

GRANADA HILLS

CHARTER HIGH SCHOOL



MID-CYCLE PROGRESS REPORT

**WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES
ACCREDITING COMMISSION
FOR SCHOOLS**

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10535 Zelzah Avenue
Granada Hills, California 91344

An Independent Public School

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I: Introduction and Basic Student/Community Profile Data

Granada Hills Charter High School is located on 35 acres in the city of Granada Hills, a suburb in the northwestern San Fernando Valley area of the City of Los Angeles. The Granada Hills population represents just 53,134 out of nearly 2 million in the San Fernando Valley and almost 4 million Angelenos. Granada Hills is a largely working class, suburban community with a median household income of \$77,642 and a median home value of \$515,000 (2011). Seventy-seven percent of the Granada Hills community (zip 91344) lives in owner-occupied housing units compared to 48 percent of families in the greater Los Angeles area. Compared to the rest of the country the Granada Hills' cost of living index is a high 129.4 compared to the U.S. average of 100. Major employment in the area is found in the Education and Health Industry (20%), Retail/Wholesale Trade (17%), Professional Services (12%), Manufacturing (11%) and Finance/Real Estate (11%) industries.

Granada Hills Charter High School (GHCHS) is in its eleventh year as an independent charter school and is one of the leading comprehensive public high schools in Los Angeles and in the state. In 2013-2014, our educational program continued on the trajectory of helping all students become college and career ready. The Granada Hills Charter Governing Board continues to address established schoolwide goals. These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal in 2012 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings. A differentiated instructional program that prepares students for college and career readiness along with a strong business and operations model is the hallmark of Granada's success.

Granada received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2011-12. The School's Action Plan is aligned with Expected Schoolwide Learning Results and focuses on identified critical needs; meeting the learning needs of all students, including EL and students with disabilities; providing for college and 21st Century career readiness; and increasing parent engagement. Students continue to perform at high levels, as evidenced by results on California Standards Tests and the California High School Exit Exam (CAHSEE), as well as an Academic Performance Index (API) of 885. Our charter provides for instructional flexibility and the resources needed to continue the tradition of excellence of having the highest-ranking API and attendance of any comprehensive high school in the Los Angeles area. In 2012 Granada was granted a five year renewal of our Charter as approved by the authorizing agency, the Los Angeles Unified School District.

The last state issued API assessment for Granada Hills Charter High School in 2012-13 was 885 (out of 1000). GHCHS met the participation rate, graduation rate and overall API growth targets, however because performance fell short by our socioeconomic group, the Annual Measurable Objectives (AMO's) schoolwide were not met. The following year, we did not make AYP as one of the top student subgroups (whose API is over 900), did not meet the required percentage improvement in English Language Arts which then identified Granada Hills Charter as a Year 1 Program Improvement School. With no further API calculation due to the suspended California Standards Tests, high school performance in 2013-14 was assessed on only two factors: high school graduation rate and CAHSEE performance. While the school did meet the graduation rate, CAHSEE performance did not meet the expected growth percentage or attainment of 100% proficiency or above for all student subgroups in English Language Arts and Mathematics. This placed Granada

Hills Charter High School into Program Improvement Year 2. The Program Improvement designation will remain until the State of California determines how schools will be assessed with the implementation of the Common Core State Standards Assessments and a new API formula and calculation is established.

Focus for the 2014-15 year continues to be on closing the achievement gap between the Granada Hills Charter High School student subgroups. Student subgroup data shows that all but one group (Students with Disabilities) have consistently exceeded the State goal of 800 API. Continuous improvement will be supported through expanded opportunities for targeted student support, onsite tutoring and as required, Supplemental Education Services offerings. In addition, our WASC goals are clearly integrated into the GHCHS 2014-15 Single Plan for Student Achievement (SPSA) incorporating expanded support for our English Learners and Reclassified Fluent English Learners, Foster Youth, College and Career Readiness, and Parent Engagement. Moving toward consolidation of the three required plans: the annual Single Plan for Student Achievement, the LEA Plan and the Local Control Accountability (3 year) Plan (LCAP), this year's SPSA follows closely the previously approved Year 1 LCAP to insure greater clarity and direction to achieve the established schoolwide goals for staff, students, parents and community.

Within the traditional instructional program GHCHS offers a variety of academic programs for student selection; Humanitas/New Media, Global History of Ideas, Global Business and Finance and Science, Technology, Engineering and Mathematics. Granada is also the only school in the Los Angeles area recognized as an International Baccalaureate World School providing student access to the International Baccalaureate Diploma Program. In addition to a traditional instructional program, the GHCHS Virtual Program serves students who need a flexible schedule in an alternative NCAA approved blended instructional model. Throughout the academic programs students complete the A-G requirements with after school support and enrichment activities funded by school grants.

Granada Hills Charter's student population is a melting pot with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2013-14 student population consists of 38.4 percent Hispanic or Latino, 16.5 percent Asian, 4.1 percent Black or African American, 10.5 percent Filipino, 0.2 percent American Indian or Alaska Native, 0.2 percent Native Hawaiian or Other Pacific Islander, 27.3 percent White and 2.9 percent Multiple (or Not Reported). The most significant change in student ethnic groups since our last charter petition in 2008 is an 8.5 percent increase (29.9 to 38.4 percent) in the Hispanic or Latino population. Additionally, the Filipino population increased 4.9 percent (5.6 to 10.5 percent) and there has been a 5.0 percent drop (32.3 to 27.3 percent) in the White student demographic. Increases are also seen in Armenian and Arabic student populations. Currently, over 2,200 students are eligible for National School Lunch Program ("Free or Reduced Meals"), a marked increase from 36.0 percent to 53.4 percent in the last four years.

Reflecting on the population changes in the GHCHS community over the past six years, a general increase in the number of Hispanic and Filipino students and a decrease in the White (not Hispanic)

and Asian student population is noted. Such demographic changes have prompted the staff to examine new intervention and instructional approaches to address the language and math needs of all its students. Data follows.

Granada Hills Charter High School Student Demographic Changes

- Hispanics have increased from approximately 26% to 38% and are now the majority.
- Whites have dropped from approximately 41% to 27%.
- Asian population shows an increase of 5% over 10 years mostly due to the inclusion of the Filipino subgroup in 2010-11. The Filipino subgroup independently shows significant growth of nearly 7% since 2001.
- Students with Disabilities has historically decreased 1-2%
- African American range has been 4-7% with stabilization beginning in 2010-11 at 4%.
- Socioeconomically disadvantaged has more tripled from under 16% to approximately 53%.
- Despite decline in White population and increase in Hispanic population, and marked increase in socioeconomically disadvantaged students, academic results continue to rise: 885 API, API subgroups equal to or higher than most every whole school API in our geographic area, 92% graduation, 94% admission to 2 and 4-year college, 95-97% CAHSEE pass rate on English and Math in 10th grade, 98% attendance, etc. All of our measures have improved in 10 years and since becoming a charter in 2003, despite the change in demographics.

School Population by Percent of Ethnicity

School Year	Hispanic	Asian	African-American	Filipino	Pacific Islander	American Indian/Alaskan	White	Multiple/Missing
2011-12	36.8	25.5	4.6	(7.8%)	0.2	0.3	31.0	1.6
2012-13	38.3	26.2	4.3	(8.4%)	0.2	0.2	28.8	2.1
2013-14	38.6	27.1	4.1	(10.5%)	0.1	0.2	27.7	2.0

CALPADS

English Learners (EL)/Special Education (SpEd)/Socioeconomically Disadvantaged (SED)/Gifted Student Enrollment

School Year	Total Enrollment	# EL	% EL	# SPED	% SPED	# SED	% SED	# Gifted	% Gifted
2011-12	4201	154	3.7	261	6.2	1718	40.9 (45%)	2024	48.2
2012-13	4224	131	3.1	250	5.9	2039	48.3	1943	46.0
2013-14	4273	138	3.2	274	6.4	2287	53.4	1402	32.8

CALPADS

**GHCHS Performance Update: Granada Hills Charter High School API and AYP
API Growth**

Subgroups	2010-11	2011-12	2012-13
Asian	942	937	935
Black or African American	837	826	850
Filipino	905	905	898
Hispanic	835	844	856
White	885	887	892
Socioeconomically Disadvantaged	840	848	863
English Learners	816	809	830
Students with Disabilities	611	620	673
Schoolwide	876	878	885

Percent Proficient – Annual Measurable Objectives for AYP Determination

Subgroups	English-Language Arts			
Percentage Proficient or Above	10-11 Growth	11-12 Growth	12-13 Growth	13-14 Growth
Asian	89.7	90.7	85.0	89.0
Black or African American	69.2	73.9	76.5	71.1
Filipino	86.2	87.2	86.4	88.8
Hispanic	66.7	71.5	77.5	71.4
White	80.1	79.4	89.4	85.7
Socioeconomically Disadvantaged	68.1	68.3	76.7	73.2
English Learners	54.7	59.0	62.4	67.5
Students with Disabilities	31.9	22.2	41.8	29.5

Subgroups	Mathematics			
Percentage Proficient or Above	10-11 Growth	11-12 Growth	12-13 Growth	13-14 Growth
Asian	93.3	94.0	91.0	95.8
Black or African American	59.6	76.1	88.2	78.3
Filipino	85.1	86.0	91.4	94.9
Hispanic	71.2	73.7	79.8	81.0
White	87.5	79.8	90.1	90.2
Socioeconomically Disadvantaged	74.1	74.4	81.7	82.3
English Learners	71.6	72.4	75.9	83.9
Students with Disabilities	36.7	21.8	36.4	42.9

Granada Hills Charter High School CST Performance Trend 2011-2013
English Language Arts by Grade Level

Grade Level	10-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	3055	2	4	15	28	51
Grade 9	1027	3	4	13	26	54
Grade 10	1069	1	4	16	30	49
Grade 11	969	3	4	17	28	48

Grade Level	11-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	3031	2	4	15	29	51
Grade 9	1014	1	3	13	27	56
Grade 10	992	2	5	15	30	49
Grade 11	1025	3	4	18	29	47

Grade Level	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	2998	1	3	15	31	51
Grade 9	1028	1	3	10	31	55
Grade 10	1015	1	3	16	29	52
Grade 11	955	2	4	18	33	44

In a 2010-11 to 2012-13, ninth grade ELA CST comparison of performance a strong gain of a 7 percent improvement in the percentage of students scoring proficient and advanced (80% to 86%) and a 3 percent decrease in percentage of students scoring below and far below basic (7% to 4%). At the tenth grade level a 2 percent increase (79% to 81%) in students scoring advanced or proficient and no decrease (5% to 4%) in students performing at below and far below basic which indicates strong movement from basic to proficient and above. Eleventh graders showed a 1 percent gain (76% to 77%) in students performing at the proficient or advanced level and a 1 percent decrease in students scoring below and far below basic (7% to 6%). Overall ELA performance has consistently improved from 2010-11 to 2012-13 gaining 3 percent in students achieving proficient and above performances (79% to 82%).

