# GRANADA HILLS CHARTER
## HIGH SCHOOL

Spring 2018 WASC Self-Study Report

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# Chapter I: Progress Report

**Significant Developments**
- iGranada Campus Expansion
  - In March, 2013 GHC purchased a second school site location on Devonshire Street. The site was purchased to address space concerns on the Zelzah campus and to expand student access to exceptional academic programs. The site currently houses the iGranada Digital Arts & Sciences academic program. iGranada Digital Arts & Sciences is a blended learning program that incorporates both online and face-to-face instruction designed for students interested in careers in digital arts and media while accessing the comprehensive high school experience. Course sequences include coding, app building, website design, video editing, and project management. Students have access to the same tools as multimedia professionals in a collaborative working environment and can earn certification in HTML, Adobe, and Java. All iGranada coursework meets the UC/CSU eligibility requirements and is approved by the NCAA.
- One-to-One Chromebook Program
  - Beginning in the summer session of 2015, with a full rollout during the 2015 fall semester, all 4,600 enrolled students received a Chromebook laptop computer. By placing the instructional technology device into the hands of every student, GHC demonstrated a commitment that all students would be able to experience more individualized instruction, increased collaboration inside the classroom while gaining immediate access to online research, and stronger preparation for college, career, and life experiences. In the spring of 2015, LAUSD upgraded the wireless capabilities of GHC using voter approved LAUSD school bond funds. The campus Wi-Fi project provided the necessary infrastructure to support individual computers for all students.
  - Teachers in all content areas from English to Visual and Performing Arts utilize Chromebooks in their classrooms to accommodate every child's pace of learning and to implement a variety of engaging instructional strategies. GHC does not require parents to pay a fee for the computer and the school also provides a free protective case so students can take Chromebooks home. The school negotiated the purchase of the computers from Hewlett Packard and offers an optional insurance policy of $20 per year. The total cost, per student, including hardware, software licenses, and security and filtering subscriptions is less than $80 per year. The on-campus Hewlett Packard Certified technical team provides instant support, maintenance, and repair to all devices, saving additional expenses.
- International Baccalaureate and AP Capstone Program Growth
  - The school has continued to support and develop the IB Diploma Program which is a rigorous, pre-university course of study which leads to externally assessed examinations, an independently designed research project, and substantial community service. IB is a two-year course of study for 11th and 12th grade students. IB students take 6 two-year courses (one from each of six subject

categories) and a two-year Theory of Knowledge (TOK) course which examines the connections between all of the classes. Each of these two-year courses provide greater depth than traditional non-IB courses. After completing the diploma program, GHC students become community leaders who find the transition from high school to college much easier. Because IB students engage in rigorous research and are assessed against international standards, they are able to adapt to the rigors of college academics. In addition, since IB students focus on developing their creativity and leadership skills, the ability to work with professors, campus leaders, and internship advisors is strengthened as well.

- In 2015 GHC began offering the AP Capstone Program as another curriculum path for students. AP Capstone is a flexible, rigorous two-year program for grades 11-12 designed to help students develop the research, critical thinking, and communication skills they will need in order to be successful in college and in other professional environments. The program is composed of two separate components, the Seminar Course and the Research Course. An array of instructional methods such as lecture, class discussion/debate, research assessment, and student-centered assignments are used to prepare students. Students work independently and in groups to develop critical thinking and foster creativity. By earning threes or higher on both Capstone courses, and threes or higher on four other AP courses during their high school career, students are able to earn the AP Capstone Diploma.

● Expanded Course Offerings and AP/IB Participation
  - GHC has continued to expand the number of course offerings for students. The school now offers over 225 unique courses to increase student flexibility in choosing curriculum pathways. The school has also shown a consistent increase in AP class participation with growth each year since 2013 in the number of students taking at least one AP or IB course. Expanded course offerings and increased participation in rigorous courses demonstrate the school's commitment to preparing students for college and career options after high school, along with ensuring that all students have access to the highest level curriculum.

● Revised Summer Transition Academy (STA) Curriculum
  - The GHC Summer Transition Academy curriculum has continued to be updated to adapt to student needs and ensure that all incoming 9th graders are fully supported and prepared for their high school experience. During the program students attend 2-hour block English and Mathematics classes with a focus on grade level reading, writing, critical thinking, and math computational and conceptual skills. Students also complete several diagnostic assessments during STA, including the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) online assessments in Mathematics and Reading. Diagnostic data and other factors such as previous course grades, test scores, and teacher recommendations ensure proper placement in Mathematics and English courses for 9th grade. STA has been solidified as a three week program and now also offers further information about college and career planning as academic counselors visit and speak to individual classes about high school pathways, credits, and graduation requirements. The STA

program continues to distinguish GHC as a high school in which 9th graders on the first day of school are already well accustomed to school geography, culture, and procedures so that they may focus on their classes and learning.
- Special Education Co-Teaching Community of Practice
  - GHC has implemented a research driven, co-teaching community of practice in select math, science, and social sciences classes. The co-teaching program utilizes the Co-Teaching Solutions System (CTSS) which is an online data management system that includes a protocol called CTIME which enables teams to support and give feedback to one another. In each classroom a general education teacher and a special education teacher are partnered to provide students with different perspectives and support in the classroom. All teachers have undergone comprehensive professional development and support to develop core co-teaching competencies. During the 2016-2017 school year GHC received a California Department of Education Gold Ribbon Award for this special education co-teaching model.
- After Hours Activities Program
  - The After Hour Activities program at Granada is completely free and offers courses in Drivers Ed, Make Up, Guitar, Comic Book Club, Digital Arts, Intramural Sports, Game/Art Techniques, Teen Cuisine, and many more. Every extracurricular course is led by an experienced instructor in that field. Adult and Peer Tutors are also available to assist students in subjects such as math, English, and science. To support students as much as possible, adult and peer tutors align their assistance with lesson plans from specific teachers or past experiences with the course. AHA prepares all students academically, socially, and artistically with a wide range of courses and offers an open-door policy to all students.
- Expanded Coordinator Positions
  - The school has created three coordinator positions in response to analysis of student achievement data. The school's Intervention Coordinator facilitates the three-tiered intervention program that supports all students, but has been especially focused on implementing programs and interventions to support low-performing and struggling students. The English Learner Coordinator provides a number of supports for English Learners, community outreach for families of students who are English Learners, and supports English Learners in the process of seeking out tutoring and support services offered at GHC. Finally, the Community Outreach Coordinator has increased links to local businesses and community groups.

## Schoolwide Critical Areas for Follow-Up

Recommendations from Last Full-Cycle Visit
1. *Continue to collaborate and align benchmark assessments across all content areas.*

All departments have made strides in creating, aligning, and delivering common benchmark assessments. The math department has created benchmarks that align with Common Core Standards. The English department has created a vertically aligned internal assessment plan for each grade level in which assessments align with Common Core Standards as well. The science department has shifted to full implementation of the Next Generation Science Standards and has begun to pilot common assessments that address crosscutting concepts within the NGSS framework. Social Sciences and World Languages have also created common assessments to align skill development, instruction, and assessment of student skills in each content area. All departments utilize online platforms, including School City, Hapara, and Socrative to assess student performance on common benchmarks.

2. *Continue to develop and implement a systematic process to share successful teaching strategies school wide.*

GHC has developed a number of systematic processes to share successful teaching strategies school wide. Each year teachers have access to three optional Professional Learning Days (two days in August, one day in January). Although these sessions are not mandatory attendance rates for professional learning days average around 75% of the teaching staff. Professional Learning Days cover a variety of topics concerning successful teaching strategies. Presenters vary from outside presenters representing diverse organizations to in-house presentations from staff on a wide variety of teaching practices. Teachers typically attend all staff trainings in the morning and then have the option to attend break out groups with their departments in the afternoon. Some Professional Learning Days allow teachers to self-select breakout sessions according to their area of interest. Themes and concepts from Professional Learning Days are revisited throughout the school year in departmental meetings and professional development meetings. Professional Learning Days have been an effective systematic process to allow for the sharing of successful teaching strategies school wide.

The process of encouraging and facilitating peer observations has increased in all departments. For the past three years members of each department have been asked to complete at least one peer observation of another teacher either within or outside their content area as a means of observing varying teaching strategies. After a peer observation is completed teachers are asked to reflect on their observation by completing a Google Form that asks guiding questions to encourage meaningful reflection on the observation and to think about tangible, immediate strategies that the teacher can take back to his/her classroom. The process of peer observation is not formally enforced but highly encouraged by department chairs each semester to ensure that the process of viewing and collaboration produces meaningful discussion, reflection, and genuine collaboration between participating teachers.

The school continues to maintain a Tuesday morning professional development bell schedule in which departments are allotted one hour of professional development each week in the morning. Tuesday professional development meeting time is split between departments, academic programs, and all staff meetings. Departmental professional development agendas are determined by the

department chair and aim to encourage discussion and reflection on curriculum, best teaching practices, and methods of assessment. Department chairs and instructional advisors guide agenda creation based on goal-setting and feedback from department members.

Academic program professional development meetings occur on roughly a monthly basis and have agendas that are guided by academic program leads. Similar to departmental meetings, academic program professional development meetings focus on discussion and reflection on curriculum, best teaching practices, and methods of assessments. Academic program professional development meetings allow for cross-curricular collaboration and the formation of interdisciplinary learning opportunities for students as teachers from various departments are able to meet to discuss projects within the academic program.

All-staff professional development meetings occur roughly once or twice each semester. These meetings have often been led by in-house staff from the English Language Learners and Special Education departments focusing on differentiated instructional strategies to best support English Learners and students with IEPs or 504 plans. Teachers have received training and information on SDAIE strategies, differentiated instruction, successful implementation of accommodations, and the concept of Universal Design for Learning. During the shift to the 1-to-1 Chromebook program the staff also received training concerning the use of Google Classroom and the Google Suite of software to support student learning and demonstration of knowledge.

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.*

The school allocates extensive resources to ensure that all staff have access to professional development to implement effective differentiation strategies. During the 2016-2017 school year over 170 off site professional development opportunities were attended by different members of the staff. The allocation of adequate funds to support staff in seeking out professional development opportunities has proved invaluable in ensuring that teachers are consistently pushing their practice and bringing back information about current educational trends to their individual departments. The school also maintains three professional learning days each year for teachers to participate in relevant and up to date professional development activities.

Special education aides are provided a number of professional development opportunities, many from the County and District offices as the school is under the LAUSD SELPA plan. Special education also balances weekly professional development time working within the department and partaking in professional development with specific subjects and departments to gain insight on department practices and assessments. The school has also made efforts to increase the number of opportunities for students to act as peer tutors through a variety of means. Within the After Hours Activities program peer tutors assist other students with homework help, writing tasks, and studying for assessments. In the College and Career office a staff of Peer College Counselors, who are current seniors, undergo training during the summer and provide counseling advice to students

throughout the school year. Finally, during the 2017-2018 school year the school began piloting the GHC Writing Center, a dedicated program to utilize current seniors as writing tutors for freshman. While currently only in its first year and limited in scope to seniors helping freshman with English writing skills, the Writing Center is currently on a three year plan to expand in the future. Finally, special education teachers, especially those in participating in the co-teaching instructional program have undergone extensive professional development in a community of practice which focuses on using a wide range of differentiated strategies to provide maximum support for all students in a heterogeneous classroom.

4. *Continue to improve the effectiveness of the Summer Transition Academy and Skills for Success classes.*

The Summer Transition Academy (STA) has continued to undergo changes and modifications at the end of each year based on feedback from staff and from an annual survey of students. Currently, STA has settled into a time frame of a single, three-week session during the middle of summer in which students attend 2-hour block English and Mathematics courses, complete diagnostic assessments for both math and English, attend various orientation assemblies to ensure students are acclimated to the school environment at the beginning of 9th grade, and receive information about high school pathways and graduation requirements.

The English curriculum of STA was updated and revised before the 2017 session to shift away from content driven curriculum to a skills focused curriculum. Namely, the novel *Pendragon* was removed as the central text of the curriculum and the program now focuses on core conceptual skills of argumentative writing, Socratic discussion, and reading skills. This shift has allowed for more teacher choice and flexibility in selecting texts while instruction is still aligned to clear skills and standards. The math department has shifted STA curriculum away from skill based remediation to differentiated math exploration. Students in math classes now complete reflective journal writing during the program to foster writing skills in mathematics. Students also complete two placement assessments to aid in accurate programming placement for the ninth grade year.

The Counseling Department has also become more involved in participating in STA as counselors provide presentations on graduation requirements and academic pathways in each classroom, allowing for more question and answers sessions from students as opposed to the previous structure in which all students attended a mass assembly on graduation requirements. The new model of individual presentations for each classroom has been created to ensure students are better able to grasp information concerning expectations for successful high school completion.

Skills for Success classes have been discontinued after reflection and analysis of student performance as feedback from teachers about the homogenous student grouping was deemed ineffective. Instead, GHC has shifted to a heterogeneous grouping model for students. In math, social science, and science classes a full inclusion program involving co-teaching in which one subject matter teacher and one special education teacher lead classroom instruction provides increased differentiation and support for students in the learning process. In ELA classes at the 9th

and 10th grade level, classes have shifted to split rosters in which College Preparatory and Honors students are grouped together and receive differentiated instruction and assessment. The school is continuing to explore and reflect on the effectiveness of these heterogeneous classroom models as a means of supporting all 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.*

The previous three years have been transitionary for the school as most of the recognizable schoolwide metrics have been discontinued at the state and federal level. Primarily the disappearance of state API, federal AYP, CST testing, and the CAHSEE have pushed the school towards other metrics of schoolwide measurement that can be distributed and analyzed. The school gathers aggregated and disaggregated data on CAASPP testing for English Language Arts and Mathematics. This information is communicated to and analyzed by the specific departments. During the past three years, GHC students have achieved high test scores relative to the local district and state. Further, increased metrics of achievement on AP enrollment, the number of students who pass an AP test with a qualifying score, and SAT data have been communicated to teachers, staff, and the community through regular updates through the governing structure.

During the 2016-2017 school year preliminary results of the newly created California School Dashboard were communicated with all staff and a section of the school's website was created to link to the school's metrics. This year will result in the release of a second year of school data and establish a baseline of performance for the school looking at both the state and local indicators. The school's leadership team has devoted time to understanding these metrics and familiarizing themselves with them in preparation for understanding how GHC's performance on the dashboard will impact future decisions about academic programs and support for students. The school will continue to communicate CAASPP, AP, SAT, and grade book data to staff for analysis, and is also prepared to guide staff through the process of understanding how the California School Dashboard can be used to identify gaps or areas of improvement in the school's academic programs and structure.

In lieu of the schoolwide data indicators and measurements that were typically analyzed schoolwide, the past three years have also seen a shift towards refining internal assessment strategies within departments. All departments utilize a variety of common benchmark assessments or midterms/finals to measure student progress towards academic standards and performance tasks deemed most relevant by each department.

6. *Use assessment results to modify instruction according to identified learning gaps.*

GHC departments and teachers routinely utilize assessment results to modify instruction. At the classroom level all teachers have undergone professional development on the difference between formative and summative assessments. Teachers typically scaffold the learning process through the use of formative assessments to gauge student learning and then adjust instruction so students may

perform at their highest levels on summative assessments.

Within departments, common benchmarks, assessments, midterms and finals, guide and bring together large departments of teachers to have focused, aligned goals for students to reach at various stages during each semester. Teachers use assessment results to identify student learning gaps and then use professional development time to focus on strategies to address the identified learning gaps.

While the school demonstrates high academic achievement with approximately 75% of each graduating class having earned at least one qualifying score on an AP exam during the course of their time at GHC, the school has also utilized this data to encourage the use of pre-AP strategies within all classrooms to encourage students who might be on the cusp to consider taking more challenging AP classes during their sophomore, junior, and senior years of high school. Teachers recognize that best practices of scaffolding instruction are not limited to any spectrum of classes and aim to utilize pre-AP strategies in critical reading, writing, thinking, and discussion to build students' skills and confidence from freshman year to potentially take an AP course at some point during high school.

The math and English departments have also utilized CAASPP student performance data to modify instruction. The English department has vertically aligned 10th and 11th grade common assessments to focus on rhetorical analysis, persuasive writing, and synthesis essay writing across various genres. These common writing tasks align with the critical reading and writing skills that students are expected to demonstrate on the CAASPP. By aligning common writing assessments with these tasks, professional development has focused on best instructional practices to assist students in critical reading and the synthesis of sources to create or maintain a persuasive, argumentative position in writing. In response to student performance data on the math section of the CAASPP the math department has created subject frameworks that are based on unit structures that focus on Big Ideas, Essential Questions, Misconceptions, and specific CCSS-M Standards. These frameworks are shared between all math teachers within the same subject and are collaboratively generated and maintained as teachers contribute and provide resources for each unit. Math teachers are also provided time during professional development to share best teaching practices.

Recommendations from Mid-Cycle Visit
1. *Continue to reflect on data and implement strategies and programs that will facilitate all students to maximize their opportunities after high school.*

The College and Career office has expanded its scope and outreach with a wide variety of strategies and programs that facilitate the chance for all students to maximize their opportunities after high school. The office routinely puts on a number of workshops and events, including the College and Career Fair, for both parents and students. All events are communicated through weekly bulletins that are received by students and staff. The office also provides information about careers and internships, along with college visits on campus and college field trips. All post-secondary planning and coordinating, both for college and career, is housed within Naviance which allows students to

make reservations for events on and off campus. The office also provides information to students about fee waiver opportunities for testing, along with workshops about the PSAT, SAT/ACT, and scholarship opportunities. Informational sessions about financial aid are provided as well. The office maintains a staff of peer-college counselors (PCCs) who are seniors that undergo summer training on how to counsel students through the process of preparing for opportunities after high school. Finally, during the most recent fall semester of 2017 the majority of teachers were given training in how to compose effective letters of recommendation for students applying to college.

**Ongoing Follow-up Process**

The Leadership Team (consisting of administrative staff, department chairs, department instructional advisors, and representatives from the counseling and intervention staff) is responsible for monitoring and implementing the Single Plan for Student Achievement. The Leadership Team identifies areas of need in the instructional and curricular program and sets the schoolwide goals for the professional development program when it meets in August of each school year. These goals reflect school wide areas for growth and specific department responsibilities for improvement of student learning. On a monthly and weekly basis, the department chairs, instructional advisors, and, if applicable, the content area leaders set the agenda for professional development meetings each Tuesday morning. Any modifications or additions to the instructional or curricular program must be presented to and approved by the Committee for Curriculum and Instruction.

The WASC self-study coordinator, along with the chair and Administrator overseeing the Curriculum and Instruction Committee are responsible for presenting updates on the Single Plan for Student Achievement and the staff development progress to the Board of Directors.

All reports published for WASC, the State Department of Education, the GHC Board of Directors, and LAUSD's charter division are reviewed by the leadership team for input and verification. In 2014, the leadership team prepared and submitted a three-year progress report to WASC.

In December of 2016, the Focus Group Leaders and Self-Study Coordinator met to set the goals for focus group meetings throughout the following 14 months, identifying critical areas for examination in the criteria and designing activities to involve all stakeholders in the self-study process. With support from the Leadership Team, the Focus Group Leaders have facilitated the analysis, discussion, and collection of notes during meetings and participated in the on-going editing of the report.

**Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals**

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

**Relation to Critical Areas for Follow-Up**
- ● Continue to reflect on data and implement strategies and programs that will facilitate all students to maximize their opportunities after high school.

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

**Curriculum/Instruction**
The school and staff have continued to utilize the features within the eSchool data system to ensure that all student performance is collected and monitored to ensure that students are properly evaluated for college and career readiness. Key student data performance including performance on various assessments including SBAC, CELDT, PSAT/SAT, Physical Fitness Test, and NWEA MAP performance are included in the student profile section for each student in eSchool. Aggregate student data performance on the SBAC and other tests reveals that GHC students outperform both the local district and state averages, with 80% of the 2017 testing class meeting or exceeding ELA standards and 59% of that class meeting or exceeding math standards. This historical outperformance has persisted for the past three years and speaks to the effective curriculum and instruction that supports the school's vision and mission. eSchool also includes easily accessible alerts so teachers can identify students who have IEPs, 504 Plans, or are designated/reclassified English Learners. Teachers also have access to medical alerts and supporting documentation including student IEPs to monitor and successfully implement accommodations according to student need. Performance on formative and summative assessments within each department are managed in the online platform School City and allow for aggregated and disaggregated reporting of student performance so that content teams can look at overall student performance within departments or for individual students.

The school ceased use of the Kuder software management system for managing career and college progress during high school and has fully shifted to the use of Naviance to engage and monitor student college and career growth during each student's four years in high school. Students are engaged each year to ensure that they are considering and exploring career options during 9th and 10th grade, then pursuing and preparing for college applications and career opportunities during 11th and 12th grades.

**Intervention**
Through continued discussion of the college and career readiness standards the school has expanded programs and enrichment opportunities to engage at-risk students. The Counseling Office routinely analyzes student data performance at each marking period of the semester and provides outreach and support to students who are receiving or earning Ds or Fs in their classes. These students are provided support through tutoring on campus, online tutoring options, after school and weekend workshops, and credit recovery options. The College and Career office also monitors student performance on the SAT/ACT and AP tests and reaches out to students to provide assistance in planning for post-secondary options. 95.1% of the 2016 graduating class earned a high school diploma and 76.5% of the class also completed A-G requirements. From the 2015 to 2016 graduating class there was a 5.2% increase in the percentage of students completing A-G

requirements, demonstrating a comprehensive educational program dedicated to fulfilling the school's vision and mission. The school has also maintained a college persistence rate of approximately 95% for the past three years, well above California and national averages, demonstrating that GHC graduates who attend college are highly likely to return to a second year of enrollment.

**Professional Development**

During the 2014 Charter Renewal process the Mission Statement was revised and the ELSRs were re-examined in relation to the mission statement. The current Mission Statement is: "*Granada Hills Charter High School will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.*" The current ESLRs support the school's mission statement. Teachers in all departments are encouraged to participate in peer observations at least once a semester and complete a reflective survey on their observation. Allocations to encourage and support conference attendance have been made and numerous teachers attend conferences and trainings each year including preparation for teaching AP/IB courses. All school syllabi are updated to reflect the current school ESLRs and departments have shifted towards the new core standards. The math and English departments have adopted the Common Core Standards while the science department has shifted to the Next Generation Science Standards. Departmental curriculum have shifted and been updated to integrate the skills and competencies relevant to 21st century career and college expectations.

