

# **GHC** | GRANADA HILLS CHARTER HIGH SCHOOL

*an Independent Public School*



## The Single Plan for Student Achievement

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## School Vision and Mission

### Granada Hills Charter High School's Vision and Mission Statements

#### MISSION:

Create a community-based high performance model of educational excellence guided by core beliefs, cultural sensitivity, research based instruction, collaboration, and built in accountability, that serves the social and academic needs of a diverse student body reflective of the population of Los Angeles especially the San Fernando Valley.

#### VISION:

Ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

#### EXPECTED SCHOOLWIDE LEARNING RESULTS:

As part of the schoolwide Western Association of Schools and Colleges (WASC) accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). Every student who graduates from Granada will be:

- An Effective Communicator, able to read, write, converse and listen for a variety of purposes;
- An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world;
- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for a practical and theoretical problems;
- A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse global community; and,
- A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

#### WASC ACTION PLAN GOALS:

During the fall of 2011, Granada Hills Charter High School conducted a self-study that consisted of analysis of all aspects of our school. The faculty, staff, students, parents and community school stakeholders analyzed disaggregated achievement data and developed the following action plan goals. During the spring of 2012 Granada Hills Charter High School received a six-year accreditation term from the Western Association of Schools and Colleges.

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

Goal #2: Increase 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 global 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 English learners and students with disabilities.

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

## School Profile

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 54,566 (est. 2015) 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 \$79,680 and a median home value of \$478,000 (est. 2015). Seventy-seven percent of the Granada Hills community (zip code 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, Retail/Wholesale Trade, Professional Services, Manufacturing, and Finance/Real Estate industries.

As of the 2016-17 school year, Granada Hills Charter High School (GHCHS) is in its fifteenth year as an independent charter school and is one of the leading comprehensive public high schools in Los Angeles and in the state. The Granada Hills Charter educational

program continues on the trajectory of helping all students become college and career ready. The Governing Board continues to address established school goals. These goals are continuously validated by high schoolwide academic achievement, receipt of a five-year renewal in 2012 from Los Angeles Unified School District, 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 English Learners 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 the Smarter Balanced Assessments and other internal and external assessment such as the Advanced Placement, International Baccalaureate, PSAT, SAT and ACT, and college readiness measures. GHCHS is currently conducting our WASC Self Study which will be completed in the 2017-18 school year.

GHCHS continues to maintain a fiscally sound budget while devoting considerable resources to 21st century instruction and the implementation of the Common Core curriculum. Within the traditional instructional program GHCHS offers a variety of academic programs for student selection; Humanitas/New Media (HU/NM), Global History of Ideas (GHI), Global Business and Finance (GBF), and Science, Technology, Engineering and Mathematics (STEM). In addition to a traditional instructional program, the iGranada (iG) and iGranada Digital Arts and Sciences Program serves students who need a flexible schedule. The iGranada programs incorporate online coursework and the traditional classroom experience in an alternative National Collegiate Athletic Association (NCAA) approved blended instructional model. 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. 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 extremely diverse 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 2016-17 student population of 4,662 consists of 39.6 percent Hispanic or Latino, 10.1percent Filipino, 17.8 percent Asian, 3.8 percent Black or African American, 0.3 percent American Indian or Alaska Native, 0.3 percent Native Hawaiian or Other Pacific Islander, 25.2 percent White and 1.2 percent Multiple ethnicities. The most significant change in student ethnic groups since our last charter petition in 2008 is an 9.7 percent increase (29.9 to 39.6 percent) in the Hispanic or Latino population. Currently, over 2,200 (48.2%) students are eligible for National School Lunch Program ("Free or Reduced Meals"). Special education students have increased to 7.0% with English Learners remaining at approximately 3.7%.

## **Comprehensive Needs Assessment Components**

### Data Analysis

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

### Surveys

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

The Stakeholder Satisfaction Surveys were conducted independently by the Teachers College of Columbia University during the spring of 2017. Results showed that parents are confident that students have equal access to a rigorous, relevant, standards-based curriculum, they are satisfied with the quality of instruction and that the school considers the individual needs of students. Parents surveyed are confident that teachers and staff are caring, students feel safe and parents are satisfied with school communications about programs, opportunities and school progress. Results show that parents utilize the Home Access Center to check their child's progress frequently and they are find the information the school provides about the academic growth of their child very useful. Overall, the survey showed very positive support of the instructional program, counseling, college and career counseling and the many student support programs and activities both within and after school that Granada Hills Charter High School offers exceeding

the minimum 75% positive response goal. Overall, stakeholders who took the survey expressed very positive views of Granada Hills Charter High School. All groups had favorable reviews of teaching and learning, interpersonal relationships, and school safety. However, each stakeholder group had specific concerns and offered suggestions for how Granada could improve. Staff members expressed their dissatisfaction with the relationship between administration and teachers. Parents remarked about the large school population, the amount of daily homework, and the lack of attention to struggling students. Students were also displeased with the overcrowding of school facilities, the daily workload, and the enforcement of school rules. It is useful to explore these concerns in order to identify potential areas for growth and improvement. Full 2016-17 survey results can be viewed at <https://goo.gl/kGjUKI>.

The Teachers College also conducted a benchmarking survey comparing GHCHS at similar California Schools. Their conclusion showed overall, staff at Granada Hills Charter High School (GHCHS) who took the survey expressed more favorable views of their school than staff at comparison schools in California, especially regarding the teaching and learning environment and school safety. Their feelings are reflected in the overall school rating responses: Far more staff at Granada Hills gave the school a grade of "A" than staff at comparable schools, and far fewer staff at Granada gave a grade of "C." Parent respondents also expressed more favorable views of Granada Hills than parents at similar schools. In particular, parents were happier with the teaching and learning environment and interpersonal relationships on campus than were parents in similar schools. Students at GHCHS were also relatively pleased with their school, especially concerning interpersonal relationships. Benchmark results can be viewed at <https://goo.gl/Royt2r>.

### **Classroom Observations**

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

Classroom observations and walk-throughs are conducted regularly by administrators, department chairs, instructional advisors and teacher peers throughout the school year.

