task manager "Trello" to track jobs for different activities. The leadership class adopted SignUpGenius for the whole school to use to sign up for club day activities. The Phoenix 104 teacher also used this for students to sign up for their practice senior boards presentation.

The science teacher incorporated more on-line simulations, incorporated on-line tools for data sharing during labs, and had students cooperate to produce on-line projects. He also shifted his quizzes to an online format so that students can get immediate feedback, and incorporated Pear Deck in his lectures so that students can practice with new material in real-time and he can give them real-time feedback.

Students in English continue to use NoRedInk for grammar. In 2019, Ghidotti English teachers expanded their use of NoRedInk to include writing. In 2017-18 teachers piloted a new online curriculum through Pearson for English 1, 2, and 3. This curriculum was adopted by the district for 2018-19. Teachers use shared Google Docs for group essays and for peer revision.

Mathematics classes continued their implementation of the Desmos website.

In 2018, a group of 8 seniors from Ghidotti's School Culture/Leadership class volunteered to participate in Non-Violent Communication (NVC) training with their teacher. After a semester of training, the group met outside of class on Fridays to plan NVC activities for Phoenix classes. The activities, run by the students for the students, focused on empathy, how to accept appreciation, and examining needs and feelings and how to communicate them. During the 2018-19 school year, the entire Ghidotti staff participated in NVC training during professional development time and during a one week special minimum day schedule in January.

Students formed a club called Ghidotti United which is a club focused on giving kindness and spreading school camaraderie and support. It also allows students the opportunity to give service in the community. The club believes that service to others creates unity and self-fulfillment. Service activities have included collecting gently used clothing for students in need at NU high school—Designers for Miners. This created relationships with the District's comprehensive high school. At Christmastime the club collected money and gifts (\$3000) for families under the protection of Communities Beyond Violence. Over the school year, the club got involved with Days for Girls. It was a sewing project where they sewed sanitary napkins for female high school students in developing countries. An activity where students wrote affirmations on rocks that were placed outside the office promoted kindness, honesty, respectfulness, helpfulness again to increase the positivity of school culture.

Ghidotti will alternate each year between Breaking Down the Walls and World Cafe assemblies.

During a mental health conference in winter 2018, the WASC coordinator attended a presentation by an organization called Bring Change 2 Mind whose mission is to end the stigma and discrimination surrounding mental illness. The intervention coordinator contacted the organization and set up the first club in our region.

Jamie O'Keefe (Stanford professor whose research focuses on identifying and managing stress in high-achieving youth) spoke to Ghidotti students about how to identify different types of stress and ways to manage it during an all-school assembly in January, 2019.

ANGST is a movie that was created to help break the stigma around anxiety and open up the conversation around mental health. The filmmakers believe there is power in watching as a community, power to change and permission to talk about it. The film is 43 minutes. All students watched this highly acclaimed movie during their Phoenix classes in March, 2019. Phoenix teachers followed up with a discussion activity concerning the major topics in the film at Ghidotti. Students volunteered to run the club and worked on getting it started during Ghidotti's school culture/leadership class in fall, 2018. During first semester students held a school-wide assembly followed by splitting the school into focus groups addressing mental health stigmas. They also conducted a suicide awareness presentation during Phoenix 103 classes.

Ghidotti participated in the National Screen Free Week. Screen-Free Week is an annual invitation to play, explore, and rediscover the joys of life beyond ad-supported screens. From April 29 to May 5, 2019, thousands of families, schools, and communities around the world will put down their entertainment screens for seven days of fun, connection, and discovery.

In 2017 Ghidotti started its first TUPE program with a coordinator funded by the district. The TUPE program aims to reduce youth tobacco and cannabis use by helping students make healthful decisions through educational instruction and activities that build knowledge as well as social skills and youth development assets. At Ghidotti the club trained peer educators through Summit and REACH conferences. These peer educators then had a school rally to educate students about the dangers and facts of Juuling. They also held Red Ribbon Week at Ghidotti and Kick Butts Day. In the past they also had a demonstration booth at Sierra College's Health Fair educating people about the harmful effects of tobacco. The club has also held anti-tobacco activities in Phoenix classes.

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

Ghidotti students and staff are divided into 4 teams labeled by colors (pink, blue, green, yellow). Seven to eight times a year, the leadership class creates physical and mental competitions for the team (occurring during homeroom on Friday). Previous games include indoor soccer, dodgeball, debate, Ghidotti trivia Quizlet, and an engineering challenge. In 2019, the leadership class will be concentrating on ways to improve this activity.

School Culture was a new elective class in the 2018-2019 school year created to give students an opportunity to create and run clubs for the benefit of the whole school. During approximately 10 home rooms, class members set up activities for their clubs and students were sent a link to sign up genius and were able to choose which club activity they wanted to attend. Clubs were formed based on student interests and student needs (mental and physical health) and offered an opportunity for students at all class levels to connect. Clubs included Bring Change to Mind, Board Games Club, Ag Club, Ghidotti United, Gay/Straight Alliance, Music Club, Performing and Visual Arts Club, Phoenix Report (journalism), Writing Club, and Open Gym. This class will be rolled into the leadership class in 2019-2020.

Ghidotti First Day of School: This is a new event planned for the first day of school to help welcome the incoming freshmen and to foster a positive school culture. Leadership students planned a welcome day with activities to get to know each other and the school.

Ghidotti Homecoming: In December, the entire school meets in the MPR to welcome back Ghidotti graduates. The counselor uses a Google Form to collect questions from Current Ghidotti students ahead of time and then in a panel discussion, asks them to graduates. Questions are usually college and career based. Afterwards,

Ghidotti graduates meet with current seniors to answer more in-depth questions. In 2019 this event was paired with Ghidotti Pie Day (the PTC brings pies for the students to eat) and Ghidotti Gift Exchange.

Ghidotti now has a PE program which includes classes and a sports program. Besides helping our students with physical health, having a strong physical education and sports program will help students deal with mental health issues. Our lack of a sports program has also been a barrier for attracting our target populations to our school.

Ghidotti sophomores continue to participate in a 3-day field trip to Ashland to see Shakespeare plays.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,411	\$49,328
Mid-Range Teacher Salary	\$71,800	\$75,987
Highest Teacher Salary	\$92,839	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$128,858	\$136,386
Superintendent Salary	\$170,000	\$183,166
Percent of Budget for Teacher Salaries	29.0	30.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

For the past few years, professional development has centered on the adoption of the Common Core State Standards for student academic success. Our staff has attended a variety of workshops on adopting the CCSS, held by the district, the county, neighboring counties, and the state. We're now focusing on the NGSS and new social science standards. Our math teacher attended a CPM conference during the school year. We're also working with our district PLC trainer to improve PLCs across sites in all disciplines.

In addition to academic achievement, Ghidotti staff has taken advantage of professional learning opportunities to create a supportive school culture for both staff and students. We've met over the last three summers to develop curriculum for our Phoenix courses. Phoenix students develop study skills, explore career options, and research colleges. Also, our counselor/intervention specialist has attended multiple state and national conferences related to her job. The entire staff is also being trained in Nonviolent Communication, we had a school-wide Breaking Down the Walls community building activity, and also brought in an expert in stress found in high-performing schools. A majority of staff have also attended Mental Health First Aid training.

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