**Parent/Community Engagement**

The College and Career office has expanded its offering of research, internship, job shadowing, mentoring, and apprenticeship opportunities for students. Other academic programs, including the Global Business and Finance program and the International Baccalaureate program offer a wide variety of internship and volunteer opportunities for students to complete in the local community. The College and Career office conducts a wide variety of college and career planning events for both parents and students throughout the year with two major events including the College and Career Fair during the fall semester and a newly developed College Application Information Session in the spring semester. The College and Career Fair typically has over 100 colleges represented and is noted as one of the largest in the San Fernando Valley.

The school annually conducts surveys of students, parents, and staff to gather information from stakeholders about opportunities for increased parent and community engagement. During the 2016-2017 school year the annual survey was conducted by Columbia Teachers College. During the 2016-2017 school year, parent data revealed that 95% of parents believed the school "provides high quality instruction" and 93% of parents believed the school "prepares my child academically for his/her next phase of schooling" demonstrating the school's continued commitment to ensure students are prepared for life after high school. The survey also reported that 90% of students believed that adults at the school "encourage me to work hard so I can be successful in college or at the job I choose".

CTE offerings have changed to represent changing trends in employment and career opportunities for students. Currently GHC students have access to Automotive, Culinary Arts, Business Statistics, Entrepreneurship, and Engineering classes. In many of these classes students are able to earn certifications from trade organizations or community college credits that can be utilized after high school.

The school has consistently provided outreach and opportunities for parents to become involved in the school and learning process. A wide variety of parent organizations are available on campus and members provide input, feedback, and support for the school. The school maintains a sizeable parent volunteer list and provides parents with opportunities to participate in events on campus. The school communicates through newsletters, website updates, email blasts, press releases, and various social media accounts.

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

**Relation to Critical Areas for Follow-Up**
- Continue to develop and implement a systematic process to share successful teaching strategies school wide.
- 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.

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

**Curriculum/Instruction**
The school provides three optional professional learning days for all staff on instruction and curriculum strategies that support learning in all departments ranging from the use of technology, pre-AP strategies, critical thinking, and adoption of new educational standards. Historical attendance to professional learning days is typically about 75% of the teaching staff. This strong attendance rate demonstrates the relevance of the professional learning days to the staff and the staff's commitment to continually improve teaching practice and staying abreast of developments in education. Further, the school provides professional development time to teachers who are members of academic programs to collaborate interdepartmentally and share curriculum and instructional practices that create consistency in research strategies, integration of expository reading and writing skills, technology integration, and interdisciplinary projects and assessments.

All departments utilize professional development time to collaboratively develop formative and summative assessments for various content areas. Teachers utilize backwards planning with summative assessments driven by standards to determine final student products then work collaboratively to generate formative assessments to administer to students. These formative assessments, and the data collected from them, provide valuable data and information for teachers

to reflect on best practices and share strategies to encourage critical reading and thinking strategies.

The math and English departments have adopted the Common Core Standards and aligned curricular units to these standards. While the shift to English Common Core Standards more readily aligned with the previously utilized California State Standards, the math department has utilized a collaborative curriculum development process in which all teachers in a content area contribute to and add to resources along the curriculum pacing plan and timeline. Further, the science department has adopted the Next Generation Science Standards and is in the process of creating and aligning common assessments in content areas with the cross-cutting concept standards. Finally, the social science department has adopted the California Social Studies Framework and has continued to explore the use of document based assessments that encourage strategic reading and critical thinking strategies that align with the higher order thinking skills of synthesis and analysis that are typically found on Advanced Placement tests.

**Intervention**
Monitoring and tracking student performance and progress begins during Summer Transition Academy at GHC. In math classes students complete two assessments to ensure proper placement in math classes for the fall semester of 9th grade, while students in English Language Arts classes complete the NWEA English assessment to ensure proper placement. Both the English and math teachers of STA meet at the end of the three week program to discuss their shared student population and identify students who may need extra support and intervention during their ninth grade year. This information is communicated to the student's counselor so that the counselor will have the ability to monitor each student at the beginning of the semester.

The Intervention Coordinator, along with administration, completes a report card analysis during each marking period. Students with more than one D or F at the R1 or R4 marking period are identified as "At-Risk" and are contacted and provided with increased support services. On the teacher side of report card analysis, teachers are notified at the R1 or R4 marking period if any students have a single D or F in that teacher's class only. These teachers then meet with the student to explore options to help the student improve his/her grade in the class. Teachers have undergone training in differentiated instruction and review of best grading practices to ensure that when intervention is completed for students who are only struggling in one class, the methods are effective and individualized to fit the needs of the student. From the R1 to the R3, and the R4 to R6 marking period, the trend of students with Ds and Fs on their report cards consistently trends downwards as both the Intervention Coordinator and teachers implement intervention strategies to support students.

**Professional Development**
Each year department chairs and instructional advisors collaborate with a support administrator to develop annual professional development goals for the department. These goals are created based on feedback gathered from teachers within the department and aim to address core concerns in the areas of curriculum development, differentiated instructional strategies, and means of assessment

for students. Due to the large size of department membership, a combination of all department and content area team meetings are commonly held during the course of the semester. Content areas have designated leads who guide the agendas and implementation of content area professional development meetings. Departments annually review all common assessments to ensure that vertical alignment of skills and abilities are maintained across all content areas. Since the creation of the Common Core State Standards all departments have focused on encouraging reading and writing skills in their classes.

All staff who undergo evaluations collaborate with an administrator in the creation of an individualized growth plan in relation to the California Standards for the Teaching Profession and reflect on individual growth throughout the year in dialogue with their administrative evaluator. Further, teachers are encouraged to complete at least one observation of a peer within or outside of their content area each semester and complete a reflection after the observation. Finally, each year a large number of teachers attend educational conferences to promote individual growth and practice.

**Parent/Community Engagement**
To ensure that teaching staff has adequate access to community resources to provide best differentiated instructional practices, the school has allocated an annual budget to ensure that teachers in all departments are able to access professional development through conference attendance in the region and throughout the state. During the 2016-2017 school year over 170 conferences were attended by staff as a result of the school's robust allocations for professional learning and development for the staff. The school's strong commitment to providing staff with opportunities to grow in their own professional abilities and stay connected to community resources has proved to be invaluable in creating a strong academic program. Attendance to conferences are both administratively initiated and teacher initiated. For larger conferences, administration typically attempts to send small groups of teachers to gain expanded experience. CTE teachers have also received adequate support for community engagement as GHC CTE classes offer students certifications in NATEF for automotive classes, Culinary Food Safety Certification, and Microsoft Excel Certifications. In conjunction with local professional development that stresses critical reading, writing, and thinking skills, the frequent attendance to outside opportunities for learning about best differentiated practices has benefited GHC teachers and students.

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

**Relation to Critical Areas for Follow-Up**
- Continue to reflect on data and implement strategies and programs that will facilitate all students to maximize their opportunities after high school.

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

**Curriculum/Instruction**

The school has continued to add additional coursework opportunities that expand the range of student choices to engage in curriculum that will prepare them for personalized 21st Century global career opportunities. The CTE department now offers courses in Culinary Arts, Automotive Technology, Business Statistics, Entrepreneurship, and Introduction to Engineering. Outside of CTE, a Computer Science department has been created allowing students access to a computer science pathway with access to AP Computer Science Principles and AP Computer Science. The school has also implemented the AP Capstone program to provide students with the opportunity to expand research skills to prepare for careers in the fields of research and data analysis. International Baccalaureate elective courses are open to all students (including those not enrolled in the IB program) providing students with access to courses such as Sports, Exercise, and Health Science and Global Politics. It total, GHC students have access to over 225 courses to ensure adequate choice and ability to prepare and pursue 21st century global career opportunities.

Course syllabi in all departments have been updated to reflect the changing environment of learning standards and focus on ensuring that all students are proficient in the new Common Core Standards, the Next Generation Science Standards, and the California Social Studies Framework. With the implementation of the 1-to-1 Chromebook program all students have access to digital technology that promotes collaborative learning, interdisciplinary research opportunities, analysis and interpretation of data, and professional communication. Teachers have updated curriculum and instruction plans to utilize student access to technology. Teachers have also received training in how to utilize technology in a 1-to-1 Chromebook environment. Teachers have also received professional development in the use of School City and eSchool as digital platforms for gathering and analyzing student performance data.

**Intervention**
The continued expansion of course offerings and various academic pathways has allowed GHC students to select appropriate courses of study to prepare for 21st century global career opportunities. Counselors encourage students to participate in academic programs that suit their personalities, interests, or learning styles. During annual programming meetings each student meets with his/her counselor to plan out academic course selections for the following year. The expanded course offerings in computer science, CTE, and world languages has provided students with a wider arrangement of options to select courses that are of individual, particular interest. Enrollment in academic programs also provides supports to SPED and EL students.

The College and Career office has expanded its outreach to students to provide for opportunities to seek out job shadowing, internship, and mentorship opportunities in the community.

**Professional Development**
In conjunction with the implementation of the 1-to-1 Chromebook policy, students now have access to 21st century research abilities well beyond previous years. The GHC library maintains access to a number of research sources including academic databases, online textbooks, local and university libraries, and career and technology education sources. In class research to support and supplement student learning is immediately accessible, allowing students to supplement their

learning beyond the textbook and to incorporate information in real-time from around the world. Further, technological access allows students to gather data and information in a collaborative format using the Google Suite of products to develop and produce knowledge. Through professional development and supplemental training within departments, all staff has participated in the process of integrating technology as a method of increasing 21st century research skills application within the classroom.

**Parent/Community Engagement**

The school has expanded a number of extracurricular activities including Robotics, Model United Nations, Speech and Debate, Envirothon, and Girls Who Code to provide increased access to and experience in 21st century global career opportunities. These extracurricular programs include a wide variety of parent and community engagement and collaboration with local business and colleges to provide students opportunities to demonstrate their skills and talents. The Community Outreach Coordinator also promotes and supports a number of internships, work opportunities, and field trips for students. Students taking CTE courses have the ability to obtain professional certifications in the fields of culinary arts, automotive technology, and Excel. Further, students enrolled in the IB program complete a Community, Action, Service (CAS) project which entails 150 hours of community service and action that emphasizes real, purposeful, and meaningful work toward a student-generated goal that includes work in the local community.

**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.**

**Relation to Critical Areas for Follow-Up**
- Continue to collaborate and align benchmark assessments across all content areas.
- While it is clear that data analysis occurs on a regular basis in many classrooms and departments, this process is not yet schoolwide.
- Use assessment results to modify instruction according to identified learning gaps.

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

**Curriculum/Instruction**

Student performance on standardized testing supports student growth and performance at the school level. Performance metrics on the CAASPP show that GHC students have outperformed both the local district and state averages in ELA and Math. Strong student performance on these standardized tests is linked to both the English and math department's shift to full adoption of the Common Core Standards as a means of guiding instruction and curriculum. To more effectively utilize assessments as a means of modifying instruction and identifying learning gaps, both departments have utilized common benchmarks and assessments as a means of tracking student progress and provided differentiated and appropriate instruction to support students reach learning goals.

**Intervention**

GHC's three-tiered intervention program occurs on a regular basis throughout the semester, providing appropriate support and strategies to target at-risk students. A wide variety of coordinators, support providers, and after school tutoring and workshops are provided to support students in reaching learning goals. The Intervention Coordinator, English Learner Coordinator, and special education department all monitor student performance through the school's grade book system in eSchool during the course of the semester and provide support and intervention for students. Further, resource teachers work in tandem with classroom teachers to ensure students are able to develop and grow when completing formative assessments.

The school has also discontinued Skills for Success classes in which at-risk students were homogeneously grouped into classes that provided extra emphasis on English Language Arts and math skills. Feedback and analysis of data found that these classrooms were not effectively supporting students in accessing curriculum and developing skills. Instead, GHC has implemented a co-teaching, full inclusion program in which math, social science, and science classes are taught by two teachers (one subject specialist and one special education teacher). Also, 9th and 10th grade English classes have shifted to a heterogeneous, split roster model in which College Preparatory and Honors students are grouped in the same classroom. Through differentiated instruction and assessment, these heterogeneous models have proven effective in supporting student access to curriculum.

**Professional Development**

Weekly professional development meetings within departments are focused around common learning goals and needs to ensure that students are adequately monitored and supported. Departments utilize aligned benchmarks, curriculum guides, and pacing plans to support the process of student learning. Teachers are provided time to share and reflect upon student work, and discuss best practices to scaffold and support students who have trouble reaching learning goals. In the past year the school has also devoted a sizeable amount of professional development time to looking at students who are receiving Ds or Fs on progress reports and how to best support these students through personalized intervention. Primarily, teachers have reviewed ineffective grading practices that could excessively penalize students based on work habits rather than standards achievement, or by placing students in such heavy grade deficits to overcome that they lose motivation to work towards achievement early in the semester.

**Parent/Community Engagement**

The school has continued to provide a wide variety of opportunities for parents to stay informed and understand the connection between academic goals, graduation expectations, programming choices, and how to monitor student progress. Parents can track student progress through Home Access Center and Google Classroom alerts. The Counseling and College and Career Office have also expanded the number of annual workshops that involve inviting parents to gain information about graduation expectations, college expectations, financial aid, and test preparation. Increased coordination between the special education department, English Learner Coordinator, and the AHA

office have also led to an increased ability to provide information to parents to monitor student progress and access supports on campus.

**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.**

**Relation to Critical Areas for Follow-Up**
- ● Continue to reflect on data and implement strategies and programs that will facilitate all students to maximize their opportunities after high school.

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

**Curriculum/Instruction**
Teachers are provided weekly professional development to collaborate on common skills, instructional strategies, and curricular design that provides comprehensive student support. Students are assessed through formative assessments to ensure that gaps in learning or skills are identified at early stages during the semester. If a student continues to struggle as the semester progresses teachers work in collaboration with counselors to notify parents, and if needed, initiate a Student Study Team to explore further interventions that support student growth. Teachers also assess student performance on department created common benchmarks to monitor student growth, and if necessary, offer opportunities for increased support.

After reflection upon student performance data, the school ceased the implementation of Skills for Success classes in the 9th grade year and created two shifts in structuring classes to support all students. Co-teaching models for student support were created in the math, science, and social science classes that focus on differentiated instructional strategies to support all students. Further, 9th and 10th grade English classes have shifted to a split CP/H model in which teachers focus on differentiated instruction and universal design to support all students. These models have been initiated to ensure equitable opportunities for growth for all students and to create environments in which high-performing students can support, mentor, and collaborate with lower-performing students.

**Intervention**
Early intervention and communication with parents begins during the Summer Transition Academy through a collaborative effort including STA teachers, counselors, and administration. STA provides an opportunity for students and parents to gain initial visibility on how Home Access Center works and the ability to monitor student progress in both ELA and math classes. Final grade reports are communicated to parents at the end of the session. Further, during the final week of STA ELA and math teachers meet to review student performance and identify students who may need intervention and support at the start of their freshman year. These students are identified and counselors are notified about specific areas of intervention that each student might need for

support ranging from work habits, emotional/social, or remediation of skills. This information is communicated to parents to help better prepare the incoming freshman population for the challenges and rigors of the high school curriculum.

The Intervention Coordinator and Counseling Office regularly monitor student grades and progress during the first marking period of each semester. Students with Ds or Fs on their progress reports are contacted, along with their parents, and provided information about opportunities for tutoring and support. The robust participation of students in the After Hours Activities tutoring sessions on campus demonstrate the effectiveness of the intervention system as participation typically increases at the conclusion of each marking period. In an effort to further ensure early intervention, teachers are also provided a report at the conclusion of the first marking period that lists any students that have only a single D or F in that teacher's particular classroom.

**Professional Development**
All staff have undergone training and review of the school's three tiered system of intervention and support. Tier 1, Universal, includes intervention methods that benefit all students ranging from differentiated instruction, parent/teacher meetings, and After Hours Activities services. Tier 2, At-Risk Students, includes more targeted intervention techniques designed to support students who may be struggling in particular classes and includes intervention methods ranging from SSTs, parent/counselor meetings, behavior management plans, and targeted parent workshops. Tier 3, Targeted/Intensive, includes individualized interventions for students who are at high-risk of failing courses that include special day classes, co-taught classes, and ERICS/DIS counseling.

Teachers have also undergone training to understand the distinction and function of formative and summative based assessment strategies to monitor student progress and identify students who may need academic intervention. Teachers utilize formative assessments as a means of checking student progress and identifying gaps in student learning.

**Parent/Community Engagement**
To further facilitate parent ability to monitor student academic progress the school has taken a number of steps to ensure that parents are able to use Home Access Center and monitor student grades in all classes. The school website has a dedicated webpage about the functionality and features of Home Access Center along with a tutorial video that provides an overview how the grade management system works. Further, during Back-To-School Night all parents are able to sign up for Home Access Center and parent training sessions are typically offered during the opening months of the school year so parents can understand how to monitor student metrics such as attendance, grades, and test scores. Finally, with the recent switch to the use of Google Classroom in conjunction with the 1-to-1 Chromebook program parents are able to sign up for Google Guardian email summaries of classroom assignments if they wish to have more direct email contact and the ability to monitor student work. The school also maintains a list of active parent volunteers. These volunteers are frequently provided opportunities to assist in school activities, field trips, etc. providing them the opportunity to monitor school activities and interact with students on campus or during activities. As of the 2017-2018 year, the school's active parent volunteer list contains over

500 parents who are ready and cleared to serve as volunteers on campus. The large number of volunteers demonstrates the strong parent and community engagement for GHC as a comprehensive public high school.

# Chapter II: Student/Community Profile - Data and Findings

## A. General Background and History

### Community Profile

Granada Hills Charter High School (GHC) 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 50,535 out of the approximately 1.77 million in the San Fernando Valley and almost 4 million Los Angeles residents.

Granada Hills is a largely working class, suburban community with a median 2010 household income of $82,665 and a median home value of $605,700 with a house appreciation of 6.0% percent over the past year. 66% of the Granada Hills community, zip code 91344, lives in owner-occupied housing units while roughly 33% of the community lives in renter-occupied housing units. This is compared to 37% owner-occupied housing units for families in the greater Los Angeles area.

Compared to the rest of the country, Granada Hills' cost of living is 63.60 percent higher than the U.S. average with housing being the biggest factor in the cost of living difference. Major employment in the area is in Education/Health (24.5%), Professional (12.5%), Retail/Wholesale (12.5%), Finance/Real Estate (9.2%), Arts/Entertainment (8.9%), and Manufacturing (7.7%). The unemployment rate in Granada Hills is 5.5% (the U.S. average is 4.4%) with current annual job growth at 1.37%.

Medtronics, a biotechnology company, and California State University, Northridge (CSUN) dominate the one mile area just south of the school and are two of the largest employers in the area.

Available 2011-2015 American Community Survey 5-Year Estimates for Granada Hills, zip code 91344, demographics show that the suburban area population has a median age of 41.5 years and is composed primarily of 59.2% White, 16.2% Asian, and 30.1% percent of the population identifying as Hispanic or Latino ethnicity.

### School Profile

Granada Hills Charter High School (GHC), the largest charter school in the nation, is a highly successful comprehensive ninth through twelfth grade independent conversion charter high school serving approximately 4,700 students living within the communities of Granada Hills, Northridge, and the greater Los Angeles area. The school's student body is highly diverse, with roughly 40 languages other than English spoken at home and over 60 nationalities represented.

In 2003, GHC staff voted to submit a Charter School application to Los Angeles Unified School District and become an independent public school within the boundaries of LAUSD. Since that time, the school has governed itself, set rigorous standards for staff and students, and witnessed academic and personal growth among the students unequaled in LAUSD. The latest Charter renewal was submitted to the LAUSD on December 16, 2013 and approved through 2019.

Upon Charter authorization, GHC continued to retain its LAUSD attendance boundaries. Granada is surrounded by six Los Angeles Unified High Schools (four comprehensive) with regular student access from nine feeder middle schools within a five mile radius. Students may access enrollment to GHC as a student living within the residential attendance boundaries. Students outside of the residential attendance boundaries must apply through the Open Enrollment Lottery.

Since LAUSD does not send enrollment lists or data to charter schools, there is no automatic enrollment for students who reside within the pre-charter residential boundary. Therefore, all students must follow application procedures whether they reside within the pre-charter residential boundary or are accepted through the Open Enrollment Lottery. Instructions and guidelines for students living within the residential boundary of the school are available online through the school website and appointments for registration begin on November 1st. Open Enrollment Lottery Applications are available on the school website beginning November 1st and may be submitted through January 5th. The lottery drawing is a public event held on the weekend and applicants do not need to be in attendance. On the following Monday notification of randomly selected applicants begins by mail. GHC also complies with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Instructions for homeless and foster youth enrollment are posted online and the school has a designated staff liaison to facilitate the enrollment process.

GHC is a founding member of the LAUSD SELPA Charter Operated Programs (COP), also known as Option 3. The school is committed to collaborating with LAUSD and other COP member schools to develop specific programs and services to serve specialized populations, especially students in the moderate to severe spectrum.

**State and Federal Program Mandates**
GHC operates in terms of student performance through its charter, Local Control and Accountability Plan (LCAP), Local Education Agency Plan (Single Plan for Student Achievement), School Technology Plan, Governing Board policies, and memorandums of understanding with LAUSD. GHC does not currently operate under federal imposed deadlines for improvement.

**Parent and Community Organizations**
The GHC Booster Club, English Learner Advisory Committee (ELAC), Korean Parents Association (KPA), Parent Advisory/Title I Committee (PAC), Parents, Teachers, Students Association (PTSA), and various school organization parent groups such as Band Parents, Cheer Parents, and a variety of parent associations, hold monthly meetings on campus. GHC's parent volunteers devote countless hours to support school activities and facilitate parent communication. The Booster Club involves parents, alumni, and community members in supporting the athletics and activities of the school. Parents of English Learners are involved through the English Learners Advisory Council (ELAC) and attend various parent support meetings focusing on school programs and policies. Program Advisory Committees composed of parents, teachers, students, and community members provide input and support towards the school's mission and vision. The Counseling Office, along

with the College and Career Office, hold a number of parent workshops throughout the school year to ensure parents have opportunities to participate in the academic experience of their children. During the 2016-2017 annual stakeholder survey 87% of parents agreed that they "feel welcome to participate" at the school through the wide variety of opportunities to be a part of the school community and structure.