1. Observations show evidence of the implementation of the common core standards, application of critical thinking and levels of questions that engage students to examine the content and apply it to practical situations.
2. Observations also noted evidence of active student participation in using critical thinking to examine and apply content, responding to expanded levels of questioning, engaging in a structured writing process, honing research skills, an increase in student participation and project-based learning.
3. Students are on-task and engaged in learning while teachers utilize strategies for meeting diverse student needs, e.g. active participation, small group instruction, technology, direct instruction, differentiated instruction, cooperative learning and laboratory discoveries.
4. Students are assessed on a regular basis and assessment information is used to guide instruction in the classroom.
5. Classrooms are in good condition and well-equipped with technology for teachers and students, for example, teacher-use computers, student-use computers, LCD projectors, touchscreen monitors, SMARTBoards, internet access, document cameras and other instructional media tools are in use.
6. Classroom and school procedures and routines are evident.
7. Teachers and staff work together to enforce school rules and support students in meeting school and classroom expectations for behavior.
8. Classroom instruction is observed through formal and informal classroom visits by the school administration, department leaders and peer teachers.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

All teachers collaborate to develop common benchmark assessments and final exams. Benchmark assessment data is used to refine instruction and differentiate lessons to meet the needs of students. In the absence of State data, NWEA services are being utilized to provide online assessment in English and Math to all our 9-11th grade students. Faculty and administration also use following assessment data to modify instruction and improve student achievement:

- Academic Performance Index (API) Data (No Longer Calculated)
- Adequate Yearly Progress (AYP) Data
- California English Language Development (CELDT) Data (ends 2017) - now moving to the ELCAP assessment
- California Assessment of Student Performance and Progress (CAASPP)
- Northwest Evaluation Association (NWEA) Assessments in English Language Arts and Mathematics
- PSAT testing provided for all students grade 9, 10 and 11 annually
- UC/CSU Eligibility Data
- AP/Honors Course Enrollment and Performance Data
- Early Assessment Program (EAP) for College Readiness in English Language Arts and Mathematics is now part of CAASPP
- Academic Core Completion Data
- Common Assessments
- Course Grade Evaluation

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

Teachers use internal and external assessment data to inform and modify instruction. All assessment data including past State Assessment and NWEA performance, is uploaded into our school testing database which then provides a comprehensive breakdown of individual student performance data for instructors to provide targeted instruction, tutoring and student support as needed.

### Staffing and Professional Development

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

100% of GHCHS teachers are highly qualified.

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

All teachers participate in scheduled nearly weekly professional development and work collaboratively in grade level groups, content groups, program groups based on individual department needs, academic program needs and teacher professional growth plans.

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

All teachers have access to outside training, workshops, conferences, guest speakers and materials for implementation of the common core state standards. Content specific and department weekly professional development helps bring staff together to evaluate and collaborate on instructional and curricular adjustments to address student performance as well as professional needs.

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

Our beginning teacher support, Teacher Induction Program Support (TIPS) mentors, Instructor Advisors and Department Chairs as instructional experts provide assistance and support for new and veteran teachers. Instructional Advisors and Content Leaders in major departments support teachers in addressing the content standards.

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

All teachers participate in one-hour nearly weekly professional development meetings and work collaboratively in grade level groups, content groups, program groups based on individual department needs, academic program needs and teacher professional growth plans. In addition, academic program instructors meet regularly outside of the instructional day to collaborate, align and develop new curriculum specific to the program.

#### Teaching and Learning

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

Teachers and Departments have been working to align curriculum, instruction, and materials to the Common Core State Standards for the past seven years and more recently the Next Generation Science Standards (NGSS)

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

The Granada Hills Charter High School class schedule adheres to the minimum instructional minutes required by the California Educational Code.

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

N/A

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

Provided as and when necessary.

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

All students have equal access to standards-based instructional materials and are assigned standards-based textbooks and enrichment materials and to be used at school or at home to complete assignments. In addition, students also have full access to electronic library media, ancillary materials and online support along with individual Chromebook Laptops issued to each student for their use throughout their high school career.

## Opportunity and Equal Educational Access

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

Granada provides resource teachers, one-on-one support based on individual learning plans, group work, peer tutors, differentiated instruction and materials within the classroom. Student services also include:

- Academic Support Counselors
- Intervention Coordinator
- After-School General and Subject Specific Tutoring
- Subject-Specific Peer Tutoring
- Free student access to online tutoring at tutor.com
- Student Study Teams
- English Learners (EL) Study Skills and Support Groups
- Study Skills Support Groups for EL students
- Therapeutic Services for individual students and groups
- SAT Writing Workshops
- SAT Prep

### 14. Research-based educational practices to raise student achievement

Teachers utilize research-based educational practices within their instructional program. All students have access to before and after school tutoring, electronic library media, textbooks and online support.

## Parental Involvement

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

Our 21st Century Learning Center Grant which is known schoolwide as the After Hours Program (AHA) provides before and after school tutoring and enrichment classes for all students as well as targeted student groups for subject specific and small group assistance. Parents are trained in the use of the Home Access Center to assist and follow-up on student attendance and performance and provided with well subscribed parenting workshops.

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

Representatives of all school stakeholders; parents, community members, teachers, out of classroom personnel, classified and students, participate on a variety of committees that plan, review and make recommendations to the Governing Board for approval of our SARC, ConApp programs, SPSA and LCAP. (Governing Board, School Site Council, Parent Advisory/Title I, ELAC, Curriculum & Instruction, Student Services, and Operations Committee, etc.)

## Funding

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

Remedial Summer School including adult instructional aids in remedial English, math and science, a full time Intervention Coordinator, school counselor support and targeted student intervention is funded by categorical funds to meet the needs of underperforming students.

### 18. Fiscal support (EPC)

Fiscal support is received through the Local Control Funding Formula, Title I and Title II, Perkins Grant and other grants.



## **Description of Barriers and Related School Goals**

In 2015-16 the school met both the participation and graduation rate for all students and student subgroups. With the development of the new accountability system and release of the California School Dashboard field test results in the spring of 2017, Granada Hills Charter High School has shown good progress (green) on overall school performance levels available to date: Suspension Rate, English Learner Progress and Graduation Rate. The Suspension Rate was low and has declined, English Learner Progress has improved and Graduation Rate has been maintained at a high level overall. Individual subgroups, while still within acceptable levels, show that the Suspensions indicator for Black or African American student subgroup has maintained at a medium level (yellow). Within the Graduation Indicator, the following subgroups have shown a slight decline but still remain at a high level (yellow): Socioeconomically Disadvantaged and Black or African American. The Graduation Indicators for Students with Disabilities and English Learners, which the rate remains low, shows a significant increase in graduation rate.