ELA Subgroup Performance:

	2010-11*			2011-12			2012-13		
Asian	9	10	11	9	10	11	9	10	11
Students Tested	185	193	179	160	182	193	189	163	181
% of Enrollment	18%	18%	18%	15%	18%	18%	18%	15%	18%
% Proficient and Above	89%	90%	89%	88%	92%	84%	95%	87%	88%
Black or African American	9	10	11	9	10	11	9	10	11
Students Tested	49	54	44	36	53	48	44	33	47
% of Enrollment	5%	5%	4%	4%	5%	5%	4%	3%	5%
% Proficient and Above	78%	67%	77%	78%	62%	48%	82%	82%	70%
Hispanic or Latino	9	10	11	9	10	11	9	10	11
Students Tested	382	400	339	385	365	367	409	390	249
% of Enrollment	37%	37%	34%	37%	35%	35%	38%	37%	35%
% Proficient and Above	74%	69%	67%	77%	70%	69%	78%	76%	69%
White	9	10	11	9	10	11	9	10	11
Students Tested	310	326	325	312	282	324	262	307	269
% of Enrollment	30%	30%	33%	30%	28%	31%	24%	29%	27%
% Proficient and Above	82%	85%	78%	86%	80%	81%	90%	84%	78%
Socio Economically Disadvantaged	9	10	11	9	10	11	9	10	11
Students Tested	423	423	354	448	443	449	489	477	457
% of Enrollment	41%	39%	36%	43%	43%	42%	46%	45%	45%
% Proficient and Above	70%	74%	71%	77%	70%	73%	80%	74%	72%
English Learners	9	10	11	9	10	11	9	10	11
Students Tested	55	27	29	22	21	19	25	18	14
% of Enrollment	5%	3%	3%	2%	2%	2%	2%	2%	1%
% Proficient and Above	13%	19%	28%	32%	5%	11%	20%	17%	21%
Students with Disabilities	9	10	11	9	10	11	9	10	11
Students Tested	51	64	46	41	37	54	23	27	15
% of Enrollment	5%	6%	5%	4%	4%	5%	2%	3%	2%
% Proficient and Above	18%	31%	13%	51%	19%	39%	52%	48%	40%

In review of the disaggregated data by subgroups, we see that all subgroups with few exceptions are making progress and show significant gains at both the ninth and tenth grade levels in English Language Arts. Distinct challenges continue in meeting the needs of our EL students and Students with Disabilities as they remain a focus of our support and intervention strategy development. Targeting our Socio Economically Disadvantaged students for intervention and support will be provided in the 2014-15 school year and beyond. In looking deeper into the data to investigate how to help the EL students re-designate more successfully, we discovered that 27 percent (2013-14) are also Students with Disabilities; this finding will greatly influence professional development and intervention strategies that will be implemented and reinforced in the coming year.

Mathematics – Algebra I by Grade Level

Grade Level	10-11 Total	10-11% Far Below Basic	10-11% Below Basic	10-11% Basic	10-11% Proficient	10-11% Advanced
All Students	557	8	20	24	33	15
Grade 9	426	7	18	23	33	19
Grade 10	116	9	24	26	38	3
Grade 11	14	29	43	29	0	0

Grade Level	11-12 Total	11-12% Far Below Basic	11-12% Below Basic	11-12% Basic	11-12% Proficient	11-12% Advanced
All Students	523	7	21	26	34	12
Grade 9	411	3	18	25	38	15
Grade 10	99	17	29	33	18	2
Grade 11	13	23	46	8	23	0

Grade Level	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	478	4	16	25	41	14
Grade 9	406	3	15	24	43	14
Grade 10	66	5	23	35	30	8
Grade 11	6	*	*	*	*	*

The significant intervention and support provided to address student math performance shows a positive 7 percent (48% to 55%) increase in students scoring proficient and advanced and a 8 percent decrease (28% to 20%) in students scoring below and far below basic in Algebra I from 2010-11 to 2012-13. The performance is in direct response to the focus and design of intervention and support. Overall positive increases in the percentage of proficient and above performance by all subgroups from 2011 to 2013 is indicated in the following chart.

Subgroup Performance – Algebra I:

		2010-11	2011-12	2012-13
Asian	Students Tested	41	34	35
	% Proficient and Above	71%	47%	69%
Black or African American	Students Tested	43	25	22
	% Proficient and Above	37%	24%	43%
Hispanic or Latino	Students Tested	276	265	260
	% Proficient and Above	45%	46%	49%
White	Students Tested	156	144	103
	% Proficient and Above	48%	49%	61%
Economically Disadvantaged	Students Tested	266	269	258
	% Proficient and Above	42%	46%	53%
English Learners	Students Tested	41	25	33
	% Proficient and Above	7%	20%	30%
Students with Disabilities	Students Tested	63	55	20
	% Proficient and Above	15%	18%	15%

Mathematics – Algebra II by Grade Level

Grade Level	2010-11 Total	10-11% Far Below Basic	10-11% Below Basic	10-11% Basic	10-11% Proficient	10-11% Advanced
All Students	1137	11	20	28	25	16
Grade 9	576	2	9	24	37	28
Grade 10	386	18	28	37	14	4
Grade 11	175	28	39	20	12	1

Grade Level	2011-12 Total	11-12% Far Below Basic	11-12% Below Basic	11-12% Basic	11-12% Proficient	11-12% Advanced
All Students	1082	8	16	25	30	21
Grade 9	584	1	5	20	39	35
Grade 10	357	11	27	33	23	6
Grade 11	141	33	34	25	9	0

Grade Level	2012-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	1005	8	20	34	28	10
Grade 9	490	2	10	29	42	18
Grade 10	376	9	27	41	20	3
Grade 11	139	31	35	29	4	1

The 2010-11 to 2012-13 comparison of Algebra II performance shows a 3 percent (41% to 38%) decrease in students scoring proficient and advanced and an 4 percent (32% to 28%) decrease in below and far below basic student performance. The data shows that students who have experienced

the greatest momentum have moved from the lower ranges of far below and below basic to basic and proficient. This is due to the concerted intervention efforts provided by the Math Department through teacher collaboration, tutoring and peer tutoring and after school assistance. Efforts continue to support the basic, below basic and far below basic students. Most subgroups have made improvement however our EL, students with disabilities and economically disadvantaged students still remain our focus groups for improvement.

Subgroup Performance - Algebra II:		2010-11	2011-12	2012-13
Asian	Students Tested	192	170	147
	% Proficient and Above	68%	80%	57%
Black or African American	Students Tested	47	61	43
	% Proficient and Above	32%	28%	35%
Hispanic or Latino	Students Tested	440	391	425
	% Proficient and Above	29%	41%	32%
White	Students Tested	351	340	283
	% Proficient and Above	39%	49%	38%
Economically Disadvantaged	Students Tested	460	480	408
	% Proficient and Above	36%	46%	31%
English Learners	Students Tested	44	28	26
	% Proficient and Above	25%	18%	31%
Students with Disabilities	Students Tested	68	55	41
	% Proficient and Above	9%	13%	12%

Mathematics – Geometry by Grade Level

Grade Level	2010-11 Total	10-11% Far Below Basic	10-11% Below Basic	10-11% Basic	10-11% Proficient	10-11% Advanced
All Students	604	4	14	24	40	17
Grade 9	12	0	25	8	33	33
Grade 10	359	1	8	17	51	23
Grade 11	233	8	23	36	25	8

Grade Level	2011-12 Total	11-12% Far Below Basic	11-12% Below Basic	11-12% Basic	11-12% Proficient	11-12% Advanced
All Students	599	3	13	24	46	15
Grade 9	13	0	0	23	31	46
Grade 10	296	0	5	17	56	22
Grade 11	290	5	21	32	37	6

Grade Level	2012-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	613	2	14	23	40	20
Grade 9	9	*	*	*	*	*
Grade 10	361	1	5	18	47	29
Grade 11	243	5	27	31	31	6

Student performance improvement in Geometry shows a 3 percent increase (57% to 60%) in those scoring proficient and advanced and a 2 percent (18% to 16%) reduction to those scoring below and far below basic in 2011-12 to 2012-13. Most subgroups showed gains with the exception of the Asian subgroup (which is traditionally our highest performing subgroup), which is currently being targeted for support along with our EL, economically disadvantaged, and studentw with disabilities.

Subgroup Performance - Geometry:		2010-11	2011-12	2012-13
Asian	Students Tested	105	97	77
	% Proficient and Above	74%	72%	65%
Black or African American	Students Tested	27	27	24
	% Proficient and Above	26%	59%	54%
Hispanic or Latino	Students Tested	213	238	238
	% Proficient and Above	52%	53%	57%
White	Students Tested	201	174	199
	% Proficient and Above	58%	62%	61%
Economically Disadvantaged	Students Tested	228	271	259
	% Proficient and Above	53%	57%	55%
English Learners	Students Tested	23	10	10
	% Proficient and Above	30%	*	*
Students with Disabilities	Students Tested	20	31	13
	% Proficient and Above	25%	19%	62%

Mathematics – Summative High School Math by Grade Level

Grade Level	10-11 Total	10-11% Far Below Basic	10-11% Below Basic	10-11% Basic	10-11% Proficient	10-11% Advanced
All Students	729	1	7	16	42	34
Grade 9	4	*	*	*	*	*
Grade 10	195	1	1	6	44	49
Grade 11	530	1	10	19	41	29

Grade Level	11-12 Total	11-12% Far Below Basic	11-12% Below Basic	11-12% Basic	11-12% Proficient	11-12% Advanced
All Students	809	1	7	20	39	33
Grade 9	1	*	*	*	*	*
Grade 10	236	0	1	13	42	44
Grade 11	572	2	9	23	37	29

Grade Level	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	927	1	7	15	40	36
Grade 9	123	0	0	5	36	59
Grade 10	227	1	1	7	42	48
Grade 11	577	1	11	20	41	27

Summative Math testing results show a little change in students scoring proficient and advanced or those scoring below or far below basic from 2011-12 to 2012-13. All numerically significant subgroups show some minor losses in student performance except for the strong gains by the Asian student subgroup.