**School and Business Relationships**
Readers of the Los Angeles Daily News voted Granada Hills Charter as being the "Best Charter School in Los Angeles." Community organizations such as the Neighborhood Councils, Rotary International, the Optimist Clubs International, Jack Oakie and Victoria Horne Oakie Foundation, Gene Haas Foundation, and Elks Lodge support clubs and students through grants and scholarships. Local subsidiaries of national corporations such as Lowe's Home Improvement, Toll Brothers, Aerojet Rocketdyne, Coldwell Banker, The Walt Disney Company, Baxter International, DirecTV, and Logix Federal Credit Union support the school's academics and athletics with donations. GHC maintains relationships with local businesses through civic center permits, community advisory groups, student internships and work-study, and community service. GHC participates in local business conferences such as the annual Valley Industry and Commerce Association (VICA) Business Forecast Conference to provide students with work based learning opportunities. The GHC robotics team mentors local elementary and middle schools and the International Baccalaureate students conduct Community Action Service projects throughout the local community. The school handles its own civic center permits by renting out school facilities to community colleges, churches, organizations, and athletic teams. Community interest in the school facilities has increased dramatically due to school upgrades made possible through charter status.

The GHC annual College and Career Fair is one of the largest in the area and is open to the public. The school also participates in the Granada Hills Holiday Parade and the Granada Hills Street Faire every year and hosts special events such as the Heart of the Hills 5K for the public.

**2. Staff Description**
The school has 244 certificated staff and 233 classified staff. There are 169 total teachers at GHC with 78 males and 91 females. The teacher ethnicity breakdown includes 63.3% White, 14.2% Hispanic/Latino, 5.3% Korean, 4.7% Black/African-American, 3% Chinese, 1.2% Asian-Indian, 8.3% Other. The school staff also includes 10 counselors, 3 college and career counselors, and 2 nurses. Other pupil support personnel include a librarian, social worker, psychologist, transition counselor, intervention coordinator, community outreach coordinator, and English Learner Coordinator. The school utilizes a preferred substitute teacher list of roughly fifteen substitute teachers that work exclusively with the school, but also utilizes Teachers on Reserve for substitutes when necessary.

**3. Accreditation History for the School**
**School Purpose**
The school's mission as stated in its 2014 charter petition is: Granada Hills Charter High School will provide a positive student-centered environment in which all students will develop academic skills,

practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision as stated in its 2014 charter petition is to 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.

As part of the accreditation process, GHC has sustained its Expected Schoolwide Learning Results (ESLRs), where every student who graduates from GHC 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 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 Accreditation History**
In 2000 the school received a 6R from the Western Association of Schools and Colleges with a one-day on-site visit in 2003. GHC earned a full 6-year accreditation (without a midterm review) in 2006 with a progress report in 2009. GHC earned a 6-year accreditation in 2011-2012 with a one-day mid-term visit in 2014.

**4. LCAP Needs and Description of Goals**
**Parent and Community Input**
GHC utilizes a variety of media and venues to engage stakeholders such as email blasts, monthly newsletters, telephone calls home, annual surveys and information displayed and available through the school website as well as a parent webpage with important resources and information which is continuously evolving through parent input and request.

Efforts begin early each year to engage, inform, and receive feedback from stakeholders on topics such as student support and academic enrichment, implementation of the Common Core State Standards, school wide academic achievement, statewide assessment and school performance changes and school core beliefs and goals on which the LCAP is based. Intensive introduction of the Local Control Funding Formula and the Local Control Accountability Plan and the eight priority areas is central to meetings and information distributed beginning in February to gain stakeholder input in the development of the LCAP. Staff is engaged through the leadership team, department,

faculty and full staff meetings throughout the year and which provided a venue for input and discussion.

**LCAP Identified Needs and Goals**

Goal 1 - Basic Services

1A. Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.

1B. Students, including all significant student subgroups, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

1C. School facilities are clean and maintained in good repair. Daily cleanliness spot checks are conducted. Percentage of items on Site Inspection lists are in compliance or good standings.

Goal 2 - Implementation of Common Core State Standards (CCSS)

Implementation
- School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all student subgroups.
- School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.
- Teachers will participate in annual professional development on the implementation of the Common Core State Standards.
- All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards

EL Students and Academic Content Knowledge
- All EL students will gain academic content knowledge through the state-adopted academic content and performance standards.
- All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide implementation of the CCSS with specific application of SDAIE and ELD instructional strategies.

Goal 3 - Parent Involvement
- School will provide opportunities for parent involvement
- School will provide opportunities for parent input in committee meetings and informational sessions.

Goal 4 - Student Achievement

A. Statewide Assessments - ELA/Literacy and Mathematics, including all significant student subgroups, will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

B. API - School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education

C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment and PSAT)

D. EL Progress - EL students will advance each academic year on the CELDT or other available external assessments such as the NWEA

E. EL Reclassification Rates - EL students will be reclassified as Fluent English Proficient annually and perform "at or near standard" on the CAASPP statewide assessment

F. AP Exam Passage - Students taking AP Exams will pass with a score of 3 or above

G. College Preparedness/EAP -

- All eleventh grade students will pass EAP Exams at a minimum level of "conditionally ready"
- Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools.
- Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools.
- The graduation rate with A-G completion will increase annually (72.4% 2011-12 baseline)
- Subgroups performing below the average school percentage will improve annually based on 2012 scores as baseline.

Goal 5 - Student Engagement

A. School attendance rate - School will maintain a high ADA rate

B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism

C. Middle school dropout rate (Not Applicable)

D. High school dropout rate
- 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 with a 2012 baseline of 4.4%
- Subgroups with dropout rates above the average cohort will improve annually based on the 2012 percentages as a baseline.

E. High school graduation rate
- School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at neighborhood high schools
- Cohort graduation rate of 92.1% (2012) will increase annually
- Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grade rate requirement.

Goal 6 - School Climate

A. Pupil suspension rates - School will reduce its suspension rates each year of operation

B. Pupil expulsion rates - School will maintain a low <1% annual pupil expulsion rate

C. School Connectedness
- Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations
- Continued involvement of families in all key school operations and programs
- Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities

Goal 7 - Course Access
- Students including all student subgroups, unduplicated students and students with exceptional needs will have access to academic and education programs as outlined in the school's charter.

Goal 8 - Pupil Outcomes

A. Summer Bridge - Incoming student participation in Summer Transition Academy for enrichment, intervention, assessment and identification of skills levels

B. ELA Intervention - Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement as well as access to advanced placement as available

C. Math Intervention - Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.

**School Governance**

GHC is governed by a Board consisting of seven voting members: five at large/community members, one retired teacher, one parent, and the executive director as a non-voting member. The mandate of the GHC Governing Board and stakeholders is to promote the guiding mission of GHC. The Governing Board is empowered to operate as the decision-making body in regard to school-wide policies with its structure designed to foster participation by all stakeholders, and assure the effectiveness of local school control and accountability. The Governing Board exists to affirm or reject policy recommendations made by the standing or ad hoc committees and to evaluate the Executive Director. As part of the school's mission, it is vital that pupils witness and participate in the school's collaborative process of policy development and decision making. All Governing Board and Standing Committee meetings adhere to the Brown Act and are held openly for the public.

Standing Committees consist of representatives of all stakeholder groups and include: Curriculum and Instruction (which includes chairs from each department), Student Services, School Site Council, and Operations, which meet monthly. Chairs of each of the Standing Committees along with the Executive Director meet to debrief on committee findings and ensure clear communication prior to reporting to the Governing Board.

# B. School Program Data

**Regular Program of Study**

GHC's foundation for success is a strong, interdisciplinary, Common Core Standards-based academic program that rests on the instructional philosophy that all students can learn and that intelligence is not fixed. All students - at or below grade level, English Language Learners, Gifted and Talented, and Special Education - receive a rigorous, four-year, UC/CSU A-G college preparatory Granada Guaranteed Curriculum with access to a wide variety of academic programs and pathways.

**Programs Offered to Students**
- *The Granada Guaranteed Curriculum (GGC)* Academic Program is designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses. Within the GGC, students have the opportunity to select an interest strand from the following: Math and Science, Humanities and Arts, Business and Economics, and Social and Behavioral Sciences. The interest strands consist of a series of required and elective courses.
- *The Global Human Initiative Program (GHI)* is a clustered program. The focus of this program is on philosophical, historical, and literary ideas on social justice. The team

includes teachers from the arts, sciences, and math. The GHI teaching staff is passionate about supporting community, growing empathy, and working collaboratively to make people's lives better. Teachers work on aligning skill instruction across departments to help students engage in projects for social change.

- *The Humanitas/New Media Program (HU/NM)* is a program with two cohorts in each grade level. The focus of this program is a liberal arts curriculum that incorporates fine arts, digital media, and film production in a project-based interdisciplinary, team-taught approach. Students interested in a strong academic program that is supported by teamed teachers who provide a nurturing environment enjoy this program.

- *The iGranada Program (iG,)* is a blended learning program that incorporates both online learning and face-to-face instruction allowing for full flexibility of student programs and student support. The program is designed with a unique and flexible collegiate-like schedule allowing access to the full high school experience. Students engage in a variety of instructional strategies for success; project-based learning, collaboration, seminar instruction and peer interaction.

- *The iGranada Digital Arts and Sciences Program (iGD)* is a blended learning program that incorporates both online and face--to-face instruction designed for students interested in careers in digital arts and media while accessing the comprehensive high school experience. Course sequences include coding, app building, website design, video editing, and project management. Students have access to the same tools as multimedia professionals in a collaborative working environment and can earn certification in HTML, Adobe, and Java. All iGranada coursework (iG, and iGD) meets the UC/CSU eligibility requirements and is approved by the NCAA.

- *The Science, Technology, Engineering and Mathematics (STEM)* is a clustered program. The focus of this program is an integrative approach to science, math, technology, and engineering. Students in the STEM program are expected to take four years of foundational science and math courses that go beyond minimum graduation requirements. This program integrates coursework in language arts, mathematics, and science.

**Opt-In Programs for Students Entering Grades 10 and 11**

- *The Global Business and Finance Program (GBF)* is a clustered program for students in grade 10 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in money and banking, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building along with an extensive exposure to a variety of business related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12.

- *The International Baccalaureate Diploma Programme (IB)* is available for students in grades 11 and 12 and caters to creative students who like intellectual collaboration and embrace hard work.

- *AP Capstone Diploma Program (APC)* is built on the foundation of two courses - AP Seminar and AP Research. This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn a 3 or above in

four or more AP courses and complete the two foundation courses are eligible for an AP Capstone Diploma.

**Course Offerings by Department**
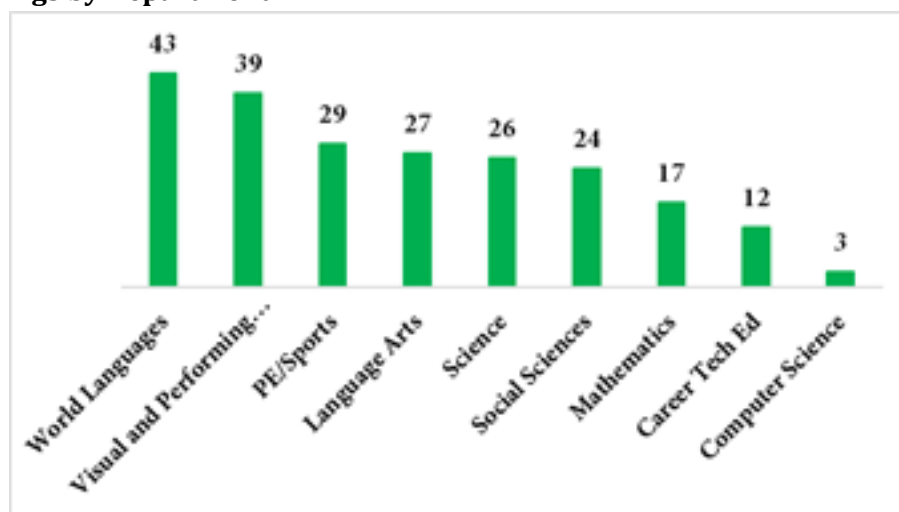


As a comprehensive public high school, GHC offers over 225 different courses for students. This wide variety of course offerings provides students with opportunities to pursue unique interests and courses of study. As a part of the school governance structure, the Curriculum and Instruction Committee provides the opportunity for all stakeholders to review current curriculum offerings and propose new course offerings each year. In the past three years some notable course offerings have been expanded including options in World Languages (students can pursue studies in Arabic, American Sign Language, French, Italian, Korean, Mandarin, and Spanish), modifications to CTE offerings (students can pursue studies in Automotive Technology, Culinary Arts, Business, Introduction to Engineering, and Entrepreneurship), and expanded offerings in Computer Science classes.

**Recent Acknowledgements**
The 2016-2017 year brought new acknowledgments of our educational program's success.
● GHC was recognized as a Gold Ribbon School for its special education co-teaching community of practice.
● The GHC Academic Decathlon Team won the 2017 National Title, extending its continued success as the team has won the National Title during six of the last seven years. The school's Academic Decathlon Team has continued to be acknowledged by the City of Los Angeles as dedicated street signs for each year have been installed on Zelzah Street bordering the east side of the campus.
● The GHC CTE department earned its second 5-year accreditation for Automotive Technology and is now officially the last remaining high school in the San Fernando Valley to meet the rigorous demands of the National Automotive Technicians Education Foundation (NATEF).

● Based on California Department of Education data released in August of 2016, GHC placed in the top seven percent in Mathematics and the top nine percent in English Language Arts in California on the CAASPP.

GHC has also been recognized at the state and national level in the news. In 2016 Niche.com released Public K-12 School Rankings and honored GHC as the #26 Best High School in America and as the #1 High School in California. In 2014 BusinessInsider.com released its list of the Top 25 Public High Schools and honored GHC as the #10 Best High School in America.

**Intervention Programs**
- *English Learners*
  - GHC has a structured English language development curriculum that guides the high school education of all students identified as English Learners. Students are initially identified based on their home language survey and the California English Language Development Test (CELDT), soon to be ELPAC, is administered to any student new to the school from another country, state, or private institution whose home language is one other than English. These test results are utilized for proper placement. Students in Levels 1 and 2 use the High Point/Edge curriculum along with authentic and other ancillary materials to acquire Basic Interpersonal and Communication Skills (BICS) and transition to Cognitive Academic Language Proficiency (CALPS). Instructional technology and SDAIE strategies are used to deliver content and support language learning. All English Learners have access to an A-G curriculum. The school utilizes research-based methodology to instruct English Learners. Students are evaluated on a regular basis - assessments include in class assessments, common benchmark assessments, and annual CELDT data. The school maintains a parent organization for English Learners, the English Learner Advisory Committee (ELAC), which meets regularly during each semester. The meetings are facilitated by the EL teachers and the EL coordinator and focus on curriculum taught in school, skills required for success, tips on how parents can help their students, college and career readiness, college access, and college applications. All English Learners have access to a teaching staff qualified in second language pedagogy, an after school and summer program with a strong literacy and language focus, additional bilingual aides in the classroom to assist English Learner's in English intensive classes, and an early language acquisition program during the Summer Transition Academy specifically tailored for the needs of English Learners.
- *Low income/socioeconomically Disadvantaged Students*
  - Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. GHC uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as NWEA, CAASPP, AP, PSAT, and SAT at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the school employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported

by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to after school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff, provide outreach to ensure that students are aware of these supports. Further, all students, including socioeconomically disadvantaged students, take the PSAT free of charge during 9th, 10th, and 11th grade years.

- *Foster Youth*
  - GHC enrolls Foster Youth and at any time the sub-group can vary in size from about 7-15 students. These students often deal with emotional challenges, issues with stability, and challenges with adhering to the discipline policies on campus. To address these challenges and in response to the unique needs of this population, GHC maintains a transition classroom for incoming foster youth that provides them with a place to study with support and take some courses online, which allows them to finish courses in a timeline that works according to their placement length. About two-thirds of a student's courses are in the traditional program, while online classes allow students to complete remedial courses, electives, and recover other credits needed for graduation. The results of the transition classroom and online program have been positive as students are able to complete credits more quickly, helping them move closer to their graduation goals. The curriculum used for many of the online courses is Acellus, which allows for the flexibility and individualized instruction needed for these students. Also, depending on a student's age and status, he/she may be able to complete high school requirements with a lower credit plan as determined by guidelines spelled out in AB167.

**Services for Students with Special Learning Needs**

The GHC Special Education Program is grounded in the philosophy that all students can learn. A specific program is customized for every student with a disability, and a particular disability category does not automatically qualify a student for a program placement. Most students enjoy a combination of a variety of programs. In addition to the fully customizable continuum of services, all students have access to all academic programs, athletics, and activities. School services and programs have been designed to meet a variety of students' educational and social-emotional needs that include the following:

- *Resource Program/Learning Center Model:* allows students to take general education courses with support, which can include one or two periods of resource and/or skills support classes each day.
- *Special Day Classes and Co-Teaching:* GHC is unique in that most Special Day Classes are taught using a co-teaching model. Co-taught classes offer students the most inclusive experience with the support of two teachers and a Special Education Classroom Assistant. The school continues to meet the changing needs of different subgroups of students with disabilities by providing them with quality targeted instruction in their areas of highest need – literacy, social, and behavioral skills – in the Least Restrictive Environment.
- *DHH Program*: Deaf and Hard of Hearing students are fully mainstreamed in the continuum of programs with support (sign language interpreter or aide) and take one period every day

of DHH Communication Skills. GHC and LAUSD work in partnership to offer this unique program to students outside of the GHC residential boundaries.

● *Severe/Moderate/Mild SDP2 Program:* A co-teaching model classroom, students in this program require the highest level of support. This is an academic and life skills based curriculum, where students participate in CAPA testing and typically earn a GHC Certificate of Completion. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non-disabled peers.

**Culture of Academic and Personal Success**

GHC continues to be a top comprehensive public high school in Los Angeles. GHC student performance on both the CAASPP and SAT tests has outmatched both the local district and state averages, demonstrating an effective implementation of curriculum and instruction that supports students in fundamental critical thinking skills in both English Language Arts and mathematics. The school has also maintained a strong graduation rate of approximately 95% of students graduating each year. Further, GHC graduating seniors have consistently demonstrated strong College Persistence metrics at approximately 95% of students continuing to attend college after their freshman year, roughly 30% stronger than the state and national College Persistence averages. The school has also demonstrated continued growth of AP and IB student enrollment, with 76% of the class of 2018 taking at least one AP or IB course during high school, up from 69% for the class of 2017, and above the approximate California AP participation rate.

GHC has been able to implement the necessary services and infrastructure to support a culture of high academic achievement. A well-managed school budget and long-range planning have allowed for technology upgrades to support a state of the art campus. During the 2015 school year the school completed a substantial expansion of the wireless network, adding two wireless access points to each classroom. With an expanded Wi-Fi network, the school also implemented a one-to-one Chromebook program in which every student was issued a personal Chromebook laptop. Consistently strong audit reports, over $15 million in reserves, competitive salaries, and significant investments in professional development have positioned the school as financially stable with a devoted and supported workforce.

GHC cultivates a climate of academic and personal success through the following:

● A clean, well-maintained and landscaped campus.
● An orderly, disciplined, and responsive operations team and campus environment with an extremely robust safety program.
● Positive student behavior rewarded with extended lunch pep rallies, Senior Day, Spirit Week, Club Rush, school dances, and ASB activities.
● An enforced school attendance policy, discipline policy, academic integrity policy, and safety policy.
● Effective intervention programs including Summer Transition Academy, Co-Teaching Program, Student Study Teams (SSTs), iGranada's blended learning program, and

assemblies on such topics as school bullying, cyberbullying, and the Rachel's Challenge program.

- An interdisciplinary team of coordinators, counselors, deans, mental health experts, health providers, and special education experts that identify at-risk students for early intervention and SST processing.
- A comprehensive approach to meeting the needs of Students with Disabilities which includes co-teaching, resource teachers, adult aides, and full ESSA content area special education teachers.
- A united, nurturing, and committed administrative, certificated, and classified staff.
- Services for physical, emotional, and mental health including 2 certificated nurses, a social worker, teacher and peer mentors, and counselors who monitor personal needs, educational challenges, career/college goals, and a 4-year Personal Learning Plan for all students.
- Extensive clubs and organizations as opportunities designed to support student interests and needs.
- A full array of visual and performing arts courses including the After Hours Activities (AHA) Program which provides extensive enrichment opportunities.
- Successful athletic teams coached in a culture of victory with honor, and the culture of the 3 R's –Respect Yourself, Respect Others, and Respect Your School.
- Regular parent and staff communication through email, phone calls, conferences, Home Access Center, parent nights, social media, Google Classroom, and a robust school website.
- Shared decision-making, distributed leadership, and emphasis on professional growth and innovation through the school's established governance structure.

GHC school data and the 2011-2017 WASC recommendations and self-study goals guide a culture of school improvement. In the last three years, GHC's Leadership Team and Board have focused on:

1. Developing a three-tiered systemic intervention program that supports all students;
2. Implementing co-teaching classroom models of instruction and heterogeneous rosters of CP/Honors students to address the instructional needs for underachieving students;
3. Providing targeted professional development to vary the usage of instructional strategies, focusing specifically on critical thinking, pre-AP strategies, the use of technology to support learning, and the needs of English Language Learners and SPED students;
4. Providing students access to technology and college level research methodologies through the one-to-one Chromebook program;
5. Exploring intervention strategies and ineffective grading practices for students who receive Ds or Fs on their progress reports;
6. Continually striving to improve campus climate and safety.

## C. Demographic Data
### Parent Education Level
The following data represents the highest level of parent education reported between both parents or guardians for each student.

| Highest Parent Education Level | # Students | % of Students |
|---|---|---|
| Graduate School | 1040 | 22.0% |
| College Grad | 1783 | 37.8% |
| Some College (includes AA) | 952 | 20.2% |
| High School Grad | 458 | 9.7% |
| Not a High School Grad | 156 | 3.3% |
| Declined to State | 333 | 7.1% |

**Students Qualifying for Free/Reduced Lunch**
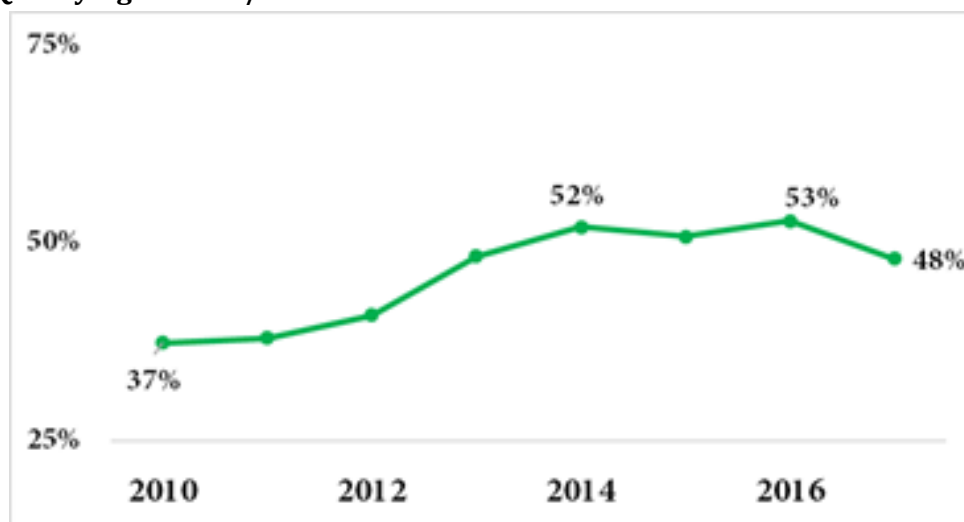


Beginning in the year 2011 GHC began to see an increase in the number of students qualifying for free or reduced lunch. For the past five years the school has averaged around 50% of students qualifying for free or reduced lunch.