Focus for the 2017-2018 year continues to be on closing the achievement gap between the Granada Hills Charter High School student subgroups with particular focus on our Socioeconomically Disadvantaged, English Learners, Students with Disabilities and African American students as indicated in school performance data and identified by GHCHS stakeholders. Continuous improvement will be supported through the full time Intervention Coordinator, expanded opportunities for targeted student support and remediation and credit retrieval including summer school, onsite tutoring and support within the classroom by adult instructional assistants for core subjects as well as continued research into innovative and creative ways to serve and support all students. The SPSA follows the Local Control Accountability Plan (LCAP) closely to ensure greater continuity, clarity and direction to achieve the established schoolwide goals for staff, students, parents and community including support for our unduplicated population of students, college and career readiness and parent engagement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	1072	1084	1051	1066	1047	1066	98.0	98.0
All Grades	1072	1084	1051	1066	1047	1066	98.0	98.0

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2659.6	40	48	35	32	16	13	8	7
All Grades	N/A	N/A	40	48	35	32	16	13	8	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	45	44	45	46	10	10
All Grades	45	44	45	46	10	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	50	62	40	30	10	8
All Grades	50	62	40	30	10	8

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	28	32	61	59	11	9
All Grades	28	32	61	59	11	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	61	38	33	7	6
All Grades	55	61	38	33	7	6

**Conclusions based on this data:**

1. Based on the CAASPP Results, 98.0% of the 11th grade student participated in testing therefore meeting the required participation goal.
2. 80% of students tested met or exceeded the English Language Arts/Literacy Standards of the CAASPP (compared to 59% in CA and 54% in LAUSD) a 5% increase from last year (75% in 2015). 13% of GHCHS students tested nearly met the standard and 7% did not meet the standard.
3. Breaking down ELA/Literacy Content Standards into Reading, Writing, Listening and Research/Inquiry showed that 44% of GHCHS 11th grade students exceeded the standard in Reading, 62% exceeded the standard in Writing, 32% were above the standard in Listening and 61% were above the standard in Research/Inquiry improvements shown in every area except reading (down 1%). Those 11th grade students near or above the standard in Reading was 46%, Writing, 30%, Listening 59% and Research/Inquiry 33%. Only 10% of all students tested were below standard in Reading and Writing, 11% in Listening and 7% in Research/Inquiry. Focus will continue to be on building skills in all areas of reading, writing, listening and research/inquiry with a more intent focus on listening and effective communication skills and continued research and support of students for positive results.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	1072	1084	1051	1066	1044	1066	98.0	
All Grades	1072	1084	1051	1066	1044	1066	98.0	

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2647.7	28	30	30	29	25	24	16	17
All Grades	N/A	N/A	28	30	30	29	25	24	16	17

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	40	44	36	34	23	22
All Grades	40	44	36	34	23	22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	34	49	51	15	15
All Grades	37	34	49	51	15	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	32	34	54	53	14	13
All Grades	32	34	54	53	14	13

Conclusions based on this data:

1. GHCHS met the expected participation rate with 98.0% of 11th grade students tested in the CAASPP.

2. 59% of GHCHS 11th grade students tested met or exceeded the standard in mathematics (compared to 33% in CA and 25% in LAUSD) a 1% increase in 2016. 24% of GHCHS students tested nearly met the standard and 17% did not meet the standard in mathematics.
3. In mathematics content areas, 44% of 11th grade students were above the standard in applying mathematical Concepts and Procedures (4% increase), 34% were above standards in Problem Solving and Modeling/Data Analysis and 34% were above standards in Communicating and Reasoning. Student performance at or near the standards were 34% in Concept and Procedures, 51% in Problem Solving and Modeling/Data Analysis, and 53% in Communicating and Reasoning. Student performance that were below the Standard were 22% in Concepts and Procedures, 15% in Problem Solving and Modeling/Data Analysis and 13% in Communicating and Reasoning. Focus will continue to build student skills in all three areas and continued research and support of students for positive results.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	23	16	7	32	37	23	23	26	60	23	21	10			
10	26	16	13	39	47	38	26	21	42	3	11	8	6	5	
11	32	36	10	32	31	55	28	26	16		8	16	8		3
12	31	22	17	38	44	31	23	17	41	3	14	7	5	3	3
<b>Total</b>	28	23	11	36	40	37	25	22	39	6	12	11	5	2	2

#### Conclusions based on this data:

- Data reflects the language levels of the 105 ESL students tested in 2015-16. This data does not provide information regarding progress or growth until it is viewed at the individual student level. The 30 ninth grade students tested showed the following results, 2 (7%) performed at the Advanced Level, 7 (23%) at Early Advanced, 18 (60.0%) at Intermediate level and 3 (10.0%) at the Early Intermediate level. There were no ninth grade students assessed at the beginning level. Of the 24 tenth grade students tested the majority were at Early Advanced (38%) or Intermediate (42%) levels with 3 students (13%) performing at the Advanced level and 2 students (8%) at Early Intermediate. There were no tenth grade students assessed at the beginning level. Eleventh grade student performance shows that 3 (10%) are Advanced, 17 (55%) Early Advanced, 5 (16%) are Intermediate and 5 (16%) at the Early Intermediate level. One 11th grade student (3%) was assessed at the Beginner level. The majority of the 29 twelfth grade students performed in the Early Advanced and Intermediate levels with 5 (17%) at Advanced, 9 (31%) at Early Advanced, 12 (41%) at Intermediate, 2 (7%) at Early Intermediate and 1 (3%) at the Beginning level.
- The 2016-17 school year will be the final year CELDT is offered as the EL annual assessment tool. Beginning with the 2017-18 school year the statewide annual assessment will be the ELPAC Summative Exam and will be administered in the Spring instead of the Fall (which is the current policy). The CELDT will remain the tool used for initial assessments until 2018-19.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	35	34	25	33	34	15	12	17	38	12	14	10	8		13
10	25	22	12	36	39	29	25	20	41	5	10	9	9	8	9
11	28	45	22	25	27	43	31	20	18	3	6	12	13	2	6
12	34	24	13	36	44	34	23	15	34	2	12	8	5	5	11
<b>Total</b>	31	32	19	33	36	29	22	18	32	6	10	10	8	4	10

#### Conclusions based on this data:

1. Data reflects the language levels of the 184 students tested in 2015-16. This data is best utilized to evaluate and insure proper placement of individual students both within the ESL Program and schoolwide as well as one of the determinations for reclassification eligibility.
2. An overview shows that approximately 10% of all students tested were at the beginning level, 10% at the Early Intermediate, 32% at Intermediate, 29% at Early Advanced and 19% at the Advanced Level.
3. Beginning with the 2017-18 school year the statewide annual assessment will be the ELPAC Summative Exam and will be administered in the Spring instead of the Fall (which is the current policy). The CELDT will remain the tool used for initial assessments until 2018-19.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	132	
Percent with Prior Year Data	100.0%	96.2%	
Number in Cohort	117	127	
Number Met	80	98	
Percent Met	68.4%	77.2%	
NCLB Target	59.0	60.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	70	58	78	60		
Number Met	40	30	46	32		
Percent Met	57.1%	51.7%	59.0%	53.3%		
NCLB Target	22.8	49.0	24.2	50.9		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	