Subgroup Performance - Summative Math:		2010-11	2011-12	2012-13
Asian	Students Tested	219	236	282
	% Proficient and Above	87%	83%	91%
Black or African American	Students Tested	24	23	34
	% Proficient and Above	58%	57%	56%
Hispanic or Latino	Students Tested	179	215	233
	% Proficient and Above	68%	64%	63%
White	Students Tested	239	254	261
	% Proficient and Above	75%	68%	76%
Economically Disadvantaged	Students Tested	230	316	327
	% Proficient and Above	77%	68%	72%
English Learners	Students Tested	2	6	8
	% Proficient and Above	*	*	*
Students with Disabilities	Students Tested	6	6	5
	% Proficient and Above	*	*	*

Science – Grade 10

Primary Grouping	10-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	1044	3	3	14	28	53

Primary Grouping	11-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	988	3	5	18	31	43

Primary Grouping	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	1014	1	3	16	29	51

Student performance on the Grade 10 Science test has remained somewhat static in comparison from 2010-11 to 2012-13. Since the introduction of the IB Diploma Program required curriculum and other academic program changes, the science sequence and grade level offering changes have taken place. This impacted students who were not currently enrolled in 10th grade Biology or have not yet taken a biology course at the high school level at the time of the test.

EOC Science - Biology

Primary Grouping	10-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	1373	3	7	23	27	40

Primary Grouping	11-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	1166	1	4	21	31	43

Primary Grouping	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	1435	2	5	20	32	42

The EOC (End of Course) Biology performance shows a 7 percent increase (67% to 74%) in those scoring proficient and advanced and a 3 percent (10% to 7%) reduction to those scoring below and far below basic in 2011-12 to 2012-13. All GHCHS students now take ninth grade Biology or those that qualify may opt into a ninth grade honors level Physics course. Summer Transition Academy and department intervention and after school tutoring has supported improved student performance.

EOC Science – Chemistry

Primary Grouping	10-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	843	2	5	34	34	25

Primary Grouping	11-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	1060	5	8	29	32	26

Primary Grouping	12-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	1034	5	8	34	30	23

GHCHS experienced a dramatic increase in the number of students choosing to take Chemistry in part due to the schoolwide college-preparatory culture as well as the impact of the required IB Diploma Program curriculum. Performance overall showed a 6 percent (59% to 53%) decrease in percentage of students scoring proficient or advanced, and a slight decline in percentage of students scoring below and far-below basic, 6 percent (7% to 13%) in a 2010-11 to 2012-13 comparison. Chemistry teachers are working collaboratively to revamp and update curriculum to meet the needs of students both with reflection of the Next Generation Science Standards and the Common Core and needed student intervention and support.

EOC Science – Physics

Primary Grouping	2010-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	691	3	8	33	34	23

Primary Grouping	2011-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	648	4	8	31	30	28

Primary Grouping	2012-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	446	4	5	29	39	22

Enrollment in Physics has shown decline with students choosing chemistry as their physical science. Despite this decrease, GHCHS enrollment in physics courses is higher than any other comprehensive high school in the southern California area. From 2010-11 to 2012-13 data shows a 4 percent increase (57% to 61%) in students performing at the proficient or advanced level and a 2 percent decrease (11% to 9%) in the percentage of students scoring at the below or far below basic level. We continue to support a co-teaching Physics class pairing a fully credentialed Special Education science teacher with general education physics teacher to provide more targeted support for students with special needs. Special Education aides also support students in this course.

U.S. History

Primary Grouping	2010-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	951	3	3	9	27	58

Primary Grouping	2011-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	1032	4	3	13	24	56

Primary Grouping	2012-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	984	3	4	14	27	51

Comparison of U.S. History performance between 2010-11 and 2012-13 shows a 7 percent decrease (85% to 78%) of students performing at the proficient and advanced levels and a 1 percent decrease (6% to 7%) of students performing at the below and far below basic levels.

World History

Primary Grouping	2010-11 Total	10-11 % Far Below Basic	10-11 % Below Basic	10-11 % Basic	10-11 % Proficient	10-11 % Advanced
All Students	1028	4	4	13	22	57

Primary Grouping	2011-12 Total	11-12 % Far Below Basic	11-12 % Below Basic	11-12 % Basic	11-12 % Proficient	11-12 % Advanced
All Students	1014	6	4	18	27	46

Primary Grouping	2012-13 Total	12-13 % Far Below Basic	12-13 % Below Basic	12-13 % Basic	12-13 % Proficient	12-13 % Advanced
All Students	1065	3	4	17	29	47

World History CST performance comparisons show a 3 percent decrease (79% to 76%) of students scoring at proficient or advanced and a 1 percent decrease (8% to 7%) of students performing at the below and far below basic level. The largest performance improvement is seen in the movement of students from far below basic and below basic to basic.

California High School Exit Exam (CAHSEE) Results:

Mathematics and English Language Arts (ELA) by Program for (Grade 10) 2011-2014:

2011 Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
# Tested	Math	1,092	59	39	170	359	640
Passing	Math	1,028 (94%)	36 (61%)	26(67%)	168 (99%)	328 (91%)	616 (96%)
# Tested	ELA	1,094	62	40	171	363	638
Passing	ELA	1007 (92%)	39 (63%)	15 (38%)	161 (94%)	309 (85%)	610 (96%)

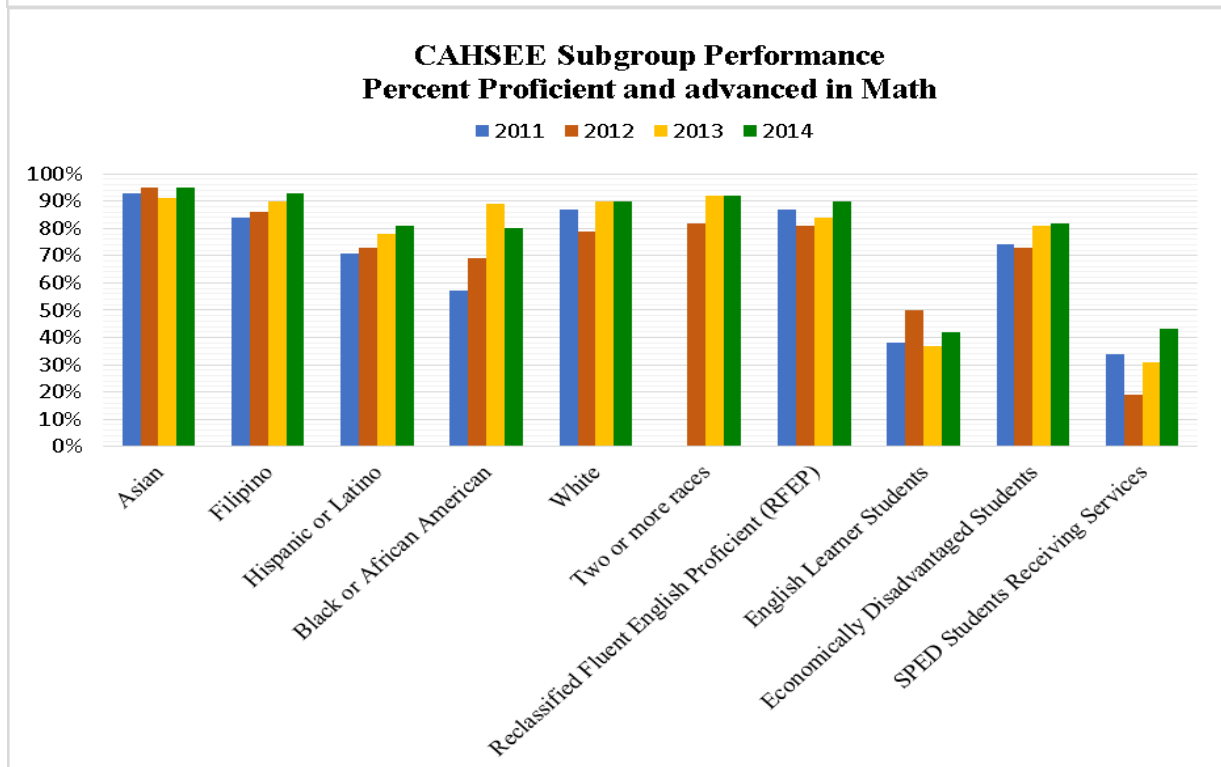
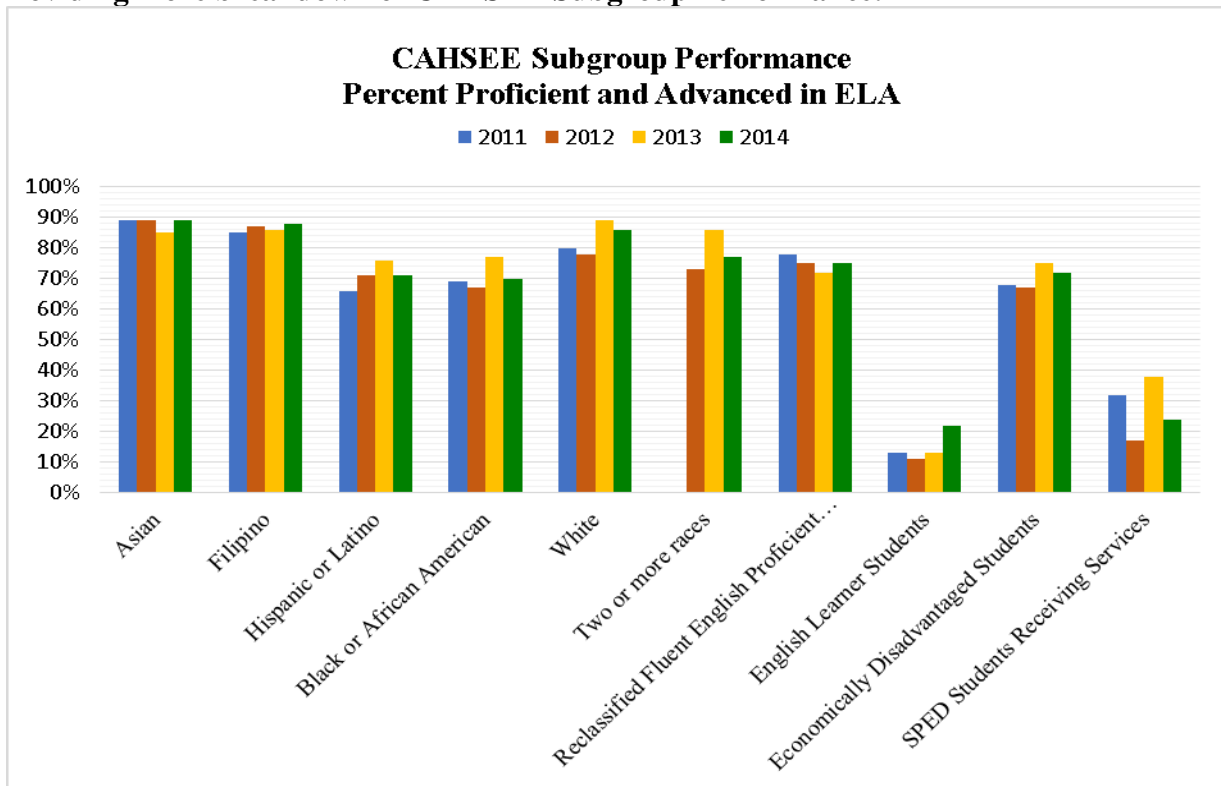
2012 Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
# Tested	Math	1,029	53	36	199	344	615
Passing	Math	974 (95%)	27 (51%)	29 (81%)	192 (96%)	316 (92%)	594 (97%)
# Tested	ELA	1,034	53	35	200	348	617
Passing	ELA	952 (92%)	21 (40%)	14 (40%)	194 (97%)	303 (87%)	588 (95%)