**Grade Level and Gender Distribution**

| Gender | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| Female | 593 | 632 | 544 | 557 | 2326 |
| Male | 617 | 635 | 570 | 579 | 2401 |
| Total | 1210 | 1267 | 1114 | 1136 | 4727 |

*Data updated on November 29, 2017.*

Grade level distribution is relatively consistent across grade levels with a total of 49.2% females and 50.8% males attending the school.

**Ethnicity**

| Race | Count | % |
|---|---|---|
| American Indian or Alaska Native (N) | 32 | 0.7% |
| Asian Indian (AI) | 177 | 3.7% |
| Black or African American (not Hispanic) (B) | 186 | 3.9% |
| Cambodian (CA) | 12 | 0.3% |
| Chinese (C) | 137 | 2.9% |
| Declined to State | 96 | 2.0% |
| Filipino (F) | 452 | 9.6% |
| Hawaiian (HA) | 2 | 0.0% |
| Hispanic | 1875 | 39.7% |
| Japanese (J) | 41 | 0.9% |
| Korean (K) | 277 | 5.9% |
| Laotian (L) | 1 | 0.0% |
| Other Asian (OA) | 133 | 2.8% |
| Other Pacific Islander (OP) | 10 | 0.2% |
| Samoan (S) | 1 | 0.0% |
| Tahitian (T) | 1 | 0.0% |
| Vietnamese (V) | 83 | 1.8% |
| White (not Hispanic) (W) | 1211 | 25.6% |
| **Total** | **4727** | **100.0%** |

The GHC 2017-2018 student enrollment reflects an ethnically diverse population of students. The school values this ethnic diversity and aims to support and value all students through a wide variety of clubs on campus, celebrations of various cultures through morning announcements, and a diverse curriculum offering many courses and pathways to explore one's own or other cultures.

**Ethnicity Changes**

| School Year | Hispanic /Latino | American Indian or Alaska Native, Not Hispanic | Asian, Not Hispanic | Pacific Islander, Not Hispanic | Filipino, Not Hispanic | African American, Not Hispanic | White, Not Hispanic | Other | Total |
|---|---|---|---|---|---|---|---|---|---|
| 2010-2011 | 36.2% | 0.3% | 18.4% | 0.2% | 7.4% | 4.7% | 32.1% | 0.7% | 4135 |
| 2017-2018 | 39.7% | 0.7% | 18.2% | 0.2% | 9.6% | 3.9% | 25.6% | 2.1% | 4727 |
| Change | 3.5% | 0.4% | -0.2% | 0.0% | 2.2% | -0.8% | -6.5% | 1.4% | 592 |

Reflecting on the population changes in the GHC community over the past six years since the school's last full WASC report, a general increase in the number of Hispanic and Filipino students and a decrease in the White (not Hispanic) is noted. Such demographic changes have prompted the staff to examine new intervention approaches to address the language and math needs of incoming ninth grade students.

**Predominate Primary Languages Other Than English**
GHC's diverse student body represents over 40 primary languages other than English. 3222 students identify English at their primary language, while 636 identify Spanish, 143 identify Armenian, 140 identify Korean, 130 identify Filipino (Pilipino or Tagalog), and 80 identify Arabic.

**Students Taking at Least One AP or IB Course Each Year**
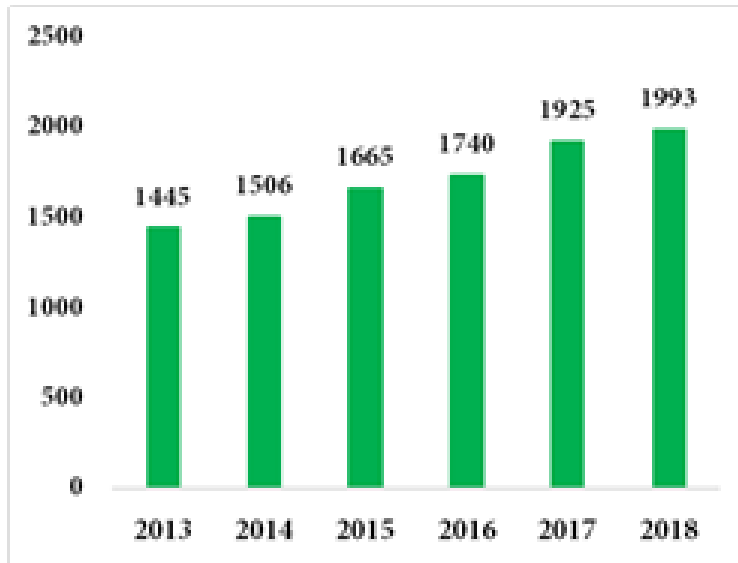
Analyzing annual data reveals a consistent uptrend in the number of students taking at least one AP or IB course during each school year. From 2013-2018 the school has demonstrated an annualized 5.51% growth rate in student AP/IB participation each year.

**Language Proficiency**

| Language Proficiency Classification | # of Students | % of Student Body |
|---|---|---|
| English Learners (EL) | 157 | 3.3% |
| English Proficient (FEP) | 871 | 18.4% |
| Redesignated FEP (RFEP) | 920 | 19.4% |

Data Collected October 5, 2017

## D. Data on Addressing the Eight State Priorities

**LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)**
**Appropriate Assignment**
GHC teachers are appropriately assigned pursuant to Ed Code with no teachers instructing outside of credentialed areas.

**Additional Qualifications for Staff (Teachers)**
- National Board Certified Teachers: 3
- Teachers Instructing Outside Credentialed Areas: 0
- Short Term Staff/Provisional Permits: 0
- Intern Program: 3
- Advanced Degrees: 104
- Average Years of Service in District: 9

- Average Years of Service in Education: 14
- Induction: 10
- Gender: 78 Males (46.1%) and 91 Females (53.8%)
- Ethnicity: 63.3% White, 14.2% Hispanic/Latino, 5.3% Korean, 4.7% Black/African-American, 3% Chinese, 1.2% Asian-Indian, 8.3% Other
- Number of Paraprofessional that meet ESSA Requirements: 13

**Pupil Access to Standards-Aligned Instructional Materials**
100% of students have access to standards-aligned instructional materials both at school and at home.

**School Facilities and Maintenance**
All school facilities are maintained and in good repair. Maintenance staff complete daily spot checks that demonstrate greater or equal to 90% compliance onsite inspections. Science facilities meet the UC A-G course requirements for laboratory time, chemical storage, and facilities.

**LCFF Priority 2 - Implementation of Academic Standards**
GHC has met the requirements for the implementation of academic standards. The English Language Arts and mathematics departments have adopted and implemented the Common Core State Standards, the science department has implemented the Next Generation Science Standards, and the Social Science Department has implemented the California Social Studies Framework. The Curriculum and Instruction Committee has examined department implementation of academic standards through reporting and documentation of syllabi, curriculum, and assessment plans from department chairs and instructional advisors. The C & I Committee also communicates the implementation of the academic standards to the Board of Directors for review annually. Documentation of professional development focusing on CCSS is gathered on a weekly basis. Finally, administrators complete classroom observations to ensure implementation of CCSS in classroom instruction.

**LCFF Priority 3 - Parent Engagement**
GHC has met the local indicators for parent engagement. GHC utilizes a variety of media and venues to engage parents such as email blasts, monthly newsletters, telephone calls home, annual surveys and information displayed and available through the school website as well as a parent webpage with important resources and information which is continuously evolving through parent input and request.

A minimum of three or more activities or events per semester provide information and seek input from parents and guardians. The school also has two parents serving on the School Site Council, along with parent representation in all of the standing committees of the governing structure.

**LCFF Priority 4 - Performance on Standardized Tests**

**Students Meeting or Exceeding Standards on the SBAC Math and Language Arts Tests**
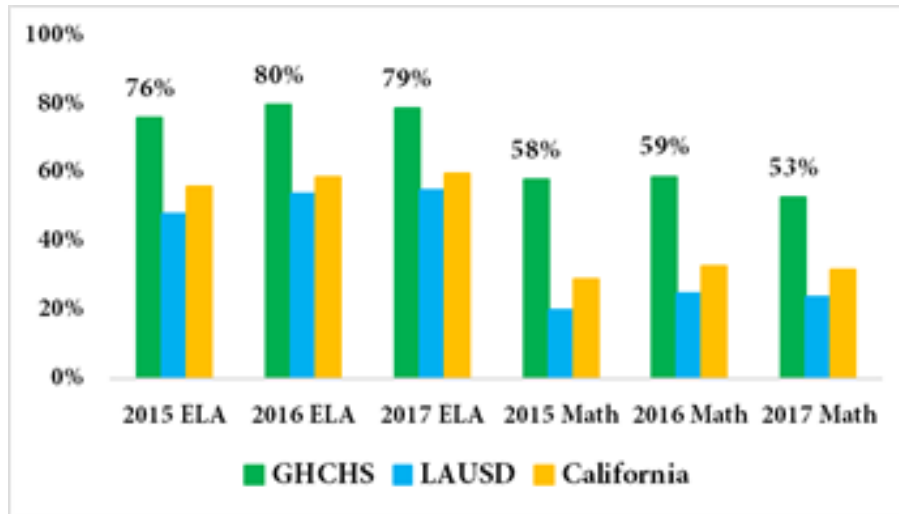
GHC students have consistently outperformed on the CAASPP Math and Language Arts examinations for the past three years in comparison to aggregate performance at the local and state level. During the 2017 administration of the CAASPP 95% of students completed the Math examination and 96% of students completed the English Language Arts examination.
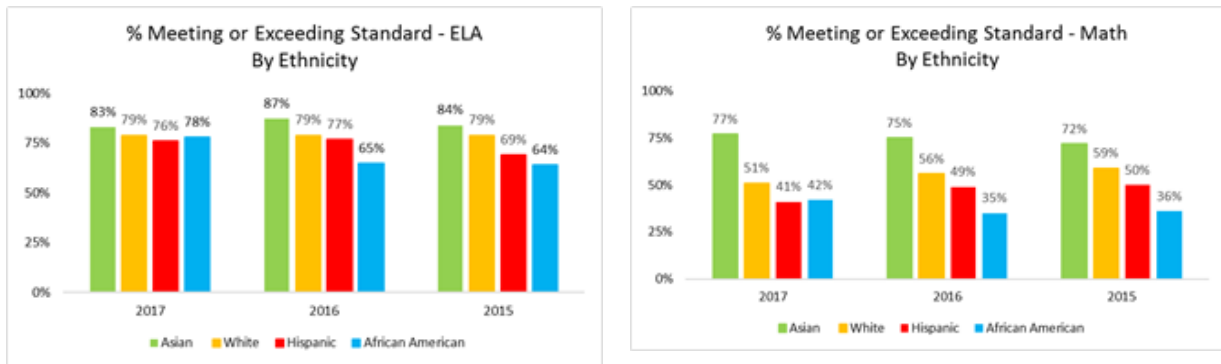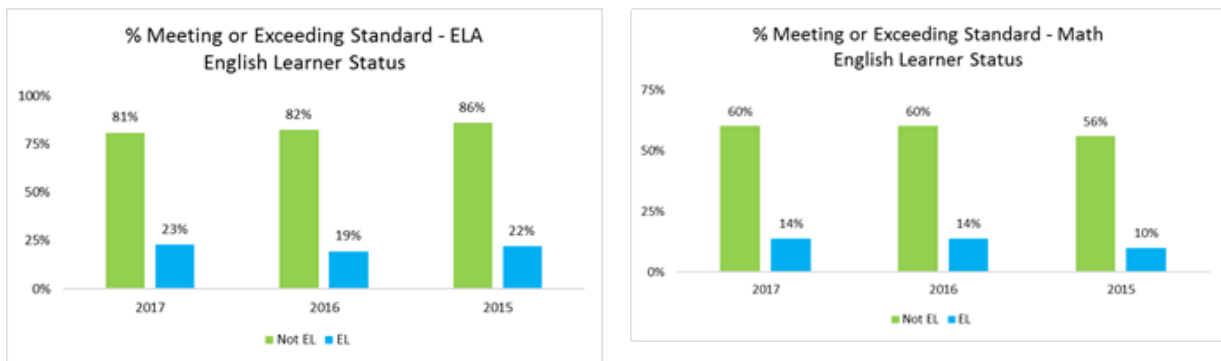
*SBAC Gender Breakdown*
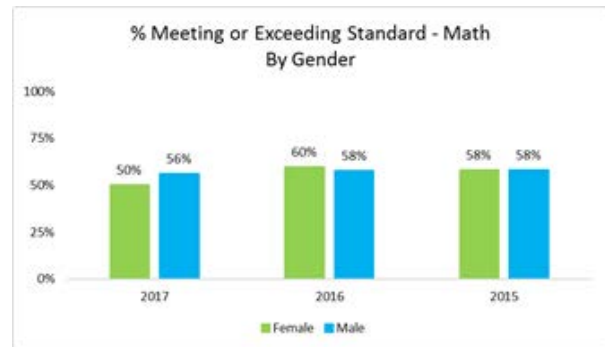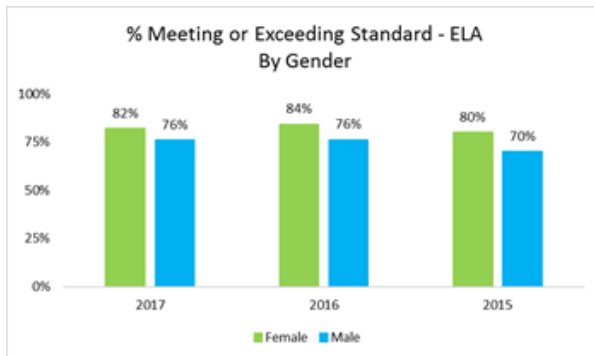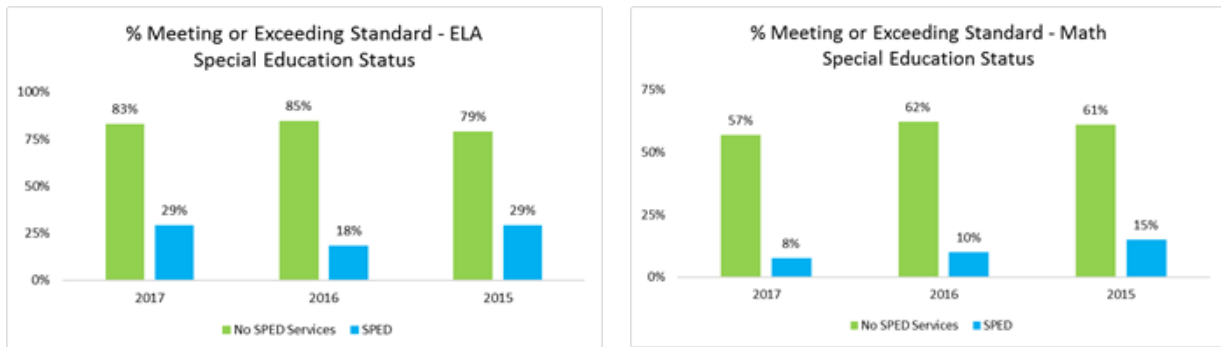




*SBAC Socioeconomic Breakdown*
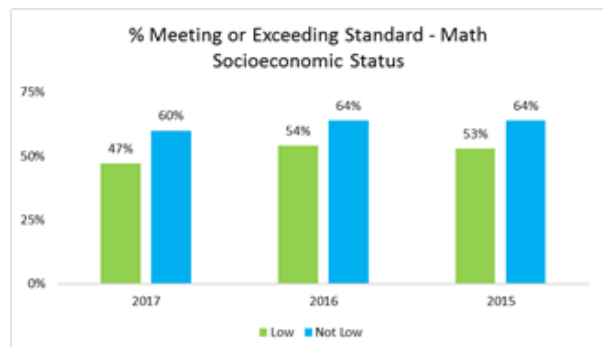
*Ethnicity Breakdown*





*English Learner Breakdown*





*Special Education Breakdown*





While aggregate student performance on the CAASPP has remained strong for the past three years, analysis of subgroups of ethnicities, English Learners, and special education students reveals that continued intervention and support must be provided to these student groups.

**Average SAT Score for Graduating Class**
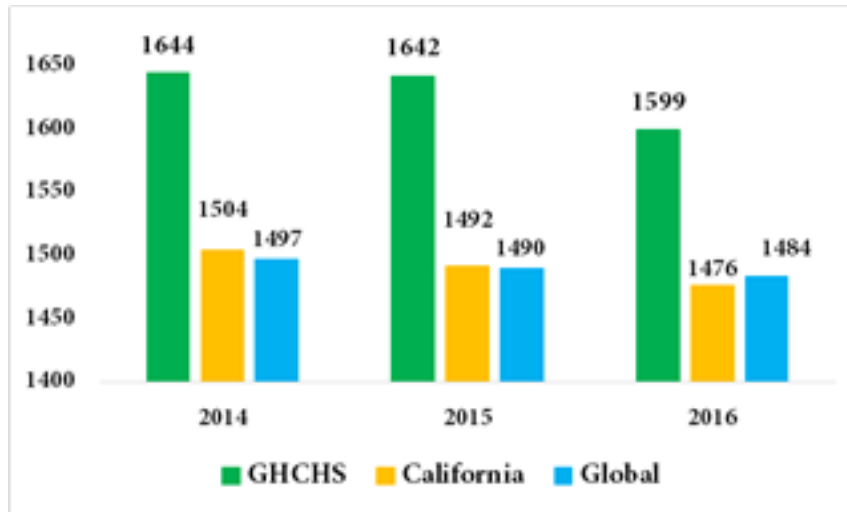
GHC has continued to demonstrate out performance on average SAT scores for each graduating class in comparison to state and global levels. GHC supports students toward high achievement on the SAT by having all students take the PSAT during their freshman, sophomore, and junior years in high school. The PSAT is offered free of charge to all students and provides students with valuable testing experience in preparation for the actual SAT. Students can also digitally link PSAT score reports with Khan Academy test preparation materials online, providing them with tailored support and information about further test preparation. The College and Career Office provides myriad workshops on SAT/ACT preparation each school year for both students and parents. Students may also access SAT preparation courses that are offered on-campus after school and on weekends.

**Students Earning a Qualifying Score on an Advanced Placement Test**
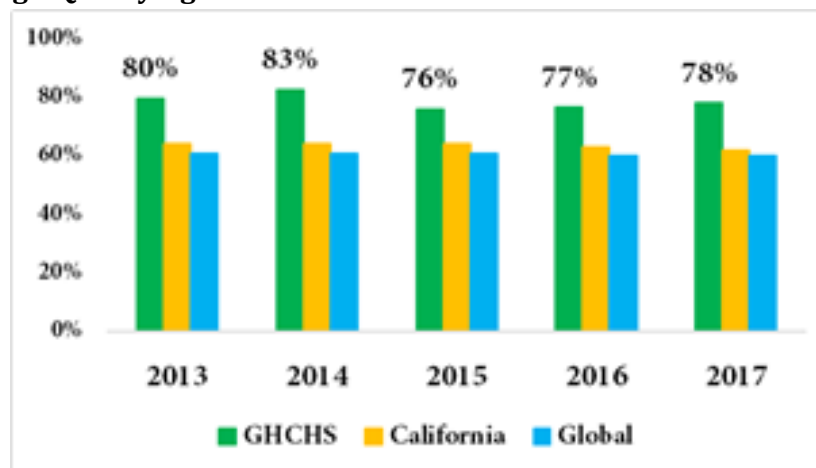


GHC has consistently demonstrated outperformance in the number of students earning a qualifying score on an Advanced Placement test in comparison to state and global metrics. The past three years have seen a slight downturn in the total number of students earning a qualifying score, which is in line with expectations as the number of students taking AP courses has increased in the past

three years as well. Increased participation and expansion of student enrollment in the AP curriculum typically leads to a slight downturn in students earning qualifying grades as well. Keeping in mind increased enrollment, the past three years have shown steady growth as professional development and intervention strategies have been implemented to support students as they access more rigorous classes.

**Students Taking at Least One AP or IB Course in 4 Years**

| Class of 2017 | Class of 2018 |
|---|---|
| 69% | 76% |
| 55% taking two or more | 55% taking two or more |
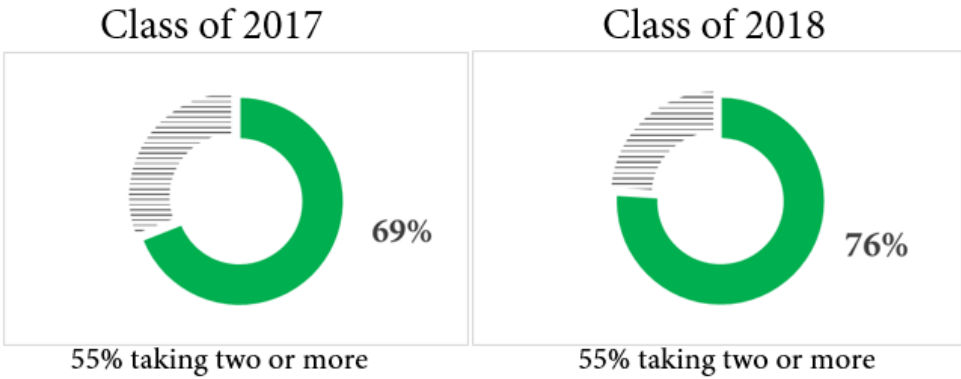
For comparison, California AP participation rate is approx. 40% (2013)

During the past three years the school has continued to push for and encourage students to take the most rigorous and challenging curriculum possible. Understanding that the completion of a single AP course during the course of high school greatly increases a student's chance of success in college, continuous intervention and outreach efforts encourage students to participate in AP or IB courses as a means of expanding their experience and preparation for college level study. AP and IB course approvals are monitored and maintained for the school by the administrative staff.