#### Conclusions based on this data:

1. All NCLB targets were met in 2012-2013 for Annual Measurable Achievement Objectives - AMAO 1 - Annual Growth. Students with 5 or more years did not meet the NCLB Target by 3% thus not meeting AMAO 2 however AMAO 3 was met.
2. All NCLB targets were met in 2013-2014 for AMAO 1, 2 and 3 - Attaining English Proficiency.
3. AMAO 3 Data is not applicable. Note that GHCHS no longer applies for Title III Funding. EL Performance is now reflected in the School Dashboard under the new accountability system.



## Planned Improvements in Student Performance

### School Goal #1

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

<p><b>SUBJECT: Planned Improvement in Student Performance - Student Achievement, Implementation of the Common Core and Pupil Outcomes/Intervention</b></p>
<p><b>LEA/LCAP GOAL:</b></p> <p>State Priority #2 – Implementation of the Common Core State Standards</p> <p>A. Implementation</p> <ul style="list-style-type: none"> <li>● School will fully implement state-adopted ELA and Math academic content and performance standards for all student including subgroups.</li> <li>● School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.</li> <li>● Teachers will participate in annual professional development on the implementation of the Common Core State Standards.</li> <li>● All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.</li> </ul> <p>State Priority #4 – Student Achievement</p> <p>Pupil Achievement as measured by:</p> <p>A. Statewide Assessments – ELA/Literacy and Mathematics (CAASSP)</p> <p>B. School Dashboard - Suspension Indicator, Graduation Indicator</p> <p>State Priority #8 - Pupil Outcomes</p> <p>A. SUMMER BRIDGE - Incoming new students will participate in Summer Transition Academy for enrichment, intervention, assessment and identification of skills levels</p> <p>B. ELA INTERVENTION- Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year to insure successful achievement and access to advanced placement coursework as available</p> <p>C. MATH INTERVENTION - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year</p>
<p><b>SCHOOL GOAL #1:</b></p> <p>Students, including all significant student subgroups (African American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth and level on Statewide assessments in English Language Arts/Literacy and Mathematics. All student subgroups will have access to academic and educational programs as outlined in the school charter. All students will have access to ELA and Math support and intervention.</p>
<p><b>Data Used to Form this Goal:</b></p> <p>Annual CAASPP Data, Course Grades/GPA, eSchool Reports, Cohort Grad Rate, Dropout Rate, NWEA, and PSAT Results, Attendance, Suspension and Dropout Rates, Summer School and STA Attendance, Student access to intervention and enrichment data, Internal "At-Risk" criteria, Professional Development documentation and classroom observations, Student, Parent and Faculty Survey and Staff/Leadership Team Feedback.</p>

**Findings from the Analysis of this Data:**

State Priority #2 – Implementation of the Common Core State Standards:

A. Professional development documentation and administrative classroom observations support implementation of the Common Core State Standards, NGSS and CTE Standards in all classes with strong student performance on State testing also indicating the implementation Common Core.

State Priority #4 – Student Achievement

A. GHCHS met both the participation rate targets for all students within the "green" good progress indicators for Suspension Rate, Graduation Rate and English Learner Progress in the new School Dashboard Accountability System. The Cohort Graduation Rate for 2015-16 was 95.7 (up from 94.8) and the Cohort Drop out Rate was 1.9 (down from 2.2).

B. CAASSP performance - 80% of students met or exceeded the Standard in English Language Arts and 59% of students Met or Exceeded the standard in Math.

State Priority #8 – Pupil Outcomes

A. 88.0% of all incoming students participated in Summer Transition Academy during the summer of 2016 (Summer Bridge).

B. (ELA Intervention) Students in need of ELA support were identified for English Language tutoring with 326 students participating. Data shows that 23% of students accessing tutoring improved their grades and 56% maintained their passing grades in English Language Arts from fall to spring semesters. SAT Writing Workshops were provided through the after school program as well as a variety of courses support of English language arts skills development. In 2016, 27% of the grade 9-11 GHCHS enrollment accessed summer school (894 students), of that 12% (105 students) accessed English remediation coursework with a 90% pass rate.

C. (Math Intervention) Targeted Algebra I and Algebra II Tutoring was provided in 2015-16 with a total of 419 students participating. Data shows that 11% of students accessing tutoring improved their grades and 47% maintained their passing grades in Mathematics from fall to spring semesters. In 2016, 27% of the grade 9-11 GHCHS enrollment accessed summer school (894 students), of that 18% (165 students) accessed mathematics remediation coursework with a 90% pass rate.

All students have access to tutoring in a variety of environments, regularly scheduled, drop in tutoring, teacher-directed targeted concept workshops and full access to tutor.com. Tutoring is also available during Gap Period Tuesdays and in the Library until 6:00 p.m. Monday-Thursday for students with extra-curricular commitments. 81% of GHCHS students accessed academic tutoring in 2015-16. 9% accessed Tuesday Gap Period tutoring and 18% participated in after school enrichment classes. 69% of the student body accessed the Library extended hours and tutoring available. Total student engagement for all tutoring, support and enrichment for all subjects was 80%. 2016 data evaluated show that 70% of students with a GPA of less than 2.0 or below participated in tutoring and/or enrichment during the spring semester, the majority being students with those with a GPA of 2.0<3.0.