2013 Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
# Tested	Math	1,057	64	30	116	511	518
Passing	Math	1,025 (97%)	49 (77%)	20(67%)	113 (97%)	486 (95%)	512 (99%)
# Tested	ELA	1,055	64	30	116	510	517
Passing	ELA	1014 (96%)	45 (70%)	11 (37%)	112 (97%)	478 (94%)	510 (99%)

2014 Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
# Tested	Math	1,050	58	36	162	553	475
Passing	Math	1,018 (97%)	43 (74%)	25 (69%)	161 (99%)	532 (96%)	465 (98%)
# Tested	ELA	1,054	63	37	161	556	475
Passing	ELA	999 (95%)	41 (65%)	19 (51%)	158 (98%)	513 (92%)	465 (98%)

CAHSEE performance has improved in comparison from 2010-11 to 2013-14. Mathematics performance and pass rate on the CAHSEE has improved by 3 percent overall (94% to 97%). The English Language Arts pass rate has improved 3 percent overall (92% to 95%). Individual subgroup performance by the socio-economically disadvantaged and special education students shows improvement. In 2014 student performance overall showed 80% of students were proficient or above.

Providing more breakdown of CAHSEE Subgroup Performance:



California English Language Development Test (CELDT) Results:

The California English Language Development Test (CELDT), a required state test for English language proficiency that must be given to students whose primary language is other than English, is used for placement of students in classes and then again as an annual growth instrument. More and more students have been entering GHCHS intermediate level and hence our proficient/advanced numbers have stayed relatively constant in relation to the number of students tested.

2011-2012 CELDT - Number and Percent of Students at Each Overall Performance Level

Performance Level	9	10	11	12	Total
Advanced	0 (0.0%)	4 (14.0%)	7 (18.0%)	17 (41.0%)	28 (22.0%)
Early Advanced	7 (47.0%)	12 (41.0%)	20 (50.0%)	11 (27.0%)	50 (40.0%)
Intermediate	6 (40.0%)	8 (28.0%)	8 (20.0%)	10 (24.0%)	32 (26.0%)
Early Intermediate	2 (13.0%)	5 (17.0%)	4 (10.0%)	2 (5.0%)	13 (10.0%)
Beginning	0 (0.0%)	0 (0.0%)	1 (3.0%)	1 (2.0%)	2 (2.0%)
Number Tested	15 (100.0%)	29 (100.0%)	40 (100.0%)	41 (100.0%)	125 (100.0%)

Domain Mean Scale Scores

Domain	9	10	11	12
Listening	571.3	618.0	635.2	641.9
Speaking	596.5	602.9	597.8	623.9
Reading	561.8	582.2	607.3	624.8
Writing	550.6	568.8	584.8	585.1

2012-2013 CELDT - Number and Percent of Students at Each Overall Performance Level

Performance Level	9	10	11	12	Total
Advanced	2 (9.0%)	5 (24.0%)	4 (17.0%)	7 (23.0%)	18 (18.0%)
Early Advanced	3 (13.0%)	8 (38.0%)	11 (46.0%)	14 (47.0%)	36 (37.0%)
Intermediate	15 (65.0%)	7 (33.0%)	7 (29.0%)	7 (23.0%)	36 (37.0%)
Early Intermediate	2 (9.0%)	1 (5.0%)	2 (8.0%)	2 (7.0%)	7 (7.0%)
Beginning	1 (4.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.0%)
Number Tested	23 (100.0%)	21 (100.0%)	24 (100.0%)	30 (100.0%)	98 (100.0%)

Domain Mean Scale Scores

Domain	9	10	11	12
Listening	556.4	622.7	623.6	639.8
Speaking	549.5	609.2	593.1	596.3
Reading	552.0	600.8	596.3	628.1
Writing	549.4	583.0	600.8	589.9

2013-2014 CELDT - Number and Percent of Students at Each Overall Performance Level

Performance Level	9	10	11	12	Total
Advanced	5 (23.0%)	8 (26.0%)	8 (32.0%)	12 (31.0%)	33 (28.0%)
Early Advanced	7 (32.0%)	12 (39.0%)	8 (32.0%)	15 (38.0%)	42 (36.0%)
Intermediate	5 (23.0%)	8 (26.0%)	7 (28.0%)	9 (23.0%)	29 (25.0%)
Early Intermediate	5 (23.0%)	1 (3.0%)	0 (0.0%)	1 (3.0%)	7 (6.0%)
Beginning	0 (0.0%)	2 (6.0%)	2 (8.0%)	2 (5.0%)	6 (5.0%)
Number Tested	22 (100.0%)	31 (100.0%)	25 (100.0%)	39 (100.0%)	117 (100.0%)

Domain Mean Scale Scores

Domain	9	10	11	12
Listening	596.5	634.8	632.1	643.3
Speaking	593.2	613.0	606.3	613.8
Reading	577.0	611.9	599.2	613.5
Writing	569.5	578.3	570.1	580.7

While it is not possible to make a cohort correlation over the years with our EL population due to the changes in reporting criteria from the state, we looked at our individual students and their individual performance data to determine which students were in need of individual intervention support and which students are performing at grade level and meeting graduation requirements. We could not draw meaningful conclusions because we have a small population and they are not homogenous in their assessed needs or language proficiency. We must look at students individually to evaluate their language acquisition skills, level of proficiency and additional factors that may be interfering with their successful re-designation.

2011-12

EL Students Total	EL Grade 9	EL Grade 10	EL Grade 11	EL Grade 12	ESL 1	ESL 2	ESL 3	ESL 4	ESL 4 students Matriculated into grade level English with C or better	EL/Special Education Students
147	27	36	44	40	6	16	21	2	11	33/22%

2012-13

EL Students Total	EL Grade 9	EL Grade 10	EL Grade 11	EL Grade 12	ESL 1	ESL 2	ESL 3	ESL 4	ESL 4 students matriculated into grade level English with C or better	EL/Special Education Students
135	41	32	29	33	4	6	13	16	16	34/25%

2013-14

EL Students Total	EL Grade 9	EL Grade 10	EL Grade 11	EL Grade 12	ESL 1	ESL 2	ESL 3	ESL 4	ESL 4 students matriculated into grade level English with C or better	EL/Special Education Students
128	34	37	23	34	3	11	11	5	9	35/27%

Students who continue through our ESL Program are successful in their general education classes and meet the graduation requirements. Our EL students are those who proceed through the ESL 1-4 program. The EL students, where our greatest challenge remains, enter the school at varying grade levels with vast differences in their English skills as well as a tremendous variation in languages spoken and incoming existing skills. During this close examination of the CELDT data we discovered that increasing percent of our EL students are also Students with Disabilities increasing 5 percent from 2011-12 to 2013-14. This continues to be a significant challenge in providing instructional support to meet their instructional needs.