*AP Performance % of Exams Earning a Qualifying Score by Gender*

Gender

| | 2015 | 2016 | 2017 |
|---|---|---|---|
| Female | 72% | 69% | 71% |
| Male | 75% | 76% | 76% |

Female ■ Male
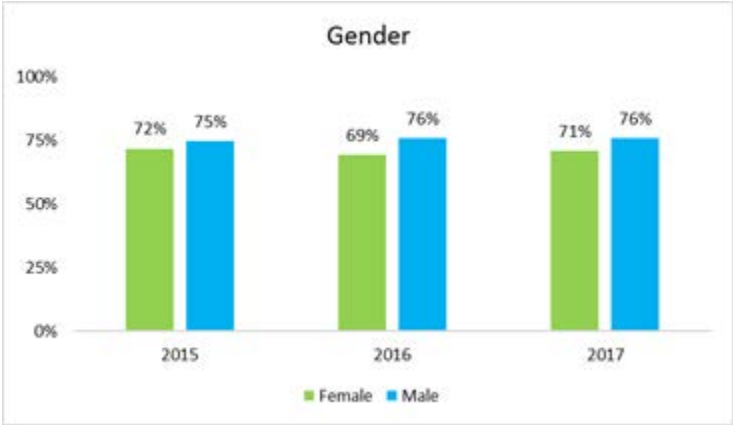
*AP Performance % of Exams Earning a Qualifying Score by Socioeconomic Status*
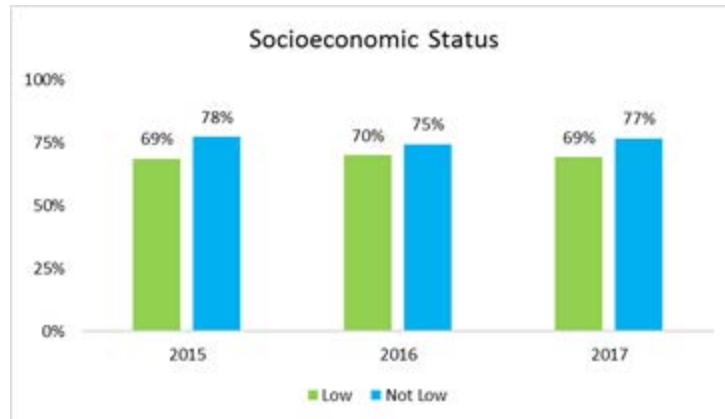
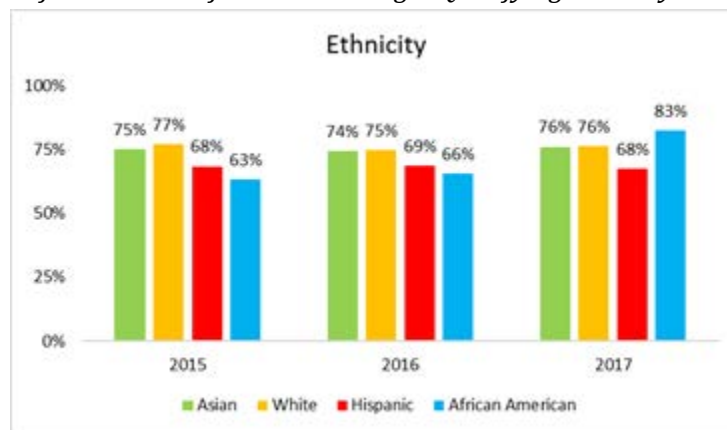*AP Performance % of Exams Earning a Qualifying Score by Ethnicity*



Analysis of AP performance by subgroups of gender, socioeconomic status, and ethnicity do not demonstrate any highly significant gaps in performance. While students who qualify as low socioeconomic status perform slightly lower than those who do not, the generally similar performance demonstrates the quality and accessibility of the AP program for both student groups.

**English Learner Proficiency**
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. As of this school year the English Language Proficiency Assessment for California (ELPAC) is fully operational and will also be administered to students in order to determine growth. As of the 2018-19 school year the ELPAC will replace the CELDT for EL placement as well as annual growth.

2014-2015 CELDT - Number and Percent of Students at Each Overall Performance Level

| Level | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|
| Advanced | 12 (34.0%) | 11 (22%) | 22 (45%) | 10 (24%) | 55 (32%) |
| Early Advanced | 12 (34%) | 19 (39%) | 13 (27%) | 18 (44%) | 62 (37%) |
| Intermediate | 6 (17%) | 10 (20%) | 10 (20%) | 6 (15%) | 32 (18%) |
| Early Intermediate | 5 (14%) | 5 (10%) | 3 (6%) | 5 (12%) | 18 (10%) |
| Beginning | 0 (0%) | 4 (8%) | 1 (2%) | 2 (2%) | 7 (4%) |
| Number Tested | 35 (100.0%) | 49 (100.0%) | 49 (100.0%) | 41 (100.0%) | 174 (100.0%) |

Domain Mean Scale Scores

| Domain | 9 | 10 | 11 | 12 |
|---|---|---|---|---|
| Listening | 628.7 | 625.5 | 652.0 | 633.0 |
| Speaking | 594.4 | 579.5 | 605.4 | 581.3 |
| Reading | 611.7 | 608.5 | 642.0 | 614.3 |
| Writing | 590.4 | 571.5 | 598.9 | 586.9 |

2015-2016 CELDT - Number and Percent of Students at Each Overall Performance Level

| Level | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|
| Advanced | 15 (25%) | 4 (12%) | 11 (22%) | 5 (13%) | 33 (16.0%) |
| Early Advanced | 9 (15%) | 10 (29%) | 22 (43%) | 13 (34%) | 98 (46.0%) |
| Intermediate | 23 (38%) | 14 (41%) | 9 (18%) | 13 (34%) | 51 (24.0%) |
| Early Intermediate | 6 (10%) | 3 (9%) | 6 (12%) | 3 (8%) | 12 (6.0%) |
| Beginning | 8 (13%) | 3 (9%) | 3 (6%) | 4 (11%) | 17 (8.0%) |
| Number Tested | 61 (100.0%) | 34 (100.0%) | 51 (100.0%) | 38 (100.0%) | 211 (100.0%) |

Domain Mean Scale Scores

| Domain | 9 | 10 | 11 | 12 |
|---|---|---|---|---|
| Listening | 571.8 | 596.1 | 613.6 | 579.6 |
| Speaking | 538.7 | 558.5 | 563.0 | 554.4 |
| Reading | 588.2 | 600.6 | 622.8 | 600.8 |
| Writing | 562.5 | 556.2 | 563.5 | 562.6 |

2016-2017 CELDT - Number and Percent of Students at Each Overall Performance Level

Domain Mean Scale Scores

| Performance Level | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|
| Advanced | 17 (33%) | 2 (5%) | 7 (18%) | 6 (12%) | 32 (17%) |
| Early Advanced | 10 (20%) | 15 (38%) | 12 (30%) | 20 (38%) | 57 (31%) |
| Intermediate | 14 (27%) | 14 (35%) | 11 (28%) | 14 (27%) | 53 (29%) |
| Early Intermediate | 4 (8%) | 4 (10%) | 2 (5%) | 6 (12%) | 16 (9.0%) |
| Beginning | 6 (12%) | 5 (13%) | 8 (20%) | 6 (12%) | 25 (14%) |
| Number Tested | 51 (100.0%) | 40 (100.0%) | 40 (100.0%) | 52 (100.0%) | 183 (100.0%) |

| Domain | 9 | 10 | 11 | 12 |
|---|---|---|---|---|
| Listening | 596.5 | 582.0 | 555.7 | 578.8 |
| Speaking | 556.8 | 538.0 | 537.1 | 540.7 |
| Reading | 614.4 | 572.6 | 567.4 | 601.1 |
| Writing | 590.9 | 550.4 | 537.1 | 544.8 |

With the addition of an EL Coordinator, who supports all English Learners on campus, we have been able to better look at individual performance data in order to help and provide more targeted

intervention support to individual students with the goal of ensuring that they are performing at grade level and meeting graduation requirements. We continue to have a small population of English Learners who all come from very diverse linguistic backgrounds and levels of English proficiency, so it is difficult to draw meaningful conclusions. For this reason, we 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.

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| 127 | 30 | 38 | 27 | 32 | 10 | 17 | 0 | 24 | 29 | 36 |

Students who continue through our ESL Program are successful in their general education classes and meet the graduation requirements. The non-ESL English Learners, 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. In addition, 28 percent of our current EL students are also Students with Disabilities. This is also a significant challenge as we regularly re-evaluate instructional support to meet their instructional needs.

**Local Assessments**
Each department has developed common formative and summative assessments that are utilized to monitor student progress towards mastery of the standards and expected schoolwide learning results. These include content-specific objective tests, essays, quizzes and research projects that reflect the content standards of each department. Individually and in content area teams, teachers review the formative and summative assessments to identify weaknesses and modify the instructional program as necessary. Departments also collaborate on developing common final exams. Department data is housed in School City as a platform for producing proficiency reports and information about student growth.

For instance, in the English Language Arts department has a writing focus that is assessed during the course of each semester. The fall semester for juniors focuses on rhetorical analysis essay writing. Teachers collect student performance on specific objectives, tied to standards, for roughly 30% of their classes. Once data is collected and aggregated for the grade level population, teachers then review student results to modify and guide instruction. Teachers also meet during professional development time to share student work samples and calibrate grading. An example of the fall 2016 rhetorical analysis aggregate performance is shown below:

**11th Assessments 2016**
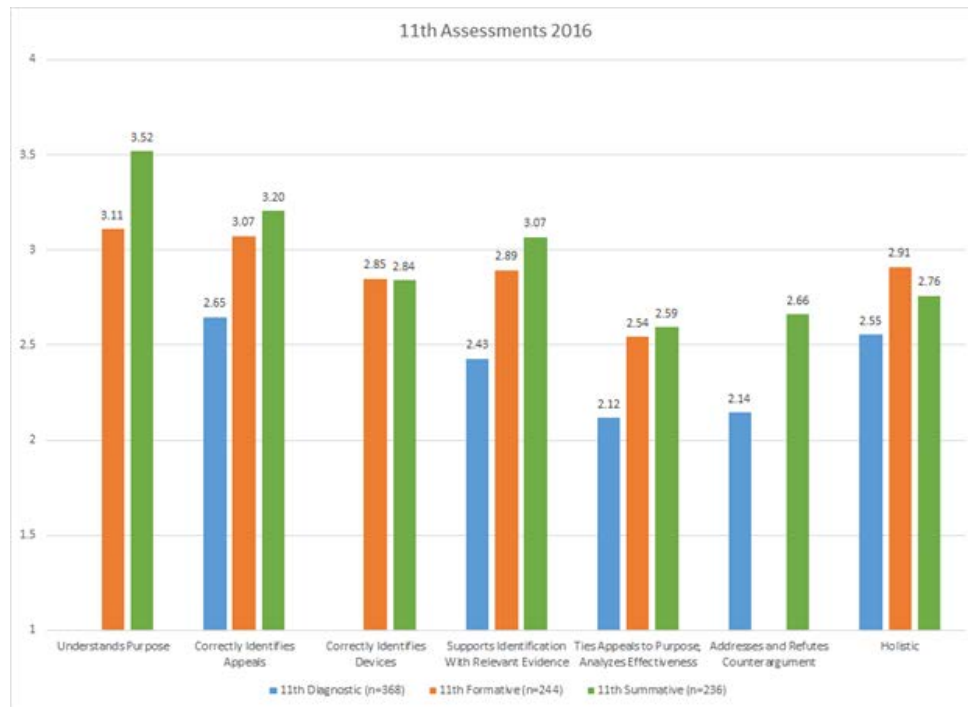
In this example, students showed improvement in their ability to understand the purpose of a text, identify rhetorical appeals, support their assertions with evidence, tie the use of appeals back to purpose, and to identify and refute a counter argument. On the other hand, students did not demonstrate significant improvement in their ability to correctly identify literary devices and figurative language that support the rhetorical moves of the author. This could point to a need for increased professional development and instruction on how to assist students in looking beyond the three major rhetorical appeals (emotion, logic, credibility) and focus on isolating specific devices that support or convey those appeals. Teachers reflected that incorporating a database of rhetorical devices might begin as early as 9th grade to help students develop a true and thorough understanding of what different rhetorical devices are, how they connect to the various appeals, and how to incorporate identification and analysis of them into their writing.

**Other Assessments and Placement Tests**
GHC administers the NWEA MAP to all students in grade nine during Summer Transition Academy, in February and towards the end of April. NWEA MAP is a computer adaptive test that adjusts the difficulty of each question based on a student's responses. The Rasch Unit (RIT) score is a grade independent scale score that can be compared across grades, schools, etc. The test covers standards from grade six up and is aligned to the Common Core State Standards. Results from this assessment are used for placement in math classes (pursuant to the board adopted mathematics placement policy) and to guide the development of the grade nine English courses.

**Report Card Analysis**
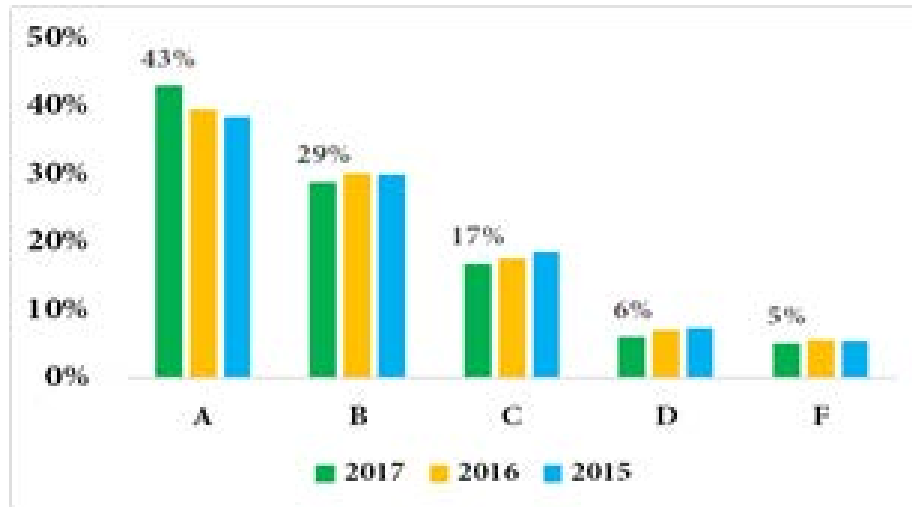
At the local level teachers, leadership, and administration monitor student grade distributions. From the data above, the previous three years have shown a slight decrease in the number of students earning Ds on their final report card in each semester. This slight decrease aligns with increased, campus wide intervention strategies to conduct early identification of students who have Ds or Fs on their first progress report of each semester and for teachers to provide individualized intervention strategies to support those students. At the same time, the percentage of As has increased over the past three years as well. At both ends, faculty has begun an exploratory year of looking at standards based grading methodologies that support students at both ends of the spectrum. For students with Ds and Fs, ineffective grading practices such as semester killers, averaging vs. growth grading, the 100 point scale, and late work/make-up policies have been discussed as ways of providing students the ability to demonstrate and be judged on proficiency rather than work habits. For students with As and Bs, further connection of assessments to clearly defined standards and collaborative grading and discussion has been explored to ensure that teachers are implementing consistent grading policies across content classes and discussions about student performance revolve more around standards achievement.

**College Persistence**
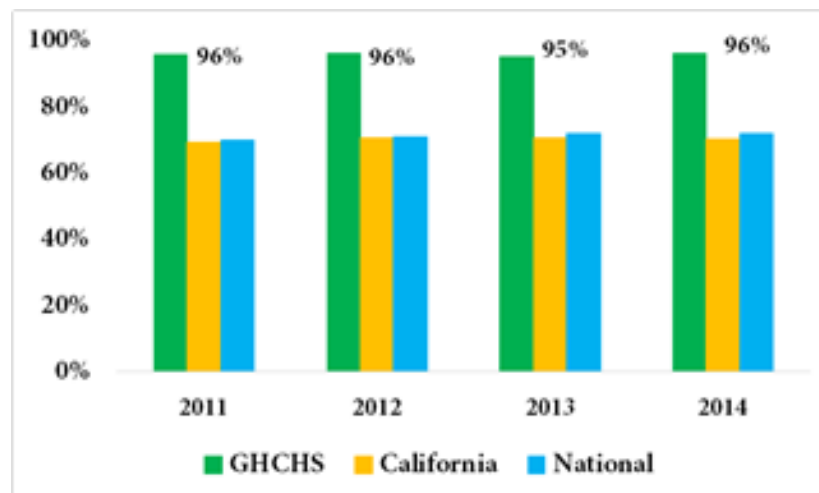
College Persistence data demonstrates that GHC graduating seniors who enroll in 2 or 4 year universities after high school are well prepared to complete their first year of college and continue into a second year of enrollment in comparison to state and national averages. A rigorous curriculum, high academic expectations, and a college and career-ready focus throughout the campus aims to prepare students for the academic and social-emotional rigors of college.

**LCFF Priority 5 - Pupil Engagement**
**Graduation Rate and A-G Completion**
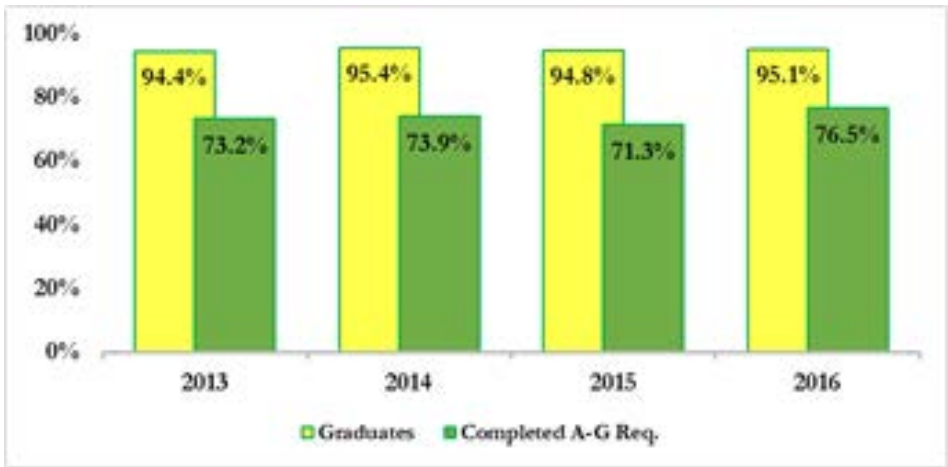


GHC has maintained a steady high school diploma graduation rate of roughly 95% in the previous four years. The A-G completion rate for each graduating class has lagged the high school diploma graduation rate at roughly 73% each year, but a notable 5.2% improvement of the A-G completion rate occurred between the 2015 and 2016 school year. GHC measures A-G completion as earning a "C" or better on each A-G course.

**Chronic Absenteeism**
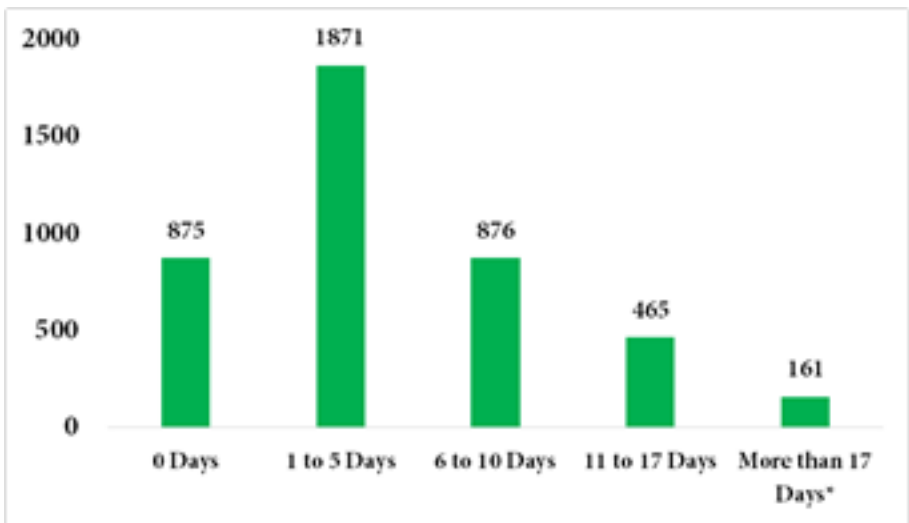
During the 2015-2016 school year the school had a 3.8% chronic absenteeism rate while the CORE District Goal is to maintain the rate under 7%. Due to GHC's effective enforcement of its attendance policy, student absenteeism remains low.

**Dropout Rate**

| School Year | GHC | District | State |
|---|---|---|---|
| 2015-2016 | 1.5% | 13.7% | 9.7% |
| 2014-2015 | 2.2% | 16.7% | 10.7% |
| 2013-2014 | 1.4% | 17.4% | 11.5% |

Historically the school has maintained a low dropout rate in comparison to the local district and state averages. The wide variety of intervention strategies and supports provided by the school help ensure that students maintain their trajectory in finishing their high school education.

**Average Daily Rate of Attendance**
Historically the school has maintained a roughly 97.5% ADA and uses a 97% ADA for budgetary projections for future years. GHC is able to maintain a strong ADA through its clearly communicated and enforced attendance policy by the Attendance Office.

**LCFF Priority 6 - School Climate**
**Suspension Rate**
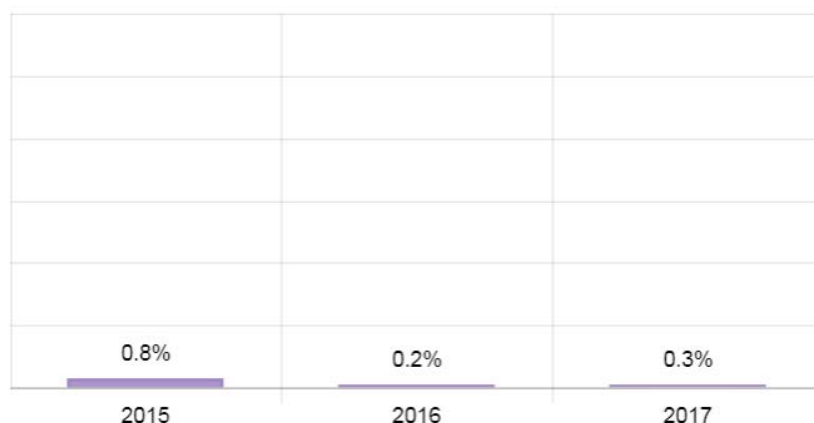


Through the implementation of the school's three-tiered intervention program, the suspension rate has decreased during the past three years as students are provided alternative intervention and support options.