**How the School will Evaluate the Progress of this Goal:**

Reexamine available proficiency rate results and student subgroup performance from the CAASSP, NWEA, English Department Writing Benchmarks (quarterly), Course Grades/GPA, Internal "At-Risk" criteria. 2015-16 PSAT Results, Attendance, Suspension and Dropout Rates, Summer School and STA Attendance, Student access to intervention and enrichment data, Internal "At-Risk" criteria, Professional Development documentation and classroom observations, Student, Parent and Faculty Survey and Staff/Leadership Team Feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation and Support of the Common Core State Standards	2017-2018 Academic Year	Administrators Department Leadership Testing Coordinator IT Staff Instructional Staff	Provide professional development opportunities. workshops & conferences for continued integration of the CCSS and higher level critical thinking into lesson planning and cross-curricular project planning	5800: Professional/Consulting Services And Operating Expenditures	Local Control Funding Formula – Base Funds	
			All teachers will participate in professional development in appropriate learning environments, strategies and materials preparation, for high stakes testing (NWEA training, etc.)	5800: Professional/Consulting Services And Operating Expenditures	NCLB: Title II – Improving Teacher Quality	12,907
			Professional Development -PreAP teacher training and support of low income/struggling students	5800: Professional/Consulting Services And Operating Expenditures	Local Control Funding Formula – Base Funds	
			Instructional and supplemental materials purchased aligned to the CCSS and the charter petition	4000-4999: Books And Supplies	Local Control Funding Formula – Base Funds	
			Instructional and supplemental materials purchased aligned to the CCSS and the charter petition	4000-4999: Books And Supplies	State Lottery	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supervision and staffing of instructional program	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Base Funds	
Provide for access to ELA and Math Intervention and support for students - during the school day	2017-2018 Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff Intervention Coordinator	Co-teach select CP social studies, science, algebra I, algebra 2 and geometry classes for additional student support Part time Instructional Aides-Provide extended targeted tutoring opportunities with part time teaching assistants supporting students in core English, math and science courses Counseling Staff which includes extended hours for SST and evening counseling hours (20% for Intervention-Title I support)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds Local Control Funding Formula – Supplemental and Concentration Funds	
Provide for access to ELA and Math Intervention and support for all students-outside the instructional school day and Provide additional support for At Risk and Credit Deficient Senior students	2017-2018 Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff AHA Support Staff	Summer Transition Academy to provide for incoming student assessment, evaluation, assistance, intervention and enrichment in ELA and Math as well as acclimation to the high school environment and school expectations (summer bridge)	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Base Funds	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Summer School and Senior Boot Camp staffing - for remediation/credit recovery	1000-1999: Certificated Personnel Salaries	NCLB: Title I – Low Achieving	126,174
			Summer School Instructional Aides	2000-2999: Classified Personnel Salaries	NCLB: Title I – Low Achieving	44,628
			AHA Program- After School Student Tutoring, Enrichment and Engagement Support	5700-5799: Transfers Of Direct Costs	NCLB: Title IV – 21st Century CLC	230,000
			Summer School Dean - (100% for 1 months)	1000-1999: Certificated Personnel Salaries	NCLB: Title I – Low Achieving	9,461
			Summer School Office Assistant 100% for 2 months	2000-2999: Classified Personnel Salaries	NCLB: Title I – Low Achieving	10,105
			Employee Benefits	3000-3999: Employee Benefits	NCLB: Title I – Low Achieving	82190
			Summer School Licensing Costs-Acellus & Accelerate Education	5800: Professional/Consulting Services And Operating Expenditures	Local Control Funding Formula – Supplemental and Concentration Funds	
			Admin summer supervision-1 @ 50% for 3 months	1000-1999: Certificated Personnel Salaries	NCLB: Title I – Low Achieving	17,148
Schoolwide Intervention and support of At Risk and Credit Deficient students	2017-2018 Academic Year	Administrators Department Leadership Counseling Staff Instructional Staff Intervention Coordinator	Intervention Coordinator 100%  Part Time Instructional Aides for core English, math and science  Counselors - 15% for Year	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	NCLB: Title I – Low Achieving  Local Control Funding Formula – Supplemental and Concentration Funds  NCLB: Title I – Low Achieving	114,078   175,670

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Testing Utilized for Intervention PSAT 9-10 grade	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Supplemental and Concentration Funds	
			Materials & Supplies	4000-4999: Books And Supplies	NCLB: Title I – Low Achieving	3,831
			Homeless Student Reservation/support required for Title I	5000-5999: Services And Other Operating Expenditures	NCLB: Title I – Low Achieving	500
			Employee Benefits	3000-3999: Employee Benefits	NCLB: Title I – Low Achieving	115,899
Provide support for Low Income Students-reduced meal subsidy	2017-2018 Academic Year	Administrators Department Leadership	Provide reduced meal subsidy for eligible students	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Supplemental and Concentration Funds	
Implement differentiated skills classes to address the behavioral, literacy, social skills or study skills for students in the special education program	2017-2018 Academic Year	Administrators teachers classified staff	For students with the Autism Spectrum Disorders- to improve their social and emotional skills and be more comfortable interacting with peers and adults	1000-1999: Certificated Personnel Salaries	Special Education	
			For students in need of behavior support- to learn the tools necessary to manage problem behaviors	1000-1999: Certificated Personnel Salaries	Special Education	
			For all students in the special day class program-to receive intensive resource like support in a learning laboratory model	1000-1999: Certificated Personnel Salaries	Special Education	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			For all students in special education- to read at grade level, perform on CST and CMAs at grade level as much as possible, to graduate, to transition to post-secondary options, and access the curriculum as much as possible with the help of targeted support classes	1000-1999: Certificated Personnel Salaries	Special Education	
Increase technology access, training and upgrades. Improve student assessment outcomes	2017-2018 Academic Year	Administrators Instructional Staff IT Support Staff	Lease Chromebook Devices for all Students  IT, SIS and CALPADS Staffing SIS Provider (eSchool) and Schoolwide Data Tools Testing Coordinator and annual testing assistants (Staff and Subs) Testing Proctors for High Stakes Testing	5000-5999: Services And Other Operating Expenditures  2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds  Local Control Funding Formula – Base Funds Local Control Funding Formula – Base Funds Local Control Funding Formula – Base Funds Local Control Funding Formula – Base Funds Local Control Funding Formula – Base Funds	