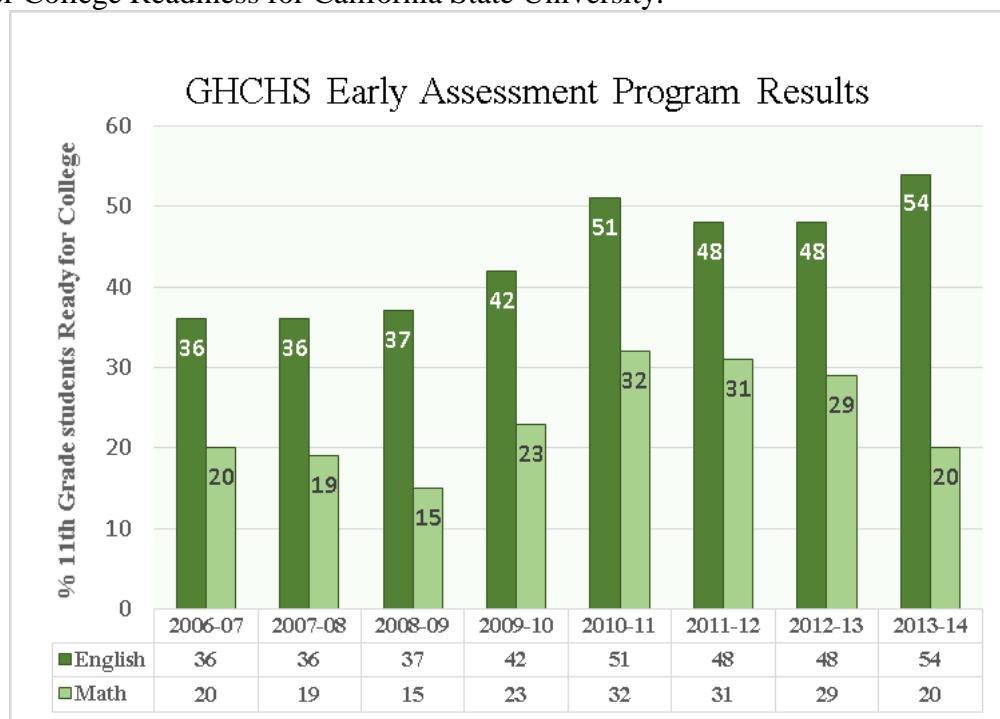
College Readiness - AP/SAT/ACT Testing:

GHCHS shows a positive increase in numbers of AP Students, exams taken and performance that earns a score of 3 or above as compared to the State of California and global AP results.

ADVANCED PLACEMENT TESTING RESULTS		2012	2013	2014	3 YEAR CHANGE
GHCHS	Total AP Students	1,256	1,300	1,264	+8
	Number of Exams	2,273	2,354	2,171	-102
	AP Students with Scores 3+	1,035	1,034	1,044	+9
	% Total AP Students-Scores 3+	82.4	79.5	82.6	+0.2
State of California	Total AP Students	321,387	338,645	352,522	+31,135
	Number of Exams	594,747	635,037	663,902	+69,155
	AP Students with Scores 3+	207,201	215,006	226,248	+19,047
	% Total AP Students-Scores 3+	64.5	63.5	64.2	-0.3
Global AP Results	Total AP Students	2,105,799	2,224,798	2,342,710	+236,911
	Number of Exams	3,712,098	3,953,869	4,177,281	+465,183
	AP Students with Scores 3+	1,294,251	1,354,147	1,435,431	+141,180
	% Total AP Students-Scores 3+	61.5	60.9	61.3	-0.2

EAP, ACT and SAT Testing Results:

GHCHS continues to improve eleventh grade performance on the Early Assessment Program (EAP) for College Readiness for California State University.



EAP, ACT and SAT Comparisons

College readiness continues to improve through ACT and SAT assessments with GHCHS outperforming local, state and national groups as available.

2012 ENGLISH	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	963	51%	141	92%	671	1088
LA County	96,671	20%				
CA State	383,565	23%	103,024	72% (0)	222,658	998
National			1,666,017	67% (+1%)	1,647,123	986

2012 MATH	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Math Scores
GHCHS	610	32%	141	91%	671	568
LA County	50,112	15%				
CA State	203,972	15%	103,024	58% (+1%)	231,964	512
National			1,666,017	46% (+1%)	1,664,479	514

2013 ENGLISH	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	954	48%	238 (+97)	91% (-1%)	721 (+50)	1072 (-16)
LA County	96,309	19%				
CA State	384,722	23%	107,243	72%	234,767	991 (+2)
National			1,799,243	64% (-3%)	1,660,047	984 (0)

2013 MATH	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Math Scores
GHCHS	694	29%	238 (+97)	84% (-7%)	721 (+50)	565 (-3)
LA County	53,773	13%				
CA State	212,836	14%	107,243	58% (0)	234,767	512 (0)
National			1,799,243	44% (-2%)	1,660,047	514 (0)

2014 ENGLISH	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	1041	54%	204	91% (+0)	731 (+10)	1082 (+11)
LA County	86,015	22%				
CA State	332,065	25%	113,732	71%	234,767	991 (+2)
National			1,845,787	64%	1,660,047	984 (0)

2014 MATH	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Math Scores
GHCHS	1006	20%	204	78% (-5%)	731 (+10)	561 (-4)
LA County	55,877	15%				
CA State	209,584	17%	113,732	57%	234,767	512 (0)
National			1,845,787	43%	1,660,047	514 (0)

In the absence of statewide standardized testing, Granada Hills Charter High School administers three externally developed standardized assessments to measure student performance and to provide students and their families' feedback; the NWEA, PSAT and CAHSEE.

All 9th grade students will take the Northwest Evaluation Association (NWEA) assessments in Mathematics and Reading. The NWEA is an online, adaptive test aligned to the Common Core State Standards and is administered to more than eight million students in all fifty states each year.

NWEA 2014		
Metric	ELA	Math
Mean Score	234	239
National Mean	222	235
Above Mean	88%	78%
Above 75th Percentile	61%	53%
Students Tested	1,005	1,009

GHCHS offers the Preliminary Scholastic Aptitude Test (PSAT) to all students in grades 9-11. Student scores in grade 11 are used for National Merit qualification. The total score is the sum of a student's scores on the Critical Reading, Mathematics, and Writing Skills sections on the test. The goal represents the score that a student should meet or exceed to be considered on track to be college ready.

PSAT (Grade 11)

	2011-2012		2012-2013		2013-2014	
	Total Score	Goal (142)	Total Score	Goal (142)	Total Score	Goal (152)
GHCHS	145	43%	147	58%	147	57%
CA State	136	N/A	139	N/A	137	N/A
Nation	139	34%	141	46%	140	46%

II: Significant School Changes and Developments

Since the last full self-study visit, GHCHS has

- Implemented the International Baccalaureate Program
- Expanded the Academic Programs (both in number of sections offered and course additions)
- Developed new Career Technology Education classes
- Re-organized the College and Career Counseling office and purchased a college and career search program, Naviance, to better assist all students in making their post-secondary choices.
- Expanded the parent/community workshops from the College Office to include targeted programs in financial aid, parents of first-time college applicants, scholarship opportunities.
- Expanded the number of co-taught classes (special needs educator and content-area educator in one class)
- Expanded the After Hours Activities (AHA) program of student support and enrichment classes
- Expanded the Virtual High School program
- Adopted a School-wide Positive Behavior Intervention Support program
- Successfully piloted on-line Common Core aligned testing experiences for over 3,000 students
- Directed resources and staff toward meeting the needs of our foster youth
- Adopted the fundamentals of a Critical Thinking approach to reading, writing and inquiry across the curriculum (from *The Foundation for Critical Thinking*).
- Modified the bell schedule to provide for full program offerings from zero period (7:25) through seventh period (4:30) including a special study hall period for athletes during period 5 and tutoring during staff development time on Tuesday mornings between zero and first period (referred to as “Gap Period”)
- Additionally, in 2013 GHCHS purchased property less than one mile from the GHCHS campus that will allow us to serve more students in either existing or newly designed programs. The new site will become available during the 2015-16 academic year

These additions to or continued emphasis in our instructional program have led to more engaged participation in college and career course work. Our rate of successful completion of the UC a-g requirements, Advanced Placement pass rate, IB certificate and diploma participation and improved performance on CAHSEE, EAP and local common assessments attests to the impact of our concerted, school-wide efforts to guarantee a rigorous, college- and career-ready curriculum for all students.

III: Follow-up and Progress Report Development Process

The Leadership Team of GHCHS continues to oversee the implementation and modification of the School-wide Action Plan. In turn, this team reports to the Curriculum and Instruction Standing Committee that reports monthly to the Board of Directors for GHCHS.

The Leadership Team represents each department, academic program and stakeholder group on campus and reports to its members regularly about upcoming discussion items, proposals and modifications to the Professional Development plans for each department. During bi-monthly Leadership Team meetings and school-wide professional development meetings throughout the year, staff discuss and reflect on student data and progress toward the Action Plan and its integration with our school-wide goals of implementing the Common Core and the Critical Thinking tools across the curriculum.

Over the past two years, the Leadership Team has contributed to updating the school profile and preparing for the mid-term progress report. Their input reflects progress being made both in the departments and with out-of- classroom personnel to implement the goals of the Action Plan and respond to the on-going challenges to student success that may alter the direction of the Action Plan.

Specifically, the chair of the Curriculum and Instruction Committee presented an update on the Action Plan in spring 2013, 2014 and fall 2014.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

In 2012 during our last full-visit, GHCHS identified three critical academic needs which formed the basis for the Action Plan. These needs reflected school-wide analysis of student performance data, survey information, teacher and counselor input, and the results of local assessments.

- Students performing in the below-basic and far-below basic categories in math and English because of deficits in critical reading, writing and computing skills.
- Students who are capable of meeting grade level, content-area expectations but who are disengaged from the educational program, falling behind or locked into basic and proficient CST levels because they do not see the relationship between what they experience in school and their futures.
- Students who are potential high achievers but whose abilities are untapped because their program is not providing sufficient challenge and relevancy for them.

The following steps have been taken to address each of these academic needs:

- Adoption of a Critical Thinking approach to reading, writing and inquiry-based discussions schoolwide.
- Re-design of STA curriculum to focus more narrowly on remediation of math and English skills while preparing students for expectations of high school. These changes include the use of Khan Academy in math and the on-line adaptive NWEA test in critical reading and math skills for all incoming 9th graders.
- Expansion of the Academic Programs (Humanitas/New Media, Global Business and Finance, Global History of Ideas, Science Technology Engineering and Math) to provide for additional students enrolling in these interdisciplinary programs and to add college-readiness electives and CTE classes. Among the classes that have been included are the following:
 - Exploring Computer Science for STEM
 - Business Statistics (an A-G and CTE credited course) for GBF and schoolwide
 - Business Entrepreneurship classes for seniors in GBF
 - Art History and Drama for GHI
 - In Humanitas, to open access to more advanced science classes in the 11th and 12th grade, chemistry will be moved to 9th grade so in junior year, students will have access to A.P. Chemistry, A.P. Biology, A.P. Physics I and A.P. Environmental Science.
- Full implementation of an International Baccalaureate Program that currently serves over 145 students and offers approximately 20 sections for both the certificate and diploma status.
- Expansion of the capacity in our Virtual High School Program to meet the needs of growing numbers of students for whom accessing the traditional educational model is not

currently an option. We currently serve 210 students with access to a range of UC a-g courses.