**Student Participation in Co- and Extracurricular Activities**
The school maintains a number of co-curricular programs that are open to all students including Academic Decathlon, Associated Student Body, Band, Colorguard/Orchestra, Choir, CSF/NHS, Dance

Team, DECA, Jazz Band, Model United Nations, Plaid Press Newspaper, Robotics, Speech and Debate, and the Tartan Yearbook. The school also maintains a large number of extracurricular activities that are open to all students. During the 2017-2018 school year over 50 clubs were approved by the Associated Student Body demonstrating the school's commitment to providing students with an extensive range and choice of extracurricular opportunities that meet the varied and diverse interests of a large student population.

**Annual Stakeholder Surveys**

During the 2016-2017 school year the annual stakeholder satisfaction survey was conducted to gather information about stakeholder perception on school climate. A total of 221 staff, 764 parents, and 2,623 students took the survey. With the high response rates among each stakeholder group, survey results are generalizable to the entire GHC population. Overall, stakeholders who took the survey expressed very positive views of GHC. All groups had favorable reviews of teaching and learning, interpersonal relationships, and school safety.  Select responses on sense of safety and school connectedness appear below.

*Sense of Safety Responses*

| Question | % Strongly Agree or Agree |
|---|---|
| Staff: Students know how they are expected to act. | 99% |
| Staff: This school clearly communicates to students the consequences of breaking school rules. | 100% |
| Parents: My child is safe on school grounds. | 97% |
| Parents: My child's school is clean and in good physical condition. | 94% |
| Students: I feel safe in my school. | 90% |
| Students: Students know how they are expected to act. | 90% |

*School Connectedness Responses*

| Question | % Strongly Agree or Agree |
|---|---|
| Staff: Adults at this school feel a responsibility to improve this school. | 94% |
| Staff: Adults at this school support and treat each other with respect. | 86% |
| Parents: I feel welcomed to participate at this school. | 87% |
| Parents: School staff treats me with respect. | 92% |
| Students: I feel close to the people at this school. | 80% |

| Students: I am happy to be at this school. | 78% |

## LCFF 7 - Access to a Broad Course of Study
## College and Career Readiness Indicator
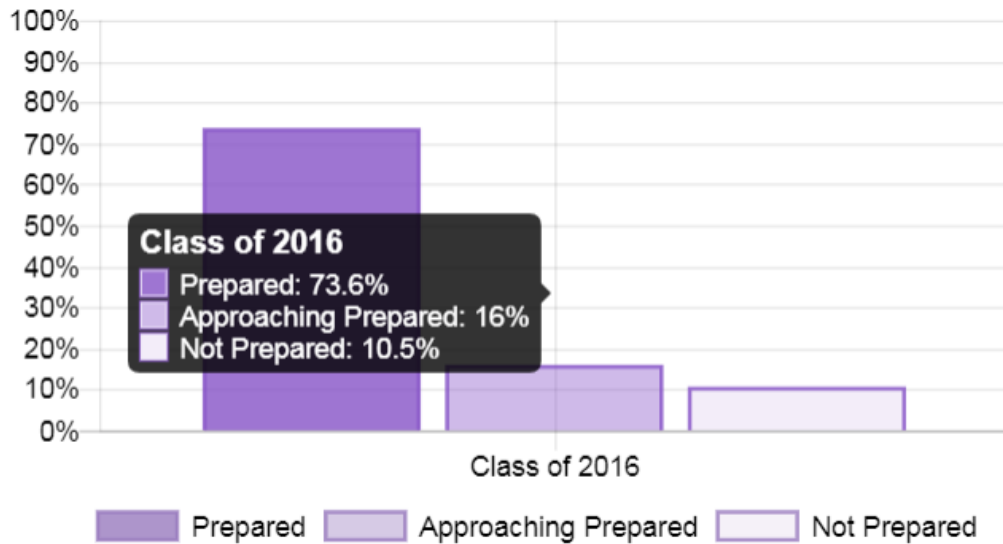


Initial California Dashboard data indicate that 73.6% of the graduating class of 2016 was prepared according to the College and Career Readiness Indicator. The Leadership Team is in the process of evaluating the entire academic program in relation to the indicator metrics to support future growth on this indicator.

## Meeting A-G Requirements
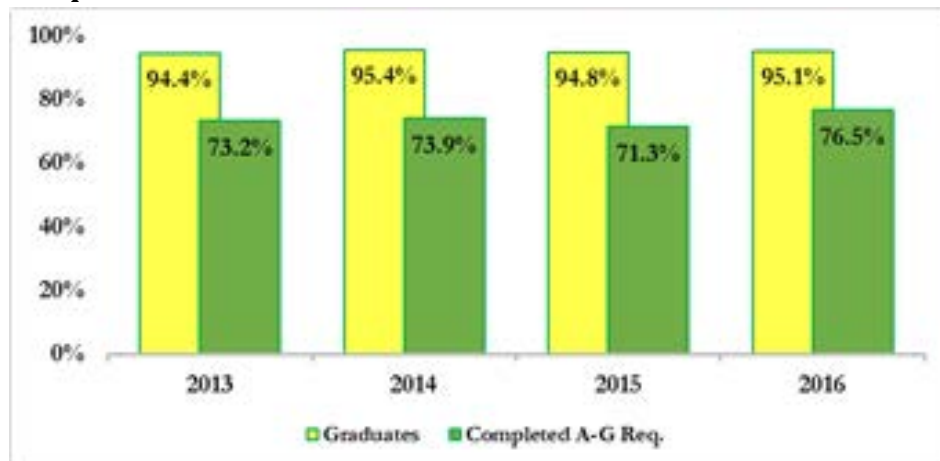


## LCFF 8 - Other Pupil Outcomes

The majority of the GHC school budget comes from the Local Control Funding Formula (Basic State Aid), federal revenues, other state revenues, and other local revenue.

**ADA Expenditures Per Pupil**

| Year | Total | Restricted | Unrestricted |
|------|-------|-----------|--------------|
| 2014-2015 | $10,386 | $2,065 | $8,321 |
| 2013-2014 | $9,297 | $1,947 | $7,350 |
| 2012-2013 | $8,823 | $1,861 | $6,951 |

Major expenditures include salaries and benefits, improvements to buildings and equipment, tutoring, textbooks, instructional supplies, and technology. Federal revenues include Federal Special Education Funding (IDEA), National School Lunch Program (NSLP) Reimbursements, Title I and II Program Funding, AP/IB Test Fee Reimbursements, and Career Technical Education Funding. As of 2015-2016 the school opted not to apply for Title III - Limited English Proficient funding as the available funding (less than $10,000) does not make sense given the required reporting and program activities. Title I funds are utilized to cover co-teaching positions in the General Education program as well as targeted intervention programs for low achieving students throughout the year. Title II funds are utilized for Professional Development activities. 21st Century Community Learning Centers (CCLC) funds are used to run the After Hours Activities (AHA) program and Perkins CTE funds are used to support the Career Technical Education Program. IDEA funds are used to cover co-teaching positions in the Special Education program.

## E. Schoolwide Learner Outcomes

Analysis of school data reveals that students are successfully reaching the Expected Schoolwide Learning Results. Generally, graduates of GHC are effective communicators, information managers, problem solvers, productive members of society, and lifelong learners. Analysis of disaggregated data reveals areas in which the school can strengthen its curriculum, instruction, and intervention to further support sub-groups that are not achieving at the same level as the aggregate school population. Further, the newly released College and Career Indicator as part of the California School Dashboard Report provides new insights into how the school can measure student preparation to be a productive member of society after high school. The school's commitment to implementation of intervention strategies, differentiated instruction, and a positive school culture has been supported by the charter structure in which changes that support the needs of the school population can be made in an efficient and timely manner, and also be monitored for progress through evidence based analysis.

## F. Perception Data
**Stakeholder Satisfaction Survey ([Full Report](#))**
In February of 2017, in collaboration with GHC, the Survey Research Initiative of Teachers College Columbia University created staff, parent, and student surveys to gather information on the school's

performance. Survey questions sought information about satisfaction with teaching and learning, interpersonal relationships, and school safety. The surveys were created online through Qualtrics in English.

The staff survey contained 21 survey items and two open-ended questions; the parent survey had 26 survey items and two open-ended questions; and the student survey included 26 survey items and two open-ended questions. Surveys were available online to all staff, parents, and students for two weeks. A total of 221 staff, 764 parents, and 2,623 students took the survey. With the high response rates among each stakeholder group, survey results are generalizable to the entire GHC school population.

**Overall Conclusions**

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. The report advised that Granada's challenges could be remedied through targeted professional development and increased collaboration through the active use of vertical and horizontal teacher teams.

**Teaching and Learning Conclusions**

Across the board, teaching and learning at Granada Hills received mostly positive reviews. All three stakeholder groups selected rigorous courses and opportunities for academic success as the best aspects of the school. Many parents and students were happy with the teachers at GHC, noting how excellent and supportive they were.

**Interpersonal Relationships Conclusions**

Overall, stakeholders were satisfied with the quality of interpersonal relationships at GHC, however, there were a few areas of concern. Students and staff generally felt that teachers were friendly and dedicated, as well as willing to put time and effort into helping GHC students succeed. However, students expressed discontent with the lack of respect and fairness exercised by teachers. Consequently, many students felt uncomfortable asking teachers for clarification or for additional help when necessary. Many students also reported feeling alienated and apart from the Granada Hills community; this sentiment was particularly common among iGranada students. Staff also expressed concerned with the lack of opportunities for faculty and other staff members to get to know each other and foster collegial relationships. To address these concerns, the report advised that GHC might consider facilitating activities outside of school hours, in order to promote communication and the sense of community among stakeholder groups.

**School Safety Conclusions**

Staff, parents, and students overwhelmingly agreed that Granada Hills Charter High School is a safe and supportive place for students to learn. However, school capacity and state of the facilities came up as needed areas for improvement. The report advised that the school might consider putting resources toward classroom repairs and general facilities maintenance, especially bathrooms, to ensure that students are learning in a safe and clean environment.

# Chapter III: Self-Study Findings

# Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

| A1. Vision and Purpose Criterion | |
|---|---|
| **The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.** | |
| **A1.1 Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current education research and an overall belief that all students can learn and be college and career ready.**<br><br>The school's statements have been impacted by pertinent study/community profile data and the school has created an environment in which students are actively engaged in the process of learning in a multicultural, multilingual setting. The 2016-2017 survey of staff, parents, and students was conducted through the Columbia Teachers College. Input from all stakeholders in the annual development of the LCAP is considered in relation to supporting changing student demographics, in line with the school belief that all students can succeed. The school has implemented processes and supports for all students to access relevant curriculum and receive support to be college and career ready. With the suspension of CST testing the school has shifted to a focus on internal assessments linked to department frameworks, determined curriculum, and academic programs. | <u>Evidence</u><br>-Governing Board Minutes<br>-Standing Committee Minutes<br>-Annual Stakeholder Survey<br>-LCAP<br>-Local Assessment Plans<br>-Local Assessment Data<br>-Professional Development Agendas |
| **A1.2 Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.**<br><br>The school effectively engages stakeholders in the development, implementation, and monitoring of programs that fulfill the school vision, mission, and ESLRs. The Expected Schoolwide Learning Results (ESLRs) embody the values needed to be successful in the world following graduation. Expectations are clearly stated and easy to understand for students. Each ESLR has applications across the disciplines so students and staff can integrate the skills and knowledge embedded in the learning results in the content standards for both academic and career technology classes. While stakeholders are aware of the wide variety of programs and changes that support | <u>Evidence</u><br>-ESLRs posted throughout campus<br>-ESLRs reflected in lesson plans and assignments<br>-Annual Stakeholder Survey<br>-Parent attendance at workshops and committees<br>-Parent Volunteer List<br>-Diverse Stakeholder Representation on Standing Committees<br>-Governing Board Composed of Community Members |

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| the school vision and mission, dedicated time for review of the vision and mission may be needed. | |
| **A1.3 Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.**<br><br>The school maintains a number of parent committees that are informed of the school vision, mission, and schoolwide learner outcomes. All stakeholders are represented on school committees and provide input in the direction and development of school programs and changes. The school board is composed of parent and community representatives. Parent volunteers are also involved in student athletics, extracurricular programs, and field trips. Parents also have access to well publicized events including college nights, the college and career fair, and college workshops. Consistent community outreach, acknowledgements of accomplishments by students and staff, and up to date social media posts and information ensure that stakeholders are aware of and committed to the school's core principles. | <u>Evidence</u><br>-Parent organizations: PTSA, Booster Club, Korean Parent Association, ELAC, Parent Advisory<br>-Stakeholder representation on all school committees<br>-Parent workshops series<br>-Parent and community representation on governing board<br>-Parent groups for athletic teams<br>-WASC subcommittees<br>-Parent volunteer pool list for field trips, academic teams, and sports<br>-Social Media and Online News<br>-ESLRs posted in classrooms<br>-ESLRs on syllabi |

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| **A2. Governance Criterion**<br>**The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data - driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.** | |
| **A2.1 Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.**<br><br>The Governing Board uses the Articles of Incorporation, Bylaws, 501(c) (3) guidelines, and the Governing Board Code of Conduct to guide its support of the expected schoolwide learning results.<br><br>The policies and Bylaws of the Governing Board, the Standing Committees and ad hoc committees appointed by standing committees, are all articulated in the Charter document of GHC. All Governing Board and Standing Committee meetings adhere to the | <u>Evidence</u><br>-Public minutes and agendas<br>-Board minutes support school vision and purpose<br>-Board focus on performance and data metrics<br>-Academic program presentations at board meetings<br>-Budget decisions focus on instruction<br>-Investment in Academic Programs and supplemental programs<br>-Safe and secure learning environment<br>-Procedures and protocols posted publicly |

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| Brown Act and are held openly for the public. Working closely with the Governing Board, the Chief Business Officer, with the support of the Executive Director, presents monthly updates on budgets, expenditures, and the financial health of the charter school, including regular investment reports.<br><br>The governing board meets regularly throughout the year to review progress on its yearly goals, to listen to concerns by community members, consider alterations to policies, and approve proposals from the Standing Committees. Members serve two-year terms and are recommended to the Governing Board by a screening committee. Board members are subject to recall under conditions stated in the Charter document and Bylaws. The board consists of At Large/Community members, retired teachers, and parents. The Executive Director is a non-voting member of the board. | |
| **A2.2 Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.**<br><br>Every Standing Committee has the authority to present policy and budget proposals to the Governing Board for review and approval. All expenditures are vetted extensively through committee meetings, sub-committees (where appropriate) and public Board meetings. Any request for funding must be tied to improvement of student achievement through facility upgrades, campus safety issues, curricular or academic needs, and student health concerns.<br><br>Day-to-day operation of the school rests with the Executive Director, the administrative staff, out-of-classroom personnel, and program coordinators. Teachers are responsible for the curriculum development of their classes in conjunction with Common Core Standards and department academic goals.<br><br>Facilities, student data systems, technology and the network, cafeteria, student finance and store and human resources are supervised by a team of classified managers and supported by the administrative team.<br><br>The Governing Board receives regular updates from the Executive Director and Administrative staff on school operations such as facilities, food services, and technology. Presentations are made regularly to the Board on budget, academic programs and other areas of school responsibility such as special education, academic and college counseling, and student mental health support. Board members may request additional or follow-up information on particular issues or departments following presentations or public comment. | <u>Evidence</u><br>-Stakeholder representation on committees<br>-Contact information for governing board members on website<br>-Board agendas, minutes, and attachments on website<br>-Staff regularly emailed copies of board agendas and minutes<br>-Board meetings always open to staff, students, parents, and community<br>-Clear process to speak at board meetings through Speaker Request Form on website<br>-Governing Board and Committees Agendas and Minutes |

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| **A2.3 Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.**<br><br>GHC completes outreach to the school community and parents to inform them of the ability to participate in the school's governance structure via mass email as well as information posted on the school website. The GHC webpage for "Parents" includes extensive information about committee participation and opportunities to provide input on the formation of the LCAP. All Standing Committees include a variety of stakeholders including teachers, classified staff, parents, student representatives, and community members. The school also utilizes a wide variety of communication methods including phone calls, emails, and texts to alert parents of opportunities to be involved in the school governance. Applications for Governing Board positions are reviewed by a Screening Committee made up of all stakeholders who make a recommendation to the Board for membership.<br><br>All Board meetings and Standing Committees are open to the public and allow the community to comment on the proceedings. All standing committees receive information concerning the school's direction and achievement and members are given the opportunity to provide input and feedback in governing the school through their participation in the standing committees. | <u>Evidence</u><br>-Parents Website<br>-Phone, email, and text reminders and information<br>-Social media presence<br>-Outreach through other parent organizations (PTSA, Booster Club, Korean Parents Association, etc.)<br>-Announcements on GHC website "Latest News" splash page<br>-Standing Committee Agendas and Minutes |
| **A2.4 Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.**<br><br>The yearly goals of the Governing Board are designed in response to student data in conjunction with the overarching WASC Action Plan Goals and the mission statement for GHC. The goals are not only academic goals, but also incorporate programs and expenditures that will improve the social and personal life of students such as intervention programs, funding for mental health experts and additional counseling staff, technology upgrades, and facility improvements. The Executive Director, Standing Committee Chairs, and representatives from student council report to the Governing Board each month on progress toward the Board's yearly goals and updates on committee discussions. | <u>Evidence</u><br>-Board's approval of expenditures for various school programs that support school wide learning results is based on stakeholders input<br>-Dean's Office records<br>-Master calendar, PD calendar, school wide testing calendar<br>-Regular and special bell schedule flyers and posters<br>-Array of school sponsored athletic, clubs, other extra-curricular programs<br>-Student and parent representation in standing committees<br>-ASB class and activities<br>-Professional Development - Department Meeting Schedule<br>-Annual Board / School Goals<br>-Governing Board Agendas and Minutes<br>-School Year Calendar<br>-Articles of incorporation. |

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| Among the school policies approved and monitored by the Governing Board are the attendance policy and progressive discipline policy. The ultimate goal of each of these policies is to make certain students are in class so they can learn. Alerting parents and students early that absenteeism, tardiness, and behavior problems that are interfering with the students' performance has been instrumental in ensuring all students have the opportunity to be successful at GHC. For example, the Student Services Standing Committee examines these student related policies every year to identify areas of improvement or modification to the process or purpose of the policies.<br><br>Information from governance committees and instructional departments are reported to the Governing Board and administrative team on the progress made in their respective committee or department. Integral to these reports are student performance data which are reviewed yearly by the board and form the basis for future goals and allocations of funding. | -Bylaws<br>-Governing Board Code of Conduct<br>-Instructions for Presentations to the Governing Board<br>-Standing Committee Chair list of responsibilities.<br>-School-Wide Action Plan<br>-Performance Metrics Presented to Board |
| **A2.5 Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.**<br><br>The GHC Parent-Student Handbook includes extensive information about the Uniform Complaint Policy and Procedures, outlining the steps for filing a complaint, mediation, investigation of complaint, response, and the final written decision. The Parent-Student Handbook also includes information about General Complaints, Federal and State laws affecting Family Educational Rights and Privacy, and Directory Information. The Staff Handbook includes information about General and Uniform Complaint Procedures. Complaint forms can be accessed through the school's website or can be requested in the Main Office. The administrative staff maintains a log of all complaints and a summary of the resolutions. | Evidence<br>-Parent-Student Handbook<br>-Staff Handbook<br>-501(c)(3) Conflict of Interest Policies<br>-Stakeholder Survey |

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| **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**<br>**Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.** | |
| **A3.1 Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.** | Evidence<br>-Governing Board and Committee Agendas and Minutes |

GHC follows the descriptions within the California Education Code concerning the composition of the School Site Council which is composed of a variety of stakeholders including: administrators, teachers, classified staff, parents/community members, and students. Beyond the School Site Council other school committees include: Student Services, Curriculum and Instruction, and Operations. Each of these committees is composed of stakeholders including certificated and classified staff, students, parents, and community members. The GHC continuous school improvement planning process is well distributed among various committees and allows for input from committed stakeholders. Annually the school completes outreach to all stakeholders to ensure a wide variety of participants in the school improvement and planning process. All committees are open to the public and various stakeholders are encouraged to attend, participate, and share input at the meetings.

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| **A3.2 How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?**<br><br>The GHC leadership team, composed of administrative staff, department chairs and instructional advisors, and representatives from counseling and intervention, is consistently involved in the analysis of student achievement throughout the school year. Information and conclusions about student achievement towards the various school wide goals is then communicated by leadership team members to the various standing committees that provide further input in the formation and implementation of the SPSA and the LCAP. Leadership team members also communicate back to individual department teachers about next steps in further developing, implementing, and monitoring the SPSA and LCAP. All major realignments to the SPSA and LCAP are finally presented to the Governing Board for input and decision making on school policies and direction. | <u>Evidence</u><br>-School Site Council Minutes<br>-SPSA<br>-LCAP<br>-Leadership Agendas and Minutes<br>-Department Agendas |
| **A3.3 Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.**<br><br>The leadership team at GHC is comprised of representatives from every department on campus. The leadership team meets every other week to reflect on school data, provide input on school programs and policies, and enhance communication between administration and teachers. Administrative staff work with department leaders and program coordinators to investigate, implement, and assess curricular and | <u>Evidence</u><br>-Governing Board and Committees<br>-LCAP<br>-Charter Petition<br>-SARC<br>-Leadership Meeting Agendas and Minutes<br>-Chair and Instructional Advisors Identified in Department  Staff Lists<br>-Organization Chart |

extracurricular activities campus-wide. Every department has a chair, while larger departments have instructional advisors and content-area or grade-level leads who monitor the formative and summative common assessments across the department among other responsibilities. This distributed model of leadership and shared decision-making process ensures that allocations of funding, curriculum design, intervention programs, and instructional approaches reflect classroom experience and student performance data. Decisions about new curriculum or instructional strategies as well as the analysis of student performance data are made at the grade or content-area level and shared with school leadership. Resources are directed to classroom teachers to focus on student learning and achievement of the expected learning results and academic standards.