## Planned Improvements in Student Performance

### School Goal #2

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

<p><b>SUBJECT: Academic support and engagement support of EL, RFEF, low income and foster youth (unduplicated population)</b></p>
<p><b>LEA/LCAP GOAL:</b></p> <p>State Priority #2 – Implementation of Common Core State Standards (CCSS)</p> <p>B. EL Students and Academic Content Knowledge - Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p> <ul style="list-style-type: none"> <li>• All EL students will gain academic content knowledge through the state-adopted academic content and performance standards - 100% implementation of the CCSS.</li> <li>• All teachers of English Learners, EL and RFEF will participate in Professional Development provided by professional experts in the field to provide on implementation of the CCSS with specific application of SDAIE and ELD instructional strategies – All teachers of English Learners, EL and RFEF will participate in Professional Development provided by professional experts in the field to provide appropriate use of differentiation, SDAIE and ELD instructional strategies.</li> </ul> <p>State Priority #4 – Student Achievement. Pupil achievement as measured by:</p> <p>D. EL Progress and School Dashboard: English Learner Progress Indicator</p> <p>E. EL Reclassification Rates</p> <p>State Priority #7 – Course Access - Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.</p>
<p><b>SCHOOL GOAL #2:</b></p> <p>All EL, low income and foster youth students will gain academic content knowledge through the state-adopted academic content and performance standards. Reclassification Rate and English Language Proficiency of all EL and RFEF students will improve annually. EL, RFEF low income and foster youth students will perform at or near standards on the CAASPP statewide assessment and will show annual improvement in narrowing the performance gap between student subgroups.</p>
<p><b>Data Used to Form this Goal:</b></p> <p>Available School Dashboard: English Learner Progress Indicator, CAASPP Data, Course Grades/GPA, Graduation Rate, UC/CSU A-G Completion Rate, CELDT results, EL Reclassification Rate, eSchool Reports and documentation professional development and classroom observations.</p>



**Findings from the Analysis of this Data:**

EL students are making adequate progress towards reclassification and are being identified earlier and provided support in ELA and Mathematics. EL students who have completed the ESL1-4 series but have not yet been reclassified require additional targeted support based upon the GPA and testing data results to support reclassification prior to graduation. EL Reclassification rates for 2016-17 (October 2, 2016 - Fall 1) showed an increase from 14% to 15% with 23 students out of a total of 152 English Learners redesignated (REFP). This exceeds the 10% reclassification rate target. Starting with 2017-18 the statewide annual assessment will be the ELPAC Summative Exam and will be administered in the Spring instead of the Fall (which is the current policy). The CELDT will remain the tool used for initial assessments until 2018-19. Low Income student performance is comparable to schoolwide performance. Foster Youth performance is difficult to track and assess due to the transient nature of the student enrollment and withdrawal. Documented professional development and classroom observations support implementation of the CCSS in instruction. Baseline data for subgroup enrollment in AP and IB Classes is currently being collected for future analysis.

**How the School will Evaluate the Progress of this Goal:**

Evaluation of the School Dashboard: English Learner Progress Indicator, CAASPP performance Data, reclassification rate, CELDT performance, cohort graduation rate of student subgroups, completion of A-G requirements, improvement in course grades and GPA, enrollment in advanced level classes, and documentation professional development and classroom observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued implementation of state-adopted standards CCSS the ESL Curriculum	2017-2018 Academic Year	Administrators Department Leadership Testing Coordinator IT Staff Instructional Staff EL Coordinator ESL Instructional Staff EL Assistants EL Counselor	ELD Instructional Staff certified in SDAIE and ELD instructional strategies and qualified for instruction of six sections of ELD Classes  B. All teachers of English Learners and RFEP participate in professional development of the CCSS with application of SDAIE and ELD instructional strategies	1000-1999: Certified Personnel Salaries  5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula -- Supplemental and Concentration Funds  Local Control Funding Formula -- Supplemental and Concentration Funds	
Support of EL Student Progress and Achievement	2017-2018 Academic Year	Administrators EL Coordinator ESL Instructional Staff ELA and Math Instructional Staff EL Assistants EL Counselor Deans' Office	Part Time EL Coordinator/Case Carrier and Staff Development Assistant 40% EL Counselor	1000-1999: Certified Personnel Salaries  1000-1999: Certified Personnel Salaries	Local Control Funding Formula -- Supplemental and Concentration Funds  Local Control Funding Formula -- Supplemental and Concentration Funds	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>EL Language Assistants-4</p> <p>Increase EL student engagement with specific resources for special projects, motivational materials, library and IMA</p> <p>Provide transportation and excursion costs for EL student enrichment and college readiness - 2 trips per semester</p> <p>Summer CELDT Testing for incoming students to provide for appropriate course placement and full access to support</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p>	
Support of Foster Youth Progress and Achievement	2017-2018 Academic Year	Administrators Foster Youth Counselor Liaison Instructional staff IT Staff	<p>40% Foster Youth Counselor - Monitor progress on AB 167 transcript evaluation, course placement advisement and support. Insure appropriate course access, assess ELA and Math support and credit retrieval needs</p> <p>Foster Youth Classified Assistant</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p> <p>Local Control Funding Formula – Supplemental and Concentration Funds</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Transition Teacher for Foster Youth	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Supplemental and Concentration Funds	
Support of Low Income Students	2017-2018 Academic Year	IT Staff	Home Internet Access - T-Mobile Hotspots for those with no internet access - See Goal #1	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Supplemental and Concentration Funds	
Course Access- Continue to provide expanded opportunities for students in terms of course selection, support and needed preparation for access to all programs including IB and AP Capstone (as available) and a longer instructional day to improve course access	2017-2018 Academic Year	Administrators Department Leadership Classified Staff Instructional Staff Classified Staff AHA Supervisor AHA Staff	Continue extended instructional Period 0-7 day to enable all students greater access to a broad course of study and a longer instructional day	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Base Funds	

## Planned Improvements in Student Performance

### School Goal #3

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

<p><b>SUBJECT: College and Career Readiness</b></p> <p><b>LEA/LCAP GOAL:</b></p> <p>State Priority #4 – Student Achievement</p> <p>Pupil Achievement as measured by:</p> <p>C. College and Career Readiness - Students are on track to be college and career ready per State Standards</p> <p>F. AP Exam Passage Rate</p> <p>G. College Preparedness</p> <ul style="list-style-type: none"> <li>• All eleventh grade students will meet or exceed the standard on the CAASSP in English Language Arts and Mathematics</li> <li>• Eleventh graders will meet or exceed the standard on the CAASSP in English Language Arts and Mathematics at higher rates than 11th graders at comparable neighborhood schools</li> <li>• Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools</li> <li>• The graduation rate with A-G completion will increase annually</li> <li>• Subgroups performing below the average school percentage will improve annually</li> </ul>
<p><b>SCHOOL GOAL #3:</b></p> <p>Students, including all significant student subgroups (African American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) are on track to be college and career ready. All students will graduate with completion of A-G Courses with a C or better.</p>
<p><b>Data Used to Form this Goal:</b></p> <p>School Dashboard: Graduation Indicator, Course Grades/GPA, CAASSP Results, eSchool Reports, Cohort Grad Rate, UC/CSU A-G Completion Rate, AP, PSAT, SAT and ACT Exam Results, College acceptance rate, Parent input and Staff/Leadership Team Feedback.</p>
<p><b>Findings from the Analysis of this Data:</b></p> <p>C. The PSAT College and Career Readiness Benchmark report shows that 56% of GHCHS 9th graders met both benchmarks and 68% of GHCHS 11th graders met both benchmarks compared to 25% and 43% statewide and 40% and 48% nationwide respectively. The School Dashboard shows that GHCHS met the level and growth indicators for graduation per CDE standard (green).</p> <p>F. AP Exam passage rate for 2016 was 77% an increase from the prior year and well above the performance for California (63%) and nationwide (60%).</p> <p>G. Annual improvement of 11th grade student meeting or exceeding the standard continues on the CAASSP in English Language Arts and Mathematics with 80% of student meeting or exceeding the standard in English Language Arts and 59% meeting or exceeding the standard in Mathematics. GHCHS Graduates completing all courses required for UC/CSU Entrance for 2016 was 76.5% a 5.2% increase from 2015. (Palisades Charter-58.3%, El Camino-31.3%). GHCHS performance proved higher than all comparable neighboring schools in both CAASSP and A-G graduate data.</p>