- Establishment of the first GHCHS DECA Chapter, an international association of high school and college students and teachers of marketing, management and entrepreneurship in business, finance, hospitality, and marketing sales and service.
- GHCHS and Los Angeles Pierce College collaborative development of a financial literacy workshop series and the addition of Accounting 1 and 2 classes offered through Los Angeles Pierce College on the GHCHS campus that provide college credit for students.
- Increase of the number of co-taught classes in science, math and social studies.
- Increase of the number and kind of science classes including Advanced Placement in Physics I and C, Environmental Science and the IB Environmental Systems and Societies course.
- Addition of IB World Languages in Spanish, Italian, Chinese, Korean and French.
- Addition of a Social Skills class for students on the Autism Spectrum Disorder who need additional support.
- Creation of a behavior support class three years ago that provides intensive counseling by GHCHS teachers, counselors, our social worker and outside agencies for students meeting the tier 2 or 3 intervention level.
- Implementation of a school-wide positive behavior intervention support program that instructs staff with appropriate behavior and academic intervention strategies for students at risk.
- Adoption of *Acellus* – An on-line program that offers students credit recovery classes while concurrently enrolled in their regular program.
- Expansion of the After Hours Activities (AHA) program which includes a wide range of enrichment classes, tutoring and career-interest classes for all students after school and during Tuesday morning “gap period.” Currently, several tutors from CSUN English department are working on site in the study hall classes, during period 6 providing targeted instructional support with 9th and 10th grade English classes and providing tutoring in English after school Monday through Thursday.
- Before and after-school classes in CAHSEE preparation for 11th and 12th graders needing to pass one or both sections of the exam to graduate with their peers.
- After-school targeted tutoring in math and English taught by GHCHS teachers to meet the needs of students new to the school, or struggling to master the fundamentals of math and writing skills in order to be successful in their grade-level classes.
- Creation of a part-time counselor position to monitor the academic and support needs of foster and group home children.

- Hiring of a part time EL coordinator to monitor the needs of students as they transition from the EL program into regular classes with greater support toward re-designation and mainstream classes.
- Increase in the number and kind of events organized by ASB to involve more students in school-wide activities including a Halloween costume parade, lunch-time concerts and a successful clean campus campaign.
- Receipt of approval from The College Board (2014) for the new A.P. Capstone program that provides a Capstone diploma for students who successfully pass four Advanced Placement classes and complete two projects reflecting college-ready research and presentation skills.

In addition, the school identified School-wide Critical Areas for Follow-up which were confirmed by the visiting team in 2012.

Schoolwide Critical Areas for Follow-Up

1. Continue to collaborate and align benchmark assessments across all content areas.
2. Continue to develop and implement a systematic process to share successful teaching strategies schoolwide.
3. Provide professional development in order to implement effective differentiation strategies with all staff who work with students in their classrooms- including but not limited to: aides, peer tutors, and Special Education teachers.
4. Continue to improve the effectiveness of the Summer Transition Academy and co-taught classes providing differentiated instruction to special education and general education students.
5. While it is clear that data analysis occurs on a regular basis in many classrooms and departments, this process is not yet schoolwide.
6. Use assessment results to modify instruction according to identified learning gaps.

Progress Report:

- 1/6 Each department has completed the design of benchmark and summative assessments aligned with the Common Core or Next Generation Science Standards and is implementing them and evaluating their effectiveness in measuring student learning. Grade-level or content-area teams of teachers meet weekly to assess the results and modify instruction, collaborate on best practices and revise the benchmarks as needed.
2. Department leaders provide opportunities during Professional Development time for sharing of best practices and arrange for classroom observations; during Professional Learning Days in August, the staff focused on integrating strategies in reading, writing and thinking critically across the curriculum using the tools from *The Foundation for Critical Thinking*.
3. In each of the past three years, including Fall, 2014 staff has participated in professional development during Professional Growth days in August and during regular Tuesday meeting days, for differentiating instruction to meet the needs of at risk students (for academics and behavior). The in-services are provided by our counseling staff

(including our licensed clinical social worker), special education teachers and outside providers from LAUSD or LACOE. The staff has been in-serviced in positive behavior modification, learning needs of special education students, including those on the Autism Spectrum and English Language Learners, and the emotional and psychological health of our students at risk.

4. The scope and sequence of the Summer Transition Academy continues to be modified to meet the needs of our incoming 9th grade students. The sessions will be adjusted again in 2015 to better serve all students in the identified skills in English and math needed in high school. We have changed the format for 2015 to one, three-week session to accommodate the academic curriculum as well as the programming and transition activities (such as the assemblies addressing safe schools, and internet safety); additionally students will have the opportunity to try out for fall sports and explore the club and leadership opportunities available to them. During STA students are now tested in reading and math skills through a nationally normed, on-line adaptable test with NWEA.
5. Through the efforts of our student data coordinator and testing administrator, all departments are better trained and familiar with the use of our student data system. Every department utilizes the Data Director program to monitor student progress on department benchmarks and summative assessments.

V: Schoolwide Action Plan

ACTION PLAN

2011-2017

School-wide critical academic needs:

- Students performing in the below-basic and far-below basic categories in math and English because of deficits in critical reading, writing, and computing skills.
- Students who are capable of meeting grade-level, content-area expectations but are disengaged from the educational program and falling behind in credits or locked into basic and proficient CST levels.
- Students who are potential high achievers but whose abilities are untapped because their program is not providing sufficient challenge and relevancy for them.

Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, college and 21st Century career- readiness goals for all students.

Goal #2: Increased intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning

Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century career opportunities.

Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.

Goal #5: Expand opportunities for parent and community involvement in comprehensive student support, including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

Goal #1: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, college and 21st Century career readiness goals for all students.

Rationale: The staff at GHCHS believes that with significant changes in population, state and national academic standards and college and career readiness skills a reexamination of our core beliefs and student learning outcomes is warranted. Supporting data below:

ENGLISH 2014	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	1041	54%	204	91%	731 (+10)	1082
MATH 2014	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Mathematics Scores
GHCHS	1006	20%	204	78%	731	561

2014 CAHSEE Results

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
# Tested	Math	1,050	58	36	162	553	475
Passing	Math	1018 (97%)	43 (74%)	25(69%)	161 (99%)	532 (96%)	465 (98%)
# Tested	ELA	1,054	63	37	161	556	475
Passing	ELA	999 (95%)	41 (65%)	19 (51%)	158 (98%)	513 (92%)	465 (98%)

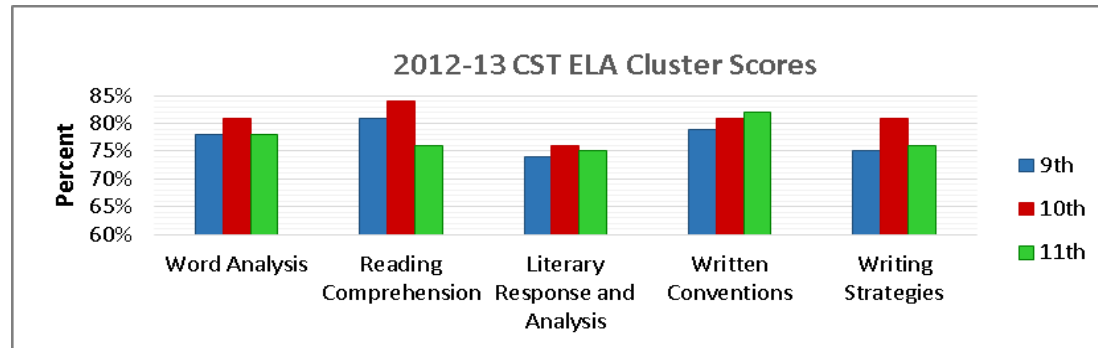
ESLR(s) Addressed: *Productive Members of Society and Life-long Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources/ Means to Monitor	Progress Report 2014
<p>Curriculum/Instruction: Align the instructional program to the revised Vision and Mission Statements, the ESLRS and the new core standards. Expand and develop curricular offerings that reflect global awareness and 21st Century college and career readiness.</p>	<p>Student performance on CAHSEE, CELDT, other exterior assessments to be determined (e.g. NWEA), Naviance, formative and summative assessments, EAP, AP, SAT, ACT, CTE enrollment and performance data collection and monitoring in eSchool/DataDirector for student population evaluation of college & career readiness; Senior exit survey.</p>	<p>Within two years the eSchool data system will be populated for college and career readiness assessment;</p>	<p>Administrative Directors Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Testing Coordinator Guidance and College Counselor Career Advisor</p>	<p>LCFF, Perkins/ A-G Progress UC/CSU eligibility Testing Results Report Cards Class Enrollment Student Survey</p>	<p>Staff re-examined the Vision and Mission Statement and the ESLRs during professional learning days in 2012-13 and decided these documents still reflected the goals of the GHCHS community. Beginning in 2011, all staff participated in Common Core workshops during professional development and started the integration of the literacy standards and career readiness skills into, content-area curriculum; this process remains a focus of Leadership and staff.</p>