GHC maintains a number of effective processes and procedures for involving staff in the shared decision making process. All standing committees that report to the board have representatives from each department that partake in the shared decision making process and analysis of school performance metrics. The school also involves staff in the design of the LCAP through annual surveys of the staff and other stakeholders including parents and students. The school's charter petition also outlines the processes and procedures related to school governance and includes diagrams that demonstrate how committees interact. The School Accountability Report Card also speaks to the effectiveness of schoolwide decision-making on student learning as evidenced by strong student performance.

**A3.4 Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.**

The school maintains effective structures for internal communication and planning. All staff members have personalized email addresses and have access to all other staff through email. Teachers attend weekly professional development meetings in which key information is disseminated and teachers are able to collaboratively plan curriculum, activities, and benchmarks. All staff receive agendas and minutes for all board meetings and subcommittees by email and can find them on the school website as well.

The school has effective structures for resolving differences among the staff or administration. At the departmental level chairs, instructional advisors, and grade-level/content leads address differences among staff. For situations that rise above the department level, administrative personnel provide staff with personal and professional conflict resolution trainings if needed. The administrative staff also participates in weekly meetings led by the executive director in which differences among administrators may be addressed. The school also has a dedicated Human Resources Manager and an Assistant Manager of

Evidence
-Weekly Professional Develop Meeting Agendas
-Posted Agendas and Minutes for Committees
-Stakeholder Survey

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| Human Resources to assist in resolving differences between staff. Finally, the annual stakeholder survey of staff reveals the majority of staff have a positive perception of interpersonal relationships on campus. | |

**A4. Staff: Qualified and Professional Development Criterion**

**A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.**

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| **A4.1 Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.**<br><br>GHC actively recruits, interviews, hires, and trains highly qualified and effective credentialed teachers. Interviews are conducted by a team consisting of administrators, teachers, classified staff, students, and parents. GHC salary schedules are competitive in comparison to surrounding districts. The school also offers differentials to compensate staff who take on additional duties. All positions are linked to a salary schedule developed by GHC-UTLA representatives and the Governing Board. Currently, 104 teachers hold advanced degrees. The school also supports all staff with an allocated budget to support professional development opportunities. | Evidence<br>-Department Faculty Lists<br>-Administrator Lists<br>-Salary Schedules<br>-Instructional Technology Support<br>-Teacher Resources |
| **A4.2 Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.**<br><br>GHC provides an effective process for assigning staff members and providing ongoing orientation support and professional development for all staff. New teachers participate in an orientation before the start of the school year in which they receive training in school policies, procedures, technology, norms, and rules. New teachers are also allocated time to meet with their department chairs and instructional advisors before the beginning of the school year.<br><br>Preliminary credential teachers undergo California Teacher Induction in a partnership with the Hart Unified School District's Induction Program. Each preliminary teacher is assigned an Induction Mentor and is provided with support, coaching, and professional development opportunities to develop his/her practice. | <u>Evidence</u><br>-New teacher induction<br>-New teacher orientation<br>-New teacher meetings<br>-Formal and informal teacher mentorship<br>-Safe School trainings<br>-AP/IB trainings<br>-Collaborative team meetings<br>-Access to offsite conferences<br>-SPED trainings<br>-Social Science: UCLA Center X differentiation training<br>-Peer observations<br>-World Languages: LA Stars Conference<br>-English - AP by the Sea Language and Composition Training<br>-Data on conference attendance by teachers |

All preliminary credential teachers receive induction support free of charge.

Staff utilize a variety of technology to maximize expertise and impact student learning. All teachers participate in online Safe School Trainings at the beginning of each year to address issues concerning safety, health, mandated reporting, and information technology. Within departments professional development meetings are kept track of in agendas so that all staff may participate and contribute collaboratively. The adoption of the Google Suite of products has also facilitated increased collaboration in the process of sharing materials, lessons, best practices, and common assessments. Departments have also received in-house training on various technology platforms such as Hapara, School City, Google Suite, NWEA Reports, eSchool, academic database access, and turnitin.com to support and track student achievement.

Staff members are encouraged to pursue professional development opportunities to enhance expertise in content-area curriculum and development, use of assessment data to inform instruction, intervention approaches, or interdisciplinary development. For example, in the past year teachers from the World Languages department participated in the LA Stars Conference and many English department teachers attended training for AP and IB courses. The school has also hosted professional development conferences such as a Google for Education Summit. During Professional Learning Days at the beginning of each semester teachers are often able to self-select options for professional development sessions.

Departments have implemented school wide peer observations to encourage teachers to observe peers both within and outside of their content areas. Teachers are encouraged to share ideas, reflect on best practices, and invite new staff to observe the instruction of veteran teachers.

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| **A4.3 Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these administration and faculty.**<br><br>The Staff Handbook is digitally distributed to all teachers at the beginning of each school year with a guide that highlights the most important and pertinent policies to review, or to note any changes in the handbook. Teachers may also request hard copies of the Staff Handbook at any time. The Executive Director provides regular staff update emails which include information about policy changes, updates from departments, and highlights accomplishments from | Evidence<br>-Staff Handbook<br>-Operational Staff Forms<br>-Department content and grade level curriculum and pacing plans<br>-Organization chart<br>-Weekly professional development agendas |

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| around the school including those made by academic programs, sports, clubs, and organizations. All Board and committee agendas and minutes are emailed to staff in a timely and consistent fashion as well as being posted on the website. All staff members receive an organizational chart at the beginning of the semester which lays out the organizational structures of the school. The Activities Office emails and posts a daily bulletin of school events for all staff.<br><br>Staff also have access to the majority of operational forms through the "Staff" section of the school website. These include forms relating to instruction, business, meetings, salary, activities, etc. Many of the forms also include guidelines and instructions for operational procedures.<br><br>Each department's chair and instructional advisor (in larger departments) manages the distribution of pacing guides, assessment timelines, and materials to facilitate the decision making process. Chairs and instructional advisors attend bi-weekly leadership meetings and work in partnership with administrative staff to analyze school data and report back to each department shifts in policy or responsibilities.<br><br>All Standing Committees have representatives from each department who report back to their own departments about changes in policy or responsibilities. Committee representatives also gather feedback and input from department members to report back to their committees. | |
| **A4.4 Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?**<br><br>GHC offers ongoing professional development. Every Tuesday one hour of professional development time is allocated under the Tuesday Bell Schedule. All staff are provided time to participate in content area staff development activities. The agenda and scope of the professional development days are determined by the department leadership in consultation with department members, the leadership team, and administrative staff. Staff also participate in extended professional development meetings at the beginning of each semester and during internal testing in February.<br><br>Ongoing professional development has successfully led to the continued expansion and refinement of common assessments within department. Department reports and data in School City demonstrate student growth during academic semesters on common assessments. Further, professional development time devoted to | Evidence<br>-Weekly professional development agendas<br>-Professional Learning Days agendas<br>-Increased AP enrollment<br>-Department benchmark performance data<br>-Department benchmark guidelines and plans |

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| differentiated instruction, pre-AP strategies, and information about programs like the IB and the AP Capstone programs have led to increased enrollment in these programs as teachers have focused on identifying students who might benefit from advanced classes. Teachers also implement coaching and mentoring with individual students to encourage them to take rigorous classes during programming in the spring semester. | |
| **A4.4 (Additional Online Instruction Prompt) Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.**<br><br>iGranada advisors engage in an ongoing process of dialogue with online staff members to discuss curriculum, student needs, and assessments. The entire online staff is represented by a facilitator who communicates with the iGranada administrators and advisor leads, while individual advisors work with subject matter teachers. Conversations are conducted online, by phone, and through Skype meetings. iGranada advisors are allocated professional development time on a weekly basis that is aligned with the entire school's professional development goals and focus, then communicate those ideas and concepts with the online instructors. Professional development can be site specific to the Zelzah and Devonshire locations, but can also be joint professional development meetings as well. | <u>Evidence</u><br>-iGranada Advisor Training Agendas<br>-Professional Development Agendas |
| **A4.5 How effective are the school's supervision and evaluation procedures?**<br><br>GHC effectively conducts supervision and evaluation procedures. Certificated staff are evaluated every other year. Teachers set their own professional development goals and meet with their administrator at the beginning of the year to review goals. Evaluation duties are distributed across administrators and involve a combination of unscheduled and invitational observations to ensure a holistic evaluation process. All evaluations are conducted and follow the guidelines laid out in the GHC-UTLA collective bargaining agreement. Classified staff and paraprofessionals are also evaluated every other year. Classified managers are evaluated at least every other year by the Executive Director. The Executive Director is evaluated by the board and the Executive Director evaluates the administrative team. All guidelines for supervision and evaluation are outlined in the Staff Handbook. | <u>Evidence</u><br>-Staff Handbook<br>-Initial Planning Sheet<br>-Observation Form<br>-STULL Final Evaluation Form<br>-Unscheduled observations<br>-Invitational observations<br>-Administrative flow chart with responsibilities |
| **A4.5 (Additional Online Instructional Prompt) How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff,** | <u>Evidence</u><br>-Administrator Evaluation Forms |

**including their technological competencies and use of technology within the curriculum, and their fulfilling requirements of quality student-teacher interaction?**

The online provider, Accelerate Education, maintains its own internal methods of supervision and evaluation procedures to promote professional growth of the online instructional staff. On top of the provider's supervision and evaluation procedures, the iGranada administrators conduct drop-in observations and evaluation of online instructional teachers. These evaluations are grounded in the California Standards for the Teaching Profession. Evaluators also garner feedback from student surveys, parent feedback, and conversation with iGranada advisors. Feedback is provided to the online instructors to support them in their professional growth, technological competencies, and the use of technology to ensure effective student-teacher interaction.

| **A5. Resources Criterion** |
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| **The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college - and career - readiness standards, and the schoolwide learner outcomes.** |

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| **A5.1 Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?** <br><br> GHC and the governing board review a multi-year projection of anticipated revenues and expenditures to ensure that sufficient resources are available to support the school's purpose and enable students to meet the expected schoolwide learning results. Student needs as determined in the LCAP and SPSA are communicated to the board and are considered in ensuring that resources are allocated to address the identified student needs. <br><br> At the departmental level teachers are provided adequate professional development time to explore and implement academic standards and are provided funding for training and the purchase of materials/textbooks that support the implementation of the standards. Administration provides adequate resource support for instruction by encouraging field trips, off-site trainings, opportunities for curriculum | Evidence <br> -Reimbursement forms <br> -PO forms <br> -Field trip slips <br> -Conference forms <br> -Staff Forms Page <br> -Minutes Boards and SSC <br> -Department purchase requests for textbook, lab equipment, all completed at department level and then approved by administrator <br> -Academic performance metrics |

development during summer and the school year, and resources for the implementation of new curriculum like the NGSS, AP Labs, and the Common Core Standards.

As a result of administrative support and allocation of resources students are given access to the latest technology to ensure technological competency upon completion of high school. Students also have complete access to up to date information through access to Internet resources, online academic databases, textbooks, informational technology, and online tutoring support. Consistently strong student performance on various testing metrics including the CAASPP, AP exams, SAT, and graduation rates demonstrate the positive impact that the allocation of resources has had on student learning.

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| **A5.2 Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.**<br><br>GHC uses annual approved budgets, multi-year financial projections and annual cash flow forecasts to ensure stability in support of the educational program. The school proposes and adopts an annual budget and monitors implementation through the public review of monthly financial reports. The GHC Fiscal Policies manual describes the internal controls necessary to protect the school's resources. The school rigorously follows the accounting procedures established in the California School Accounting Manual, as well as generally accepted accounting procedures for local, state, and federal grants. The school is required by state law and its charter to engage an auditor approved by the State Controller's Office and issue annual audited financial statements. All budgets are approved annually at public board meetings and are posted on the school's website. Since the inception of the school's charter GHC has had clean, independent audits.<br><br>Within the Fiscal Policies and Procedures Guide a number of practices to protect against the mishandling of institutional funds are outlined including the segregation of duties, accounting structure, budget tracking, expenditure processes, purchasing and check approvals with signatures and supporting documents, monthly bank reconciliations, annual board authorized signatories, and federal program reporting. | <u>Evidence</u><br>-GHC Fiscal Policies Manual<br>-Audit Reports |
| **A5.3 Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.**<br><br>GHC maintains facilities that create a learning environment that meets both the educational health and safety needs of students. GHC owns its furnishings and equipment, including technology. Since the inception of | <u>Evidence</u><br>-Operations Minutes<br>-Ongoing campus improvements<br>-Cafeteria expansion<br>-Food carts<br>-Wi-Fi capacity |

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| the school charter in 2003, the school has invested over $20 million in the campus including facility improvements, repairs, furniture, equipment, and technology.<br><br>In the past years the school has made expansions to the cafeteria and added food carts to expedite the lunch for the student body. The school has also undergone a number of campus improvements and beautification projects.<br><br>In the past three years the school has made great strides in updating school technology to support student learning. The school has implemented a 1-to-1 Chromebook program in which all students are issued Chromebooks beginning in Summer Transition Academy. Students may request internet access at home free of cost to ensure equity of access. The school has also updated its enterprise technology and provided support to staff in adopting new technology. Representatives from all departments serve on Technology Committees when school leases need to be reviewed and departments receive input from their representatives as new technology is evaluated before purchase. The school has also upgraded internet bandwidth across the campus with two routers in every classroom to accommodate technology changes. | -Chromebook program |
| **A5.4 Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.**<br><br>The school's policies and procedures for acquiring and maintaining materials is effective. Determinations for instructional materials and equipment are made at the department level by chairs and instructional advisors based on input from department members and curriculum needs. Larger purchases for textbooks, software, and lab equipment are also sourced from individual departments based on instructional goals.<br><br>All teachers have access to a responsive Helpdesk Support team which provides all technical support on campus. The school gathers information from a Technology Committee that includes representation from all departments. The Technology Committee explores, evaluates, and decides on any large scale technology adoptions.<br><br>Teachers also have access to a full time duplicating center. Using the PRISMA Direct work order interface, teachers can digitally submit copy requests online and pick up copies within 1-2 days of submission. Teachers can also utilize the duplicating center for items such as posters, booklets, laminated materials, graphic organizers, and flyers. | <u>Evidence</u><br>-Purchase Order Form<br>-Reimbursement Form<br>-Technology Committee Agendas and Minutes<br>-Help Desk Records<br>-Duplicating Center<br>-PRISMA Direct Contract<br>-Chromebook Support Window<br>-Library Reports |

All students have access to a Chromebook and can access the Chromebook support window before, during, and after school if a Chromebook is not charged or broken. Students are given a loaner Chromebook immediately so as not to lose out on class time and can pick up their Chromebook at a later time. Students also have access to the internet on campus and low-income students are provided free Wi-Fi hotspots if they do not have internet at home.

The school library provides extensive support for students including:
- ● Extended hours: Monday-Thursday from 7:00 am to 6:00 p.; Friday 7:00 am to 4:30 pm. On average the library student entrance rate per year exceeds 85,000 student entries outside of scheduled class time
- ● One full time credentialed librarian and one full time library assistant. AHA program including individual tutors are also housed in the Library
- ● Physical collection of 28,000 volumes with additional digital collections of over one million provided through Open Library, Internet Archives, LAPL and open sources
- ● Multiple academic research and video databases available to students for both school and home access
- ● Academic integrity support through school wide access to Turnitin and other open source plagiarism sources
- ● Updated library blog and full library website with online Alexandria catalog, academic resources and a comprehensive research archive for faculty and students
- ● Partnerships with public and university libraries

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| **A5.5 Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.**<br><br>Resources are available to successfully hire highly qualified staff. Interview committees consists of administrators, teachers, parents, and students. Processes and procedures are in place to support teachers hired with preliminary credentials during the Induction process through the state.<br><br>Resources are available to nurture staff. Teachers are supported by department chairs, instructional advisors, and grade/content leads within their departments. Teachers are also financially supported to attend off campus professional development and conferences. Teachers participate in peer observations within and outside their content areas and are provided classroom coverage if needed. Teachers are encouraged to take on a variety of course assignments to encourage | <u>Evidence</u><br>-Conference Attendance Procedures<br>-Peer Observation Forms<br>-Staff Forms<br>-List of school wide PD programs<br>-Logs of teacher attendance to all off-site trainings |

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| growth and foster collaboration. Staff also receive monthly health and wellness newsletters which encourage body and mind practices to stay healthy. The staff cafeteria and lounge provides a common space for teachers to access a variety of food selections and have space to gather during breaks.<br><br>Resources are available to provide ongoing professional development for staff. Teachers are allocated one hour of professional development time weekly along with three opt-in full day professional development opportunities annually typically with outside speakers and resources such as a Google for Education Summit, NWEA Training, Anti-Defamation League Workshop, EL & Common Core Curriculum Frameworks, and Standards Based Grading. Teachers are also provided support with utilizing centralized technology platforms for tracking student data, work, and growth including School City, NWEA Map Reports, eSchool, Google Classroom, and Hapara. All staff have access to an efficient and timely Help Desk and Work Order System for maintenance requests. Teachers are encouraged to pursue ongoing professional development independently to also lead to growth on the teacher salary schedule.<br><br>Before teaching AP courses all teachers are sent to trainings to prepare to teach the course. Almost all IB teachers are sent to trainings to prepare to teach the course. In cases where IB teachers have not been sent to trainings they are mentored by experienced or veteran IB teachers. Also, some teachers do not receive training due to limited IB trainings. Some staff are encouraged to attend AP trainings even if they are not scheduled to teach AP courses to gain exposure to the high level of curriculum and rigor, and to apply pre-AP strategies in the lower grade levels. | |
| **A5.6 Evaluate the effectiveness of these processes (regularly and effectively aligning the Local Control Accountability Plan LCAP).**<br><br>The processes for ensuring regular alignment of the Local Control Accountability Plan are effective through GHC's governance structure. The various governing sub-committees are regularly involved in reviewing school performance data and identifying areas of student need and reviewing how those needs can be met through funding and goal setting. Members from all stakeholders are present on committee rosters and final decisions are issued and reviewed by the Governing Board for approval. | Evidence<br>-Governing Board Minutes<br>-Sub-Committee Minutes |

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**A6. Resource Criterion [Charter Schools Only]**
**The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for**

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| **managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).** | |
| **A6.1 Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs and (other resources) and makes decisions about resource allocations.**<br><br>GHC has various committees, including an Operations Committee, which meets on a monthly basis, and consists of all relevant stakeholders, including teachers from each academic department, non-classroom certificated staff, classified staff, administration, parents, and students. Committee members regularly review facilities and operational issues, and in most years, have been allocated a small budget to address more immediate operational needs. Information gathered in this forum is included as applicable in the long-term facilities and maintenance needs planning.<br><br>In addition, as noted in a previous item, GHC prepares multi-year financial projections to ensure its long-term financial stability. All long-range plan and capital needs are communicated to the governing board for monitoring and review. | <u>Evidence</u><br>-Multi-Year Financial Projections<br>-Budget reports to board<br>-Operations Committee Agendas and Minutes |
| **A6.2 Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.**<br><br>GHC issues an annual audited financial statement after its review and certification by an independent certified public accountant, which is separately approved to conduct school audits by the California State Controller's Office. The audit follows the procedures and statements of the Financial Accounting Standards Board (FASB) due to the school's status as a non-profit corporation. Any audit exceptions and findings require an implementation plan to remediate the finding which is reviewed by the auditor and approved by the charter-granting agency, the local County Office of Education, and State Controller's Office. The audited financial statements are posted on the School's website. | <u>Evidence</u><br>-Annual Audited Financial Statements |
| **A6.3 Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.**<br><br>   1)   The Governing Board annually approves who is authorized to sign contracts, checks, and release institutional funds. Currently, those | <u>Evidence</u><br>-Fiscal Policies & Procedures Handbook |

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|        individuals are the Executive Director, Chief Business Officer, Chief Academic Officer, and Human Resources Manager.<br>2)  The payroll function currently resides in the Human Resources Department. To ensure the proper segregation of duties, the Payroll register is approved and processed for final payment through the Business Office.<br>3)  Staff in the Business Office reconcile all bank statements and deposits/withdrawals on the school financial accounts on a monthly basis.<br>4)  The policies and procedures for the use of credit cards and other lines of credit are outlined in the Fiscal Policies and Procedures handbook. Currently, only the Executive Director, Business Office, Food Services Manager, and Plant Manager have a credit card with which to make purchases. Credit cards are not to be used for personal expenditures, and detailed receipts must be obtained and provided to the Business Office to validate the business need of the purchase. The school does not currently maintain any other lines of credit. | |
| **A6.4 Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.**<br><br>The state law, requirements of charter law, and needs identified school-wide are the determining factors of funding decisions and allocations of financial resources at GHC. The budget is prepared in alignment with state and charter law by the Chief Business Officer. This budget is presented and authorized by the Governing Board, as well as shared with all stakeholders yearly. Requests for materials, supplies, and textbooks are submitted by each individual department; these requests are approved by the Department Chair, Administrative Director, and Chief Business Officer. In addition to department budgeting, requests for updates to the physical status of GHC and technology may be submitted through Standing Committees; when the requests are approved within each Standing Committee, the request is taken to the Governing Board for final approval. This entire process is transparent in order to ensure the allocation of resources to improve learning environment of students. | <u>Evidence</u><br>-Posted Budget Reports<br>-Governing Board Minutes |
| **A6.5 To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?**<br><br>GHC provides adequate compensation to faculty, administrators, and staff. Salary schedules are posted online. Starting salaries at GHC are higher than the California national average and are competitive with local districts. GHC also provides adequate staffing for the school's programs. The school also maintains a substantial accumulation of reserves and maintains a positive net position to address any major capital projects exceeding $250,000 that | <u>Evidence</u><br>-Posted Salary Schedules<br>-Budget and Financials |

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| would require board approval or to address the possibility of a year ending with a negative balance. | |
| **A6.6 Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.**<br><br>The school's marketing strategy highlights student and staff successes in traditional and digital media. GHC posts dynamic photography in brochures, street banners, internal banners, and athletic field fences. Visitors to the school's website and social media pages receive live updates on student accomplishments, achievements, and events. Newspapers, television, and radio regularly feature GHC events and accomplishments to bring recognition for teams' national and regional championships. Programs supported by these marketing efforts span the entire school and include academics, athletics, enrichment activities, technology upgrades, iGranada, and special education.<br><br>The school uses social media as a marketing tool to aggregate information including fans, followers, user engagement, and reach. Between the three social media channels (Facebook, Instagram, and Twitter), GHC has nearly 10,000 followers composed of students, alumni, community members, and parents. The school has analyzed the most popular posts and identified that photographs and videos highlighting "school spirit" and authentic messages from teachers translate into the best representation of the school. GHC has developed a social media content strategy around this research to highlight and promote the school's commitment to inclusivity. | <u>Evidence</u><br>-Granada in the News Webpage<br>-Facebook<br>-Instagram<br>-Twitter<br>-Zelzah Banners |
| **A6.7 Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and the appropriate governmental authorities about the financial needs of the organization.**<br><br>All financial reports are presented to the Governing Board at a public meeting.  As required by law, the Adopted Budget, Interim Report, Unaudited Actuals, and Annual Financial Statement are submitted to the chartering authority. These reports are posted on the school's website. In addition, the school's stakeholders, Standing Committees, parents, and staff, are involved at various points of the budget development and monitoring process, particularly now within the framework of the state's new funding process and the alignment of the school's budget to the Local Control Accountability Plan (LCAP). | <u>Evidence</u><br>-Governing Board minutes<br>-Committee Minutes |

# Category B: Standards-based Student Learning: Curriculum

**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**
**All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college - and career - readiness standards, and the schoolwide learner outcomes. Through standards - based learning (what is taught and how it is taught), these are accomplished.**

**B1.1 Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.**

The Curriculum and Instruction committee meets on a monthly basis to evaluate the school curriculum and instructional practices. During the year members from any department may submit proposals for new courses. The C&I committee considers how the courses will assist students beyond high school in both academic and career paths. In the past few years there have been notable additions in the areas of World Languages, Physical Education, CTE, and Computer Science. When new course proposals are submitted it is typically done from the recognition of some area for growth in the current system or progression of classes in the school. In consideration of new courses, C&I reviews academic standards, department standards, ESLRs, and if the course will be accepted as an A-G course in the UC/CSU system. The driving motivation is to ensure that all students have access to the best curriculum to fit their educational needs.