**How the School will Evaluate the Progress of this Goal:**

School Dashboard: Graduation Indicator, (State determined College Readiness Indicators upcoming in 2017-18), Course Grades/GPA, CAASSP Results, eSchool Reports, Cohort Grad Rate, UC/CSU A-G Completion Rate, AP, PSAT, SAT and ACT Exam Results, Internal "At-Risk" criteria, Parent input and Staff/Leadership Team Feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide College and Career Readiness Support	2017-2018 Academic Year	Administrators Leadership Team College Counselors Teachers College and Career Office Support Staff External Vendors	College and Career Counselors and Staffing	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Base Funds	
			Naviance-College Readiness Assessment and student support program	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Base Funds	
			Student access to growth, diagnostic and college readiness tools (EAP, PSAT, NWEA, SchoolCity etc.)	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Base Funds	
			Fee assistance for Free and Reduced students to access SAT Prep Courses	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Supplemental and Concentration Funds	
			Provide early parent education on college options and financial aid - how to navigate the system	None Specified		
			Provide Mock SAT, Essay Writing Workshops, Research in college differences and understanding financial aid for students	None Specified		
			College and Career Fair	None Specified		
			Provide student access to visiting college presentations	None Specified		
			Provide schoolwide and community college fair	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extended opportunities for ELA Support and Writing Preparation beyond the classroom	2017-2018 Academic Year	AHA Supervisor & Assistant AHA Instructional Staff	AHA - Enrichment Workshops incorporating writing skills - Part of AHA Program	None Specified	NCLB: Title IV – 21st Century CLC	

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Parent Engagement - Outreach and Involvement</b>
<b>LEA/LCAP GOAL:</b>
State Priority #3 - Parental Involvement Parental involvement, including parent participation and efforts to seek parent input for decision-making
<ul style="list-style-type: none"> <li>• School will provide opportunities for parent involvement</li> <li>• School will provide opportunities for parent input in committee meetings and informational sessions</li> </ul>
<b>SCHOOL GOAL #4:</b>
Expand and strengthen existing opportunities and create engagement models for parent and community involvement in comprehensive student support; including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness. 100% parent access to opportunities for participation and input on decision-making.
<b>Data Used to Form this Goal:</b>
Parent Surveys, Meeting Agendas, Sign-ins and Rosters, Available Parent Engagement Participation Data
<b>Findings from the Analysis of this Data:</b>
Engaging parents in the many activities that take place on the high school campus is difficult. While "Back to School Night" and "Open House" is well attended. Parent Advisory Meetings, ELAC Meetings and standing committee meetings that require parent input and decision-making continue to reach out to parents for participation. There have been a multitude of well documented parent outreach activities and events throughout both fall and spring semesters to engage parents and involve them in decision-making as well as provide information. The parent page on the school website is in the process of redesign and a parent/family app to access the Home Access Center from any mobile device was added as a parent engagement tool. Parent engagement continues to be a challenge but efforts continue as planned. The Advisory Council (School Site Council) contains three parent members. All meetings have been well documented and survey results published.
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will make greater attempts at engaging parents and continue building a "representative" model for each of the Academic Programs as well as the committees at large to increase parent engagement. Annual Surveys will continue to be promoted to gain feedback and recommendations for further improvements including further improvement on the parent web page.





Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent training and Workshop Opportunities	2017-2018 Academic Year	Administrators Counselors Parent Engagement Supervisor Parent Engagement Assistant AHA Staff	Parent Training Workshops in the Home Access Center, navigating the school website, accessing teachers and counselors, the school communication process and services in English and in Spanish - offered as needed (AHA)	None Specified	NCLB: Title IV – 21st Century CLC	
			Parent Workshops on Teen topics (AHA)	None Specified	NCLB: Title IV – 21st Century CLC	

## Planned Improvements in Student Performance

### School Goal #5

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

<p><b>SUBJECT: Student Engagement and School Climate</b></p>
<p><b>LEA/LCAP GOAL:</b></p> <p>State Priority #5 Student Engagement - Improve student engagement via attendance rate, reduced dropout and improved graduation rates</p> <p>A. School attendance rate - School will maintain a high ADA rate</p> <p>B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism</p> <p>C. Middle school dropout rate (Not Applicable)</p> <p>D. High school dropout rate</p> <ul style="list-style-type: none"> <li>• School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school. The cohort dropout rate will improve annually</li> <li>• Subgroups with dropout rates above the average cohort dropout rate will improve annually</li> </ul> <p>E. High school graduation rate</p> <ul style="list-style-type: none"> <li>• School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.</li> <li>• Cohort graduation rate will increase annually</li> <li>• Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grad rate requirement (including African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged and Special Education)</li> </ul> <p>State Priority #6 School Climate - Lower suspension and expulsion rates and improve school connectedness</p> <p>A. Pupil suspension rates - School will reduce its suspension rates each year of operation</p> <p>B. Pupil expulsion rates - School will maintain a low &lt;1% annual pupil expulsion rate</p> <p>C. School Connectedness</p> <ul style="list-style-type: none"> <li>• Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations</li> <li>• Continued involvement of families in all key school operations and program.</li> <li>• Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities</li> </ul>
<p><b>SCHOOL GOAL #5:</b></p> <p>Expand and improve school connectedness and school climate including improved attendance, absenteeism and graduation rates and lower suspension, expulsion and dropout rates for all students and student subgroups. Improve stakeholder satisfaction per Annual Stakeholder Survey. A. Suspension rate lower than prior year, B. Expulsion rate &lt;1%, C. 75% positive results on Annual Stakeholder Satisfaction Survey</p>
<p><b>Data Used to Form this Goal:</b></p> <p>Annual attendance and dropout rates, (Annual P2 Report), School Dashboard, suspension and expulsion rates and graduation rate both annual and cohort graduation rates and annual stakeholder satisfaction and/or LCAP Survey.</p>