<p>Intervention: Identify the college and career readiness skills that students need to be successful in the changing 21st Century global society and develop programs and enrichment opportunities to engage at-risk students.</p>	<p>Graduation Rate Student performance on CAHSEE, and other exterior assessments to be determined, performance on dept. wide common assessments, College Acceptance, AP Results Student Post-Secondary Choices Senior Survey</p>	<p>Class of 2015 will be our benchmark class for full monitoring and evaluation</p>	<p>Intervention Team: Teachers, Guidance /College Counselors, Career Advisor and support personnel</p>	<p>LCFF Targeted Title I and Title III Funds. Future grants/ A-G Progress, UC/CSU eligibility Testing Results, Report Cards Class Enrollment, Student Survey</p>	<p>GHCHS staff is in the process of embedding career ready skills through the expansion of the CTE program, addition of Exploring Computer Science and the Global Finance and Business academic program. Senior projects in academic programs are focusing on career/community/professional applications for topics and research sources.</p>
<p>Professional Development: Revise current Vision and Mission Statement to reflect evolving global expectations of student learning outcomes. Research, share and integrate 21st century skills, competencies, and careers into curriculum designed to reflect the new core standards.</p>	<p>Revised Vision and Mission Statement & Updated ESLRs Professional Growth Plans, Peer Evaluation. Conference Attendance Updated course description, syllabi, and curricular units that integrate the skills and competencies relevant to 21st century career and college expectations within the framework of the new core standards</p>	<p>Within two years having completed charter renewal (2014) we will have revised the school Mission Statement and re-examination of the ESLRs in relation to the Mission Statement.</p>	<p>Governing Board Administrative Directors Department Chairs Instructional Advisors Teachers, Parents and students, all Stakeholders</p>	<p>LCFF, Perkins Grant/ Teacher Course Descriptions and Syllabi, Course Catalog, Agendas and Minutes. Professional Growth Plans Communications to Stakeholders</p>	<p>Staff did not decide to alter the current vision statement following the previous WASC visit but rather to infuse it with a focus on developing critical thinking skills as a means to best prepare students for the 21st century demands in college and careers. Leadership Team adopted the approach and tools of the Foundation for Critical Thinking. Several staff members have been sent to the conferences and trainings provided by this foundation.</p>
<p>Parent/Community Engagement: Community and business outreach to solicit input and resource development, broaden our volunteer base and provide for internship, job shadowing, mentoring and research opportunities. Continue to research and build educational partnerships with adult education, centers, community colleges, universities, businesses and community organizations.</p>	<p>Development of research, internship, job shadowing, mentoring and apprenticeship opportunities. Event attendance. Student, parent and community surveys. Expansion of CTE offerings. Increase in parent participation.</p>	<p>Ongoing</p>	<p>Director of Development and Outreach, Administrative Directors, Academic Programs, Career Advisor, IB Coordinator, CTE Department, GHCHS Parent and Community</p>	<p>LCFF, Perkins Grant, Business and Community donations and sponsorships Future grants/ Newsletters, website updates, college and career fairs, parent and community outreach, email blasts, press releases</p>	<p>The After Hours Activities program has expanded its offerings to include classes in professions attractive to students such as make-up artists, studio art, digital arts and culinary arts. Pierce College has expanded its after school course offerings on campus for our students to include Financial Literacy and Accounting. All of the academic programs include a community outreach component to their senior project, and the IB program requires student involvement in the community. The chair of the CTE department and Academic Program Lead for GBF has brought DECA competitions to our school that are open to all students with an interest in business, finance and entrepreneurship.</p>

Goal #2: Increased intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.

Rationale: These specific instructional practices are fundamental to preparing students to meet the new national common core standards and develop skills and competencies required for 21st Century College and Career readiness; secondly, this goal will build capacity among staff in vertical and interdisciplinary collaboration.



ESLR(s) Addressed: *Productive Member of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources/ Means to Monitor Progress	Progress Report 2014
<p>Curriculum/Instruction: Research and identify best practices in differentiated instruction, strategic reading and critical thinking strategies across the content areas to best implement the expectations of the new core standards.</p>	<p>Interdepartmental professional development opportunities, collaboratively developed formative assessments, development of new curricular units that reflect the expectations of the new common core standards and expectation of 21st century college and career readiness skills and school ESLRs.</p>	<p>Ongoing</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers Curriculum and Instruction Committee</p>	<p>LCFF/ Department and Leadership PD Agendas and Minutes, Course Outlines, Teacher Teaming, program progress reports</p>	<p>Each department has committed to meeting the expectations of the Common Core and the ESLRs through integration of the elements of thinking developed by The Foundation for Critical Thinking. In implementing the reading and writing tools, the departments are addressing strategies for differentiating instruction so that all students learn to apply the thinking standards in the content areas. In particular, the English department has dedicated professional development time each year to differentiated instructional strategies in large part because all 9th grade English classes are now heterogeneously mixed classes. To best integrate the literacy standards of the Common Core and the Next Generation Science Standards, all departments and Academic Programs are sharing effective approaches to critical reading, writing and research skills as they incorporate authentic, college-preparatory literary and expository text into their curricular program.</p>

<p>Intervention: Monitor and track student performance in STA, Skills for Success and credit recovery to assess that the content covered and instructional approaches utilized support success in strategic reading and critical thinking strategies.</p>	<p>Report card analysis, number of enrollment in intervention and co-taught classes, credit recovery, CAHSEE Support programs, etc. Student performance on CAHSEE, STAR and CCSS performance on dept. wide common assessments and other exterior assessments as identified (e.g. NWEA). Targeted Tutoring through the AHA Program</p>	<p>Semester review of intervention strategies, credit recovery courses offered, remediation support</p>	<p>Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers Guidance Counselors Teaching Staff/Instructional Advisors and Support Staff</p>	<p>LCFF After Hours Activity (AHA) Grant Title I and Title III LEP/ Data Reports to Board, Curriculum and Instruction, Staff, Student Enrollment in Tutoring and Intervention programs Year-End Reports, Program Evaluations, A-G and Graduation Requirements</p>	<p>During STA in 2014, all students took an NWEA adaptive test in reading and math. These tests will be administered again to all 9th and current 10th graders during the year to track growth in reading comprehension and math skills. The Skills for Success classes have largely been eliminated when test scores, student grades and teacher dissatisfaction with the program demonstrated it was not effective. The approach for targeted support for struggling students has been integrated in the co-teaching model and in the Social Skills class in Special Education class. Both the math and English departments developed instructional units for targeted tutoring after school for students who are new to the school or failed the prior year in the subject matter and continued to have difficulties in the next level class. Currently, the AHA program is funding tutors from CSUN to assist teachers and students in math and English skills. Tutoring is offered Monday – Thursday after school and through period 5 study hall, as well as during Tuesday morning “gap period.” The English department is designing an instructional unit similar to the STA curriculum for students who enter the school after the sixth week of a semester without experience in the writing program or credit deficits in English, so they can be quickly caught up with the critical reading strategies and writing skills taught during STA and the first quarter of the school year.</p>
<p>Professional Development: Department PD Goals will reflect the sharing of best practices in differentiated instruction and teaching students strategic reading and critical thinking skills across the content areas.</p>	<p>Reflected in annual Department PD Goals, increased teaming of teachers, vertical alignment of skills, integration of reading and writing activities across the content areas. Will be evident in Professional Growth Plans, Peer Evaluations, conference attendance, updated course descriptions, improvement in student reading scores, EAP, and SAT Reading and Reasoning scores.</p>	<p>Ongoing Annual review of Action Plan Goals and assessment of progress</p>	<p>Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>LCFF/ Department, Leadership, C & I Agendas, Reports to indicating PD goals Yearly Department PD Plans Course Syllabi</p>	<p>Each school year, staff participates in three days of Professional Learning in addition to the weekly staff development during which time the school goals are addressed. These consist of: implementing Common Core, Designing curriculum and assessments that reflect the ESLRs, integrating the reading, writing and thinking tools developed by the Foundation for Critical Thinking.</p>
<p>Parent/Community Engagement: Locate and access community resources to provide current and relevant research in instructional approaches that address the changing demographics of our student population, and offer strategic training in differentiated instruction and reading comprehension skills.</p>	<p>Increased professional training in both academic and CTE programs in differentiated instructional approaches targeting reading, writing and critical thinking skills.</p>	<p>Annual review of Action Plan Goals, professional development goals and assessment of progress.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>LCFF/ Reports to Governing Board, Curriculum and Instruction Committee, Leadership Team Parent Advisory</p>	<p>Through the counseling office, the special education department and the college and career office, the staff continues to participate in school-wide in-services on differentiating instruction for special needs students, including English Language Learners. Some of the in-services have dealt with understanding Autism, meeting the needs of students with personal and emotional needs, positive behavior intervention, helping teachers write college recommendation letters, review of SDAIE methodology, embedding Critical Thinking tools across the curriculum and technology integration.</p>

Goal #3: Explore and develop relevant content area curriculum and applications to 21st Century **global** career opportunities.

Rationale: An important discovery made through analysis of our intervention approaches is that student engagement is primary to student success; consequently, meaningful relevancy between classroom learning and real world applications has become increasingly important to improving student learning outcomes.

ESLR(s) Addressed: *Productive Member of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources/ Means to Monitor Progress	Progress Report 2014
<p>Curriculum/Instruction: Expansion of new course and program offerings and CTE. Alignment of the new Core Standards with course content, instructional methods, and materials and teacher support including technology and data management training. Teaming of teachers to develop interdisciplinary units that embed future career applications.</p>	<p>Increase in course offerings relevant to CTE. New course descriptions and syllabi Student enrollment in and completion of career-oriented offerings.</p>	<p>Ongoing</p>	<p>Leadership Team Grade Level & Program Lead Teachers, Program Coordinators, Teaching Staff Testing Coordinator College Counselors & Career Advisors, C & I Committee, Student Services Committee and ASB</p>	<p>LCFF/Data Reports to Board, Staff and Community, Website updates, email blasts describing new program @ courses Annual program report, Student program publicity & recruitment, Student performance projects Master Schedule of new courses</p>	<p>Several new CTE classes have been introduced since 2011, including those integrated with the Global Business and Finance Academic Program. Among those classes are business statistics, financial literacy, accounting and an entrepreneurial business class. In 2013 we devoted an entire Professional Development day to sharing tools and strategies for integrating technology into the classroom, for both instructional and management purposes.</p>
<p>Intervention: Identify the College and career readiness skills that students need to be successful in the changing 21st Century global society. Develop programs and enrichment opportunities to engage at-risk students.</p>	<p>Increased participation of at-risk students in academic programs, career oriented after school programs and coursework. Senior survey on post-secondary choices. Expansion of CTE courses, Career exploration opportunities embedded into course curriculum. Student participation in job shadowing, internship, mentoring opportunities.</p>	<p>Ongoing</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff College Counselors & Career Advisors Student Services Committee ASB</p>	<p>LCFF, Perkins Grant Other grants/Data Reports to Staff Course Syllabi Student enrollment in career-specific programs (GBF, etc.) Successful student matriculation to post-secondary opportunities Students engaged in Internship and job shadowing opportunities</p>	<p>Many of the senior projects now require that students explore a career or volunteer opportunity. The addition of the DECA program has involved students in competitions and conferences sponsored by local and national business organizations. AHA programs have expanded the number of classes that offer introductory course work or activities related to careers and college majors NEED AHA LIST</p>