**Findings from the Analysis of this Data:**

State Priority #5 – Student Engagement - Pupil engagement as measured by:

A. The 2015 Attendance Rate was 97% meeting the expected measurable outcome of >95%. (Taken from the P2 2014-15 Report for consistency)

B. The 2015 Absenteeism Rate was 3% meeting the expected measurable outcome of <5%. (Taken from the P2 2014-15 Report for consistency)

C. N/A

D. The 2015-16 Cohort Drop Out Rate was 1.5 a +0.7 improvement from the 2014-15 rate and lower than other comparable local high schools. Student subgroup dropout rates have improved with the exception of the Asian (+.3) , African American (+1.6), and Special Education (+.3) subgroups.

E. The 2015-16 Cohort Graduation Rate was 95.1, a +0.3 improvement and higher than comparable neighboring schools. Cohort Graduation Rates improved for Hispanic, Socioeconomically disadvantaged and Special Education student subgroups however all other subgroups declined with Two or More Races (18 students) , and English Learner subgroup students (-10.6) declining more significantly.

Summary - CAASSP Performance, Course grades, and PSAT results show that while all student subgroups show improved performance, there still exists a gap in performance level between the subgroups. There continues to be a need to provide opportunities for support throughout the school day in addition to after school assistance. Increase in targeted student support and other forms of intervention is also needed to address the performance and skill-level gaps in learning.

State Priority #6 – School Climate

A. The GHCHS Suspension Rate continues to decrease moving from 2.7 to 0.8 from 2014 to 2015 which meets the expected goal of lower than prior year. Per the School Dashboard, GHCHS met the overall Suspension Rate for all students with a 0.8% suspension rate having declined from the prior year by -1.2% (green). African American students were the only subgroup that was indicated with the medium rate of 4.1% having maintained the suspension rate (+0.2%) (yellow).

B. The Expulsion Rate currently is 0 as it has been since 2013 meeting the expected goal of <1%.

C. The Annual Stakeholder Satisfaction Survey (LCAP Survey) showed a positive result exceeding the expected goal of 75% for school connectedness, access to participation and engagement in school activities, operations and programs.

State Priority #7 – Course Access - All students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Foster Youth), unduplicated students and students with exceptional needs have access to academic and educational programs as evidenced by the master schedule and individual student schedules and transcripts.

**How the School will Evaluate the Progress of this Goal:**

Annual evaluation of the school attendance (metric >95% attendance) and dropout rates (95%) rate both annual and cohort graduation rates (>90%) and results from the annual stakeholder satisfaction (LCAP) survey (>75%) with expected improvements each year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support student enrollment, continuous attendance and high school completion	2016-17 Academic Year	Administration	Attendance Personnel & Staffing	2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds	
			Discipline Deans Staffing	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula – Base Funds	
		Security Aides and Officers for School Safety	2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			School Surveillance System	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula – Base Funds	
Student Engagement and Activities and School Culture	2016-17 Academic Year	Administration Leadership School Site Council Parents, Faculty and Staff	Contract Annual Surveys, School Satisfaction, LCAP, etc. Activities and Outreach Office	5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds Local Control Funding Formula – Base Funds	
School Climate & Safe Environment	2016-17 Academic Year	Administration	Supervision and staffing of custodial and maintenance staff	2000-2999: Classified Personnel Salaries	Local Control Funding Formula – Base Funds	

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Local Control Funding Formula – Base	39,766,321	39,766,321.00
Local Control Funding Formula –	996,335	996,335.00
NCLB: Title I – Low Achieving	819,291	111,407.00
NCLB: Title II – Improving Teacher	12,907	0.00
Special Education	3,470,624	3,470,624.00
Child Nutrition Program	1,235,052	1,235,052.00
Perkins Vocational Tech	65,000	65,000.00
NCLB: Title IV – 21st Century CLC	230,000	0.00
State Lottery	855,036	855,036.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
NCLB: Title I – Low Achieving	707,884.00
NCLB: Title II – Improving Teacher Quality	12,907.00
NCLB: Title IV – 21st Century CLC	230,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	442,531.00
2000-2999: Classified Personnel Salaries	54,733.00
3000-3999: Employee Benefits	198,089.00
4000-4999: Books And Supplies	3,831.00
5000-5999: Services And Other Operating Expenditures	8,700.00
5700-5799: Transfers Of Direct Costs	230,000.00
5800: Professional/Consulting Services And Operating	12,907.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	NCLB: Title I – Low Achieving	442,531.00
2000-2999: Classified Personnel Salaries	NCLB: Title I – Low Achieving	54,733.00
3000-3999: Employee Benefits	NCLB: Title I – Low Achieving	198,089.00
4000-4999: Books And Supplies	NCLB: Title I – Low Achieving	3,831.00
5000-5999: Services And Other Operating	NCLB: Title I – Low Achieving	8,700.00
5800: Professional/Consulting Services And	NCLB: Title II – Improving Teacher Quality	12,907.00
5700-5799: Transfers Of Direct Costs	NCLB: Title IV – 21st Century CLC	230,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	942,591.00
<b>Goal 4</b>	8,200.00



## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Judith Baumwirt, Administrator	X				
Denise Mumma (Chair)				X	
Kristi Vazquez (Secretary)		X			
Gina Corpus		X			
Ralph Hopp				X	
Joe Laney, 12th Grade Rep.					X
Richard E. Nolan				X	
Mike Rivera		X			
Melissa Shahmoradian		X			
Jennifer Sheridan			X		
Salma Tarzi, 10th Grade Rep.					X
Nadia Vargas, 12th Grade Rep.					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

**Recommendations and Assurances**

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

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


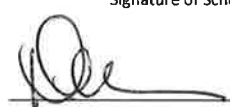
X English Learner Advisory Committee  
 Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):  
 Title I Parent Advisory

*Sarina Robinson*  
 \_\_\_\_\_  
 Signature  
*Castopp*  
 \_\_\_\_\_  
 Signature  
*MLL*  
 \_\_\_\_\_  
 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 15, 2017.

Attested:

Brian S. Bauer _____ Typed Name of School Principal	 _____ Signature of School Principal	22 May 2017 _____ Date
Denise Mumma _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	5/12/17 _____ Date