<p>Professional Development: Examine research on 21st century skills and core standards. Provide opportunities for teachers within and across disciplines to design project-based curricular units incorporating real-world applications of content knowledge.</p>	<p>Professional Growth Plans, Peer Evaluation Conference Attendance, Training in technology integration into standards-based activities. Development of intra-inter departmental projects.</p>	<p>Ongoing</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff C & I Committee</p>	<p>LCFF, Perkins Grant, Title II/ Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Student performance projects</p>	<p>As more teachers have become involved in Academic Programs or external programs, such as IB project-based curricular units and assessments have spread across the campus. Most classrooms have a Smart Board or other presentation station for classroom multi-media presentations.</p>
<p>Parent/Community Engagement: Locate and access community resources to create relevance between classroom instruction and 21st Century college and career opportunities.</p>	<p>Increased collaboration between instructional staff and the business community in innovative applications of 21st century learning expectations. Expansion of Community advisory committees and increased participation in existing committees. Development of internship, mentoring and job shadowing opportunities.</p>	<p>Ongoing</p>	<p>Governing Board Leadership Career Advisor Program Lead Teachers Program Coordinators Development Director Parents and Community members</p>	<p>LCFF Perkins Grant Corporate sponsorships, donations and university outreach program partnering, Local business and business organizations/ Reports to Governing Board, C & I Committee, Leadership Team on development and implementation of business alliances, internships, mentoring opportunities and articulation with higher education partners. Business alliances. Community updates on website and local newspapers.</p>	<p>College classes from Pierce Community College, AHA classes and DECA competitions in addition to classes offered during the school day are providing students with information and instruction in 21st century skills. Classes such as child development, accounting, financial literacy, make-up artistry, culinary arts, animation, gaming, filmmaking, computer programming, automotive and construction have opened up new college and career opportunities to the students. The college office provides workshops for parents every month bringing in experts on financial aid, the application process, and scholarship opportunities. During the months of Oct and November, daily workshops in applying to college and writing personal statements are held before school, after school and during periods 5 and 6. All workshops have translators in Spanish and Korean and additional languages if needed. Each year GHCHS sponsors an extensive college faire in the fall semester and a career faire in the spring semester.</p>

Goal #4: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.

Group	Percent of Students Scoring at Proficient or Advanced on CST			
	English- Language Arts	Mathematics	Science	History- Social Science
Socioeconomically Disadvantaged	74%	51%	74%	73%
English Learners	19%	30% 42	33%	22%
Students with Disabilities	48%	22%	48%	33%

Rationale: GHCHS has made significant progress through the adoption of DataDirector, development of department-wide assessments, and implementation of intervention classes, such as skills and STA, in identifying areas of growth and addressing the academic needs of all students. However, in light of the new national common core standards and LAUSD Academic Growth Over Time (AGT) evaluation, we recognize the need for continued examination of our practice, student work, interpretation of data collected and the application of the data analysis to guide instruction.

ESLR(s) Addressed: *Productive Member of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources/ Means to Monitor Progress	Report Progress 2014
<p>Curriculum/Instruction:</p> <p>Explore common core across the disciplines to identify key standards addressing learning needs of under-performing students. Research instructional materials, methods, and assessments designed to target instruction for socially disadvantaged, EI and Students with Disabilities. Focus design of department goals and assessments on identification of school-wide areas of growth, development of relevant curriculum and effective instructional practices to improve student learning. Collect, analyze and interpret department-wide data to measure growth over time in content knowledge and skill application.</p>	<p>Student performance on CAHSEE, CELDT and other exterior assessments to be determined (e.g. NWEA). Student performance on core benchmarks, DataDirector department formative and summative assessment analysis of student performance data over time. Curriculum design reflecting common core standards across the content-areas. Student performance data STA, ESL and Special Education classes.</p>	<p>On-going with yearly assessments of CST, CAHSEE, CELDT and department data.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level & Program Leaders, Counselors Testing Coordinator College & Career Counselors Directors of Instruction</p>	<p>LCFF/ Progress reports to Governing Board, Leadership Team, Department meeting minutes. Data Reports to Staff, DataDirector & eSchool Reports Report Cards Regular reporting to Stakeholder groups</p>	<p>All departments have focused P.D. for the past three years on integrating the literacy goals of the Common Core and the critical thinking tools into their periodic benchmarks and summative assessments. Departments use grade-level or content-area common assessments to frequently monitor student progress on the skills and knowledge staff have identified as necessary for meeting the learning expectations for students. Data Director helps teachers collate and evaluate data reports over time.</p>

<p>Intervention: Locate, implement and assess appropriate curriculum, instructional strategies and assessments targeting at-risk students (credit-deficient, socially disadvantaged, EL, and Students with Disabilities). Design formative and summative assessments within departments that monitor progress of at-risk students. Develop inter- and intra-departmental curricular units addressing the learning needs of the at-risk student population</p>	<p>Graduation Rate Student performance on CAHSEE, CELDT and NWEA and other exterior assessments to be determined Performance on dept. wide common assessments College Acceptance Credit recovery enrollment numbers Student Post-Secondary Choices</p>	<p>Semester review of intervention strategies</p>	<p>Leadership Team Intervention Team Guidance and College Counselors Teaching Staff/Instructional Advisors Curriculum & Instruction Committee</p>	<p>LCFF/ Data Reports to Staff Minutes from Curriculum & Instruction Student Enrollment in credit recovery and tutoring programs</p>	<p>GHCHS has been able to expand opportunities for credit recovery classes through Acellus program and the Virtual High School; counselors have been re-assigned to Academic Programs or Granada Guaranteed Curriculum Program so they can monitor the same group of students year after year. Counselors do credit checks every semester, meet with at-risk students and initiate SST meetings. Because the focus of the Common Core and the Foundation of Critical Thinking applies to all students, implementing these goals has required that teachers differentiate instruction and assessments to monitor how all students are moving forward in meeting these standards. With additional co-taught classes, daily tutoring opportunities and skill support classes through Resource teachers, at-risk students have increased opportunities to access the full college and career-ready curriculum</p>
<p>Professional Development: Design department goals to reflect focus on learning needs of at-risk students in light of the new common core standards and growth-over-time model of school improvement. Embed within department formative and summative assessments means to identify and monitor progress of at-risk student population. Research, implement and assess instructional approaches targeting under-performing students, EL and Students with Disabilities. Create opportunities to share best practices and effective curricular units within and across disciplines to build capacity among entire staff to meet the needs of at-risk students</p>	<p>Leadership Team Goals Department Professional Development Goals Professional Growth Plans Peer Evaluation Inter and intra-departmental meetings to design instruction and assessments targeting at-risk students</p>	<p>Ongoing with yearly progress reports by Department leadership to Leadership Team</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Teaching Staff C & I Committee</p>	<p>LCFF /Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings, Department meetings indicating PD goals, Yearly Department PD Plans, Student performance data</p>	<p>Through school-wide in-services staff have received additional training each year in the learning needs of special education students, including those on the Autism spectrum and ELL students. In department meetings, teachers with training in teaching at-risk students share best practices with their colleagues. Each department currently is revising benchmarks, writing tasks and instructional units to include differentiated approaches in teaching reading and writing skills.</p>
<p>Parent/Community Engagement: Review current means of outreach to parents on academic expectations, graduation goals, student progress reports, and programming choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining appropriate intervention approaches for at-risk students.</p>	<p>Increased collaboration between school personnel and parents in determining interventions for at-risk students. Increased parent participation in school activities designed to inform and support parents in selecting their students' academic and co-curricular programs.</p>	<p>Ongoing</p>	<p>Guidance/college counselors Intervention teachers Student Leadership Career Advisor Development Director Parents and Community members</p>	<p>LCFF/ Parent engagement data and reporting from eSchool to Governing Board, Leadership Team and staff, Graduation rates and enrollment in A-G, UC/CSU approved course-work. Community updates on website and local newspapers,</p>	<p>Parents are regularly invited to attend the Parent Advisory/Title I Committee and the English Learners Advisory Committee meetings held at least twice per semester. In addition, less formal Pan con Café/Koffee Klatch Meetings are also held twice per semester on Saturday mornings to engage parents in schoolwide concerns, trainings on accessing GHCHS resources and student support services. During Back to School Night, parents are encouraged to sign up for volunteer opportunities and to participate on various committees and boards across the campus so that we may utilize their personal or professional expertise. Parents are recruited to participate in field trips, classroom</p>

				<p>Regular Stakeholder meetings</p>	<p>visits and advisory groups. The database of parent contact information has grown significantly since 2011. We now have a wide variety of parents providing input on the Single Plan for Student Achievement and the Local Control Accountability Plans through the Parent Advisory and ELAC Committees as well as PTSA.</p> <p>In November, GHCHS begins campus tours for interested parents so they can learn about the expectations, course offerings, elective classes, clubs and policies of the school. When students begin the application process for matriculation to GHCHS from middle school, every parent and student registers for a meeting with a counselor. During these meetings the counselor maps out a four-year plan for the student, explains the different programs and electives open to the student. Subsequently during STA, parents attend an evening meeting during which time they learn about the expectations for 9th graders, Home Access Center and high school graduation requirements.</p> <p>During Back to School Night, parents are invited to sign up for Home Access Center, visit the college office and join the Parent Advisory and ELAC Committee and the PTSA. The AHA Office offers Parent training on accessing the Home access Center both in English and Spanish.</p> <p>The college office offers monthly workshops for parents on college searches, applications, financial aid, ACT vs SAT, Community College information, financial award and scholarship information as well as providing specific and updated information on our website. These workshops, in addition to daily workshops for students during the month of Oct and November in writing personal essays and filling out college applications continue throughout the year and shift focus from 12th graders to 11th graders in the Spring semester.</p> <p>Each October, GHCHS hosts a college faire with over 150 colleges in attendance. This event is open to the community and is paired with the Career Fair in the spring semester where students can visit booths and speak with representatives from over 100 businesses, professional schools, U.S. military personnel, and local companies offering internships.</p> <p>Meetings with parents are conducted with translators as needed so all parents can be included.</p>
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