Department leadership examines current literature on educational reform, the use of data to inform instruction, and classroom-tested methodologies for meeting the needs of at-risk students. In professional development meetings, chairs and instructional advisors share research with colleagues as the basis for discussion, lesson planning, and curriculum development. Current research is also reflected in the updating and modification of curricular choices within academic programs on campus. Academic programs frequently update and modify curriculum to address trends in education and provide students access to the most up to date education curriculum.

In order to ensure a meaningful curriculum for SPED students, GHC has expanded its co-teaching classrooms using the CTIME research process to gather data on teachers and student performance. Data on different successes in learning styles and Universal Design for Learning (UDL) is also collected. CTIME focuses on teacher skill sets and strategies in the co-teaching environment, differentiation, and universal design. National data shows that when SPED students are included in general education classes they have greater and more meaningful access to the curriculum, and perform at a higher level. The school is continuing to expand its co-

Evidence
- C & I Minutes
- New Course Syllabi
- Supporting Research
- CTIME Data Collection & Reports
- Addition of Exercise Science in Physical Education
- Science Adoption of NGSS
- Social Science Adoption of California Social Studies Framework
- CTE Course Changes
- Addition of Big History in Social Science
- Utilization of College Board Critical Thinking Strategies
- Addition of AP French, IB Arabic, IB Mandarin Language Classes
- GHI addition of Art History Access
- Co-Teaching PD Sessions
- Conference Attendance List

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| teaching model. This curriculum change has benefited students who express a preference for the dual perspectives teaching model.<br><br>Finally, the school allocates a sizable budget to encourage staff to attend professional development conferences to stay abreast of current educational trends and research. During the 2016-2017 school year over 170 conferences were attended by the staff, demonstrating a strong school commitment to providing teachers and students access to current educational research and curriculum. | |
| **B1.2 Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)**<br><br>All students participate in a rigorous, relevant, and coherent standards-based curriculum. All departments have aligned course content with the relevant academic standards and the goals of the expected schoolwide learning results. Grade-level and content-area teachers collaborate weekly on design and evaluation of curricular units.<br><br>GHC ESLRs incorporate both academic expectations and personal/career expectations that are reflected in the course offerings of each department. Each course outline articulates the ways in which teachers expect students to develop problem solving skills, communication skills, information management, and the habits of mind leading to becoming lifelong learners. At every grade level students complete a research project that incorporates the content-area information and allows students to develop the critical thinking skills of research, reading, writing, and presenting. These skills and performative tasks in all courses prepare students for matriculation to higher education or entry-level career choices. All students participate in common formative and summative department assessments which guarantee a common course of study regardless of programming differences.<br><br>The International Baccalaureate program allows students to meet international standards of the International Baccalaureate Diploma Programme. The integrated, hybrid learning curriculum of iGranada is also approved to meet the UC "a-g" requirements. All teachers who teach AP courses annually submit a course syllabus for approval through the College Board and course approvals are monitored by administrative staff.<br><br>All seniors complete a culminating research project in their English class that embodies all elements of the ESLRs and focuses on tackling real world issues. Students demonstrate skills in research, critical reading and writing, and speaking during the course of the project. All students | <u>Evidence</u><br>● ESLRs<br>● Syllabi w/ESLRs<br>● Curriculum Guides<br>● Math Frameworks<br>● AP Syllabi<br>● Wet Lab Certification<br>● Common Assessment Guides<br>● IB Standards |

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| must complete the senior project to earn a GHC diploma.<br><br>The facility requirements for "wet labs" have been met for all lab science courses on the GHC campus. | |
| **B1.3 Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**<br><br>All departments utilize collaboratively designed curriculum plans and formative and summative assessments so that all students are provided a guaranteed curriculum regardless of teacher or class level.<br><br>During department meetings and professional development planning days, teachers collaborate to share best practices, new research, and classroom experience to create a rigorous curriculum that allows students to achieve the academic standards, college- and career-readiness standards, and ESLRs. Many departments regularly assess student work together to identify successful instructional strategies and student strengths and areas of growth. The ongoing discussions among teachers, both during formal and informal settings, ensure congruence and consistency through curriculum and student achievement of standards.<br><br>Strong student performance data on the CAASPP, SAT, AP, and IB Exams, along with strong college persistence data suggests that GHC offers students consistency between concepts and skills, academic standards, college- and career-readiness standards, and the ESLRs. | Evidence<br>● Surveys of Students<br>● Common Senior Project Expectations<br>● IB Program CAS Project<br>● AP Capstone Diplomas<br>● CAASPP Data<br>● SAT Data<br>● AP Data |
| **B1.4 Evaluate to what extent there is integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.**<br><br>GHC provides a wide range of interdisciplinary programs on campus for students to participate in including Global Human Initiative, Humanitas, STEM, Global Business and Finance, iGranada, AP Capstone, and the IB program.<br><br>Within the Granada Guaranteed Curriculum teachers pursue interdisciplinary projects and instruction as well. For instance, the Culinary Arts curriculum infuses elements of chemistry instruction. The AP Capstone program aligns with Business Statistics principles to assist students in learning statistics research methodologies necessary for the Capstone project. The 11th grade English department roughly aligns texts with the pacing plan of the Social Science department to cross reference themes being taught in both departments. | Evidence<br>● Academic Programs Descriptions<br>● Academic Programs Curriculum |

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| **B1.5 Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.**<br><br>GHC communicates curricular and program expectations to feeder schools during 8th grade open house in the fall semester in which students and parents may attend sessions to learn about the school. During the school year GHC also hosts information sessions for parents to learn about school programs and tour the school to complete classroom observations. During Summer Transition Academy (STA) parents are invited to parent night sessions to receive information about school programs, graduation requirements, and preparation for college and career post-secondary options and preparation. Administrators and the counseling office also complete presentations at feeder schools that provide overviews of the GHC curriculum programs and pathways. The school annually conducts an AP Night which provides information about the Advanced Placement options for students and has presentations from teachers in each department about AP courses. The school also maintains information about each academic program on the school website.<br><br>The CTE department regularly communicates and works with local technical and community colleges to develop opportunities and means for students to leave high school with transferable credits. For instance, students in automotive classes can earn professional certifications through Automotive Service Excellence. These credits can be transferred to Los Angeles Pierce College and are NATEF approved. All students in the Culinary Arts classes become Safe Serve Certified and can transfer credits to Mission College. The CTE department is also working towards a pending articulation agreement with Los Angeles Pierce College for students to earn Business 1 credits. The CTE department gathers data on program effectiveness and communicates that data to receive Perkins Grants.<br><br>The College and Career Office utilizes the alumni tracking feature within Naviance to follow up on degrees earned by graduates. This data is used to evaluate the effectiveness of the curricular program and also used to inform and assist students in the college application process in relation to their own personal achievement and course of study. | Evidence<br>● STA Flyers<br>● Matriculation Night Flyers<br>● Articulation Presentation<br>● AP Night Flyers<br>● Website Information<br>● CTE Technical College Agreements<br>● Student Safe Serve Certifications<br>● School Profile<br>● Naviance reports |

**B2. Access to Curriculum Criterion**
**All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.**

**B2.1 Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.**

All students have access to the full range of GHC personalized learning programs. At the beginning of 9th grade, GHC personalized learning programs include:

- *The Granada Guaranteed Curriculum (GGC)* program is designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses. Within the GGC, students have the opportunity to select an interest strand from the following: Math and Science, Humanities and Arts, Business and Economics, and Social and Behavioral Sciences. The interest strands consist of a series of required and elective courses.
- *The Global Human Initiative Program (GHI)* is a clustered program. The focus of this program is on philosophical, historical, and literary ideas on social justice. The team includes teachers from the arts, sciences, and math. The GHI teaching staff is passionate about supporting community, growing empathy, and working collaboratively to make people's lives better. Teachers work on aligning skill instruction across departments to help students engage in projects for social change.
- *The Humanitas/New Media Program (HU/NM*) is a program with two cohorts in each grade level. The focus of this program is a liberal arts curriculum that incorporates fine arts, digital media, and film production in a project-based interdisciplinary, team-taught approach. Students interested in a strong academic program that is supported by teamed teachers who provide a nurturing environment enjoy this program.
- *The iGranada Program (iG)* is a blended learning program that incorporates both online learning and face-to-face instruction allowing for full flexibility of student programs and student support. The program is designed with a unique and flexible collegiate-like schedule allowing access to the full high school experience. Students engage in a variety of instructional strategies for success; project-based learning, collaboration, seminar instruction and peer interaction.
- *The iGranada Digital Arts and Sciences Program (iGD)* is a blended learning program that incorporates both online and face--to-face instruction designed for students interested in careers in digital arts and media while accessing the comprehensive high school experience. Course sequences include coding, app building, website design, video editing, and project management. Students have access to the same tools as

multimedia professionals in a collaborative working environment and can earn certification in HTML, Adobe, and Java. All iGranada coursework (iG, and iGD) meets the UC/CSU eligibility requirements and is approved by the NCAA.

- *The Science, Technology, Engineering and Mathematics (STEM)* is a clustered program. The focus of this program is an integrative approach to science, math, technology, and engineering. Students in the STEM program are expected to take four years of foundational science and math courses that go beyond the graduations requirements. This program integrates coursework in language arts, mathematics, and science.

GHC also offers opt-in programs for students entering grades 10 and 11 which include:

- *The Global Business and Finance Program (GBF)* is a clustered program for students in grade 10 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in money and banking, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building along with an extensive exposure to a variety of business related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12.
- *The International Baccalaureate Diploma Programme (IB)* is available for students in grades 11 and 12 and caters to creative students who like intellectual collaboration and embrace hard work.
- *AP Capstone Diploma Program (APC)* is built on the foundation of two courses - AP Seminar and AP Research - This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn a 3 or above in four or more AP courses and complete the two foundation courses are eligible for an AP Capstone Diploma.

The variety of plans allow all students to meet personal and academic needs and goals. The various academic programs also allow student flexibility in balancing other interests including clubs, sports, extracurricular activities, and volunteer/work opportunities. Throughout their high school experience all students are supported in exploring various learning pathways with access to an academic counselor (10 total) and a college and career counselor (3 total). To further support students in choosing a personalized learning pathway GHC has also included presentations to individual classes from counselors about academic program options, graduation requirements, and postsecondary options. Further, during each year of high school all students complete career and college exploration tasks on Naviance. Counselors routinely identify students who are credit deficient and assist students in completing online recovery classes which are

available year-round to all identified students.

All students have access to the career-tech program that includes automotive, culinary arts, business statistics, and entrepreneurship classes. In addition, the VAPA department offers several classes that instruct students in multimedia skills needed in media-based careers. GHC has also created a Computer Science department that offers Exploring Computer Science, AP Computer Science Principles, and AP Computer Science. These classes were created to allow students to develop timely skills related to programming and automation.

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| **B2.2 Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?**<br><br>All students have access to all courses offered in the Course Catalog which includes a wide breadth of offerings from academic electives, Career Technical Education, AP courses, IB program, Granada Guaranteed Curriculum, Honors, Special Education Resource, and Special Day classes.<br><br>Within the classroom all teachers offer differentiated curriculum, instructional practices, and assessments that are driven by academic standards and the ESLRs. This differentiation is supported by weekly professional development time targeted at ensuring teachers participate in the sharing of best practices, have time to collaboratively create curriculum, and to review assessment strategies. Teachers consistently provide accommodations for students who are English Learners or have IEPs/504s.<br><br>The special education department, in conjunction with other academic departments, has spearheaded a co-teaching model in which each co-taught classroom has two teachers and one special education assistant. GHC is unique in having a special education assistant as a third person in the co-taught classroom. SPED co-teachers are also content area certified to ensure proper support for students to grasp the academic content of the class. Teachers in the co-teaching model regularly review data to evaluate the effectiveness of practices and curriculum.<br><br>Students with special education services placed in general education classes are supported in many ways, both inside and outside the classroom. Teachers are aware of student accommodations and have access to IEPs through eSchool, along with a summary sheet describing student needs and levels in an abbreviated form. Differentiation occurs in the classroom through heterogeneous grouping and multi-modal teaching strategies. SPED students are scheduled into a resource class for support in English or math. Student data is reviewed on a regular | Evidence<br>● A-G Course Offerings<br>● 4 year plan<br>● Transcripts<br>● IEP/504 services<br>● SST Plans<br>● Home Access Center<br>● Stakeholder Survey |

basis by case-carriers to ensure students are meeting academic and social-emotional goals.

The English Language Learners department has implemented a number of activities and practices to ensure that English Learners are able to access the high school curriculum. During summer Transition Academy (STA) English Learners access a unique, tailor made curriculum designed to engage students at their appropriate reading and writing level. Analysis of CELDT exam data is used for identification and classification of students if they arrive from a middle school that does not have an ELL category. GHC supports full inclusion for English Learners into general education classes. The English Learners Department also employs one full-time and one part-time aide. One counselor supports all English Learners and bilingual tutors are available. Finally, the EL Coordinator and teachers have conducted school wide professional development sessions to convey strategies and methods for all teachers to help English Learners access the high school curriculum.

GHC enrolls Foster Youth and at any time the sub-group can vary in size from about 7-15 students. These students often deal with emotional challenges, issues with stability, and challenges with adhering to the discipline policies on campus. To address these challenges and in response to the unique needs of this population, GHC created a transition classroom for incoming foster youth that provides them with a place to study with support and take some courses online, which allows them to finish courses in a timeline that works according to the placement length. About two-thirds of a student's courses are in the traditional program, while online classes allow students to complete remedial courses, electives, and recover other credits needed for graduation. The results of the transition classroom and online program have been positive as students are able to complete credits more quickly, helping them move closer to their graduation goals. The curriculum used for many of the online courses is Acellus, which allows for the flexibility and individualized instruction needed for these students. Also, depending on a student's age and status, he/she may be able to complete high school requirements with a lower credit plan as determined by guidelines spelled out in AB167.

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| **B2.2 (Additional Online Instruction Prompt) Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.**<br><br>iGranada works virtually the same as the traditional Granada campus. iGranada is a program of GHC, just as any other academic program. Since iGranada classes are online, the department chairs of the traditional campus review the curriculum of each of the iGranada courses to ensure alignments, not just with the Common Core State Standards, but with ESLRs as well. Chairs provide input and feedback if any of the online | Evidence<br>● iGranada UC/CSU Certifications<br>● iGranada Lab Facilities<br>● Dedicated iGranada counselor<br>● Universal support services |

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| courses need to be modified based on the expectations of the main campus.

Throughout the year, outside curriculum is used as a supplement to the online curriculum. This allows connections to be made to other sources, extra supports for AP classes, and problem-solving opportunities for students to engage in a collaborative and active environment which promotes out of the box thinking.

When a student in the iGranada program is found to be struggling academically, the student is offered the same interventions as a student in one of the more traditional school programs. Some interventions offered are tutoring before and after school, access to 24-hour online tutoring, and access to teachers and staff before and after school. All iGranada students are integrated into the General Education classes and those students with IEPs are enrolled in a resource class on the traditional campus to access extra academic support. With the independent nature of iGranada, students meet with their advisors on a weekly basis to ensure they are on track and pacing themselves with coursework. Students also meet with their counselor at least once a year to ensure they are on track for a timely graduation. | |
| **B2.3 Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.**

All students and parents have access to Home Access Center (HAC) which gives them access to student records including attendance, grades, and test scores. Google Classroom also allows parents to monitor classroom assignments and receive email notifications about assignments. Teachers work diligently with parents through a variety of communication methods including email, phone calls, and parent-teacher conferences. Teachers also participate and provide input for SSTs and the creation of IEPs/504s for students. All teachers support students in the college application process by honoring letter of recommendation requests. During the fall semester senior English teachers support students in drafting college personal statements as part of the English curriculum.

The College and Career office provides extensive outreach to parents. Parents are notified of events and workshops by email, the school marquee, telephone calls, and social media. Numerous events are scheduled during the evening and on the weekends to accommodate parent schedules. The office also facilitates a number of outreach programs to assist students with financial needs such as 1st-generation student workshops and financial aid nights. Students in financial need are also encouraged to apply for POSSE and Quest Bridge scholarships | Evidence
- Home Access Center
- College and Career Office Events
- Stakeholder Surveys
- SSTs
- Senior English curriculum
- Letter of recommendation professional development seminar
- Posse and Quest Bridge Scholarships |

and a number of GHC students have received these scholarships in past years.

Beyond the processes in place to reach out to all students during school hours, two of the largest and most impactful events that the College and Career office implements are the College and Career Fair during the fall semester and the Case Study with admissions officer event in the spring. The College and Career fair typically draws about 3,000 attendees and roughly 100 colleges. The Case Study with admissions officers is a new event in which staff from various college application offices come to GHC and walk students through case study student admissions materials to provide students with insight into how the college application process works.

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| **B2.4 Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.**<br><br>The College and Career office maintains a staff of three counselors and roughly 15 senior students who serve as Peer College Counselors (PCCs). The office provides outreach to all students during the Summer Transition Academy (STA) and each year of high school. All aspects of a student's college or career path is housed in the Naviance software. During STA college and career counselors complete presentations in each class explaining to students the preparation pathways for college and career. In 9th and 10th grades students explore a career profile, in 11th grade students begin the Super Match college search, and in 12th grade students finalize and submit college applications. The College and Career office primarily focuses on seniors during the fall semester and all other grade levels in the spring.<br><br>The Naviance portal is an effective method to facilitate transitions to college as counselors can access student usage data during the course of the year. Naviance also provides the option of tracking where students are applying for college and the College and Career office will reach out to schools receiving a large number of applications to complete visits to GHC so students have access.<br><br>At minimum every senior speaks with at least a Peer College Counselor to receive information about post-secondary options and to develop a postsecondary transition plan. PCCs are selected through an application process and are trained during one week of the summer break. PCCs are trained in all facets of college and career plans and receive guidance on how to interact and maintain appropriate cultural and socioeconomic sensitivity towards students who they meet with.<br><br>This year the College and Career office has begun adding career speakers during the year for students to have the option to make reservations through Naviance and listen to speakers about specific | Evidence<br>● College Persistence Data<br>● Pierce College Classes<br>● PCC Training<br>● Naviance Data<br>● Graduation Data<br>● College and Career Office Workshops<br>● CTE Program Certifications<br>● Teacher Letter of Recommendation Training |

career focuses. Inroads are also being made into the creation of career college tours in the future. Mock interview sessions are another new addition that have been used for the past two years. Further, the College and Career office reaches out to teachers in specific fields to attract students to the speaker series. Further, all students receive a weekly newsletter from the College and Career office about upcoming calendar events and resources they can access.

In the past year, in collaboration with the Testing Coordinator, Naviance, and the College and Career office a new program was created in which students can analyze their college application data in relation to the previous three years of GHC student data. For instance, a student may look at what the average GPA and SAT scores are of students from GHC who were accepted to NYU in relation to their own. This provides students with a personalized and localized understanding of how to plan for their postsecondary options.

GHC also offers Pierce Community College classes on campus for college and high school credit.

# Category C: Standards-based Student Learning: Instruction

**C1. Challenging and Relevant Learning Experiences Criterion**
**To achieve the academic standards, the college - and career - readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.**

**C1.1 Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse background and/or abilities and how the school has modified instruction based on these findings.**

All students at GHC are enrolled in a comprehensive education program under the Granada Guaranteed Curriculum. Students with unique interests can pursue them by participating in one of the many academic programs offered on campus including STEM, GHI, Humanitas, GBF, and iGranada. Curriculum in all classes is focused around guiding students towards achievement of the school ESLRs, academic standards, and college- and career-readiness standards.

Observations of students working and student work illustrate the extent to which all students are involved in learning activities to assist them in achieving the academic standards, ESLRS, and college- and career-readiness standards. Across the disciplines students are involved in oral presentations, individual and group work, student and teacher led discussions, investigations and experiments, performances, essay writing, reports, visual representations, journals, portfolios, open-ended responses, project based learning, scientific inquiry, and department designed summative assessments.

Academic programs review enrollment demographics on an annual basis and solicit feedback from teachers, students, parents, and counselors about modifications to instruction and curriculum. Teachers also work to incorporate the diverse cultural backgrounds of their students into class activities, research projects, and discussion. Some examples of recent modifications to instruction based on teachers' findings include the creation of the GHI "Passion Project", the creation of a Computer Science department to address student interests in the field, and the creation of content themed senior literature classes such as "Los Angeles Literature" or "Apocalyptic Literature".

Evidence
-Student Work Samples
*English*
-Persuasive essay on gender pay gap
-Literary Presentation Video and Guidelines
-Argumentative essay on American Equality
-Rhetorical analysis of Iago's speech in *Othello*
-Common Core Standards

*Math*
-Calculus quiz on derivatives
-Geometry right triangle exam
-Special right triangle quiz
-Common Core Standards

*Science*
-Absorption in the small intestines
-Biology summative writing assessment extinction rates and NGSS 8
-NGSS Implementation
-Crosscutting concept projects

*Social Science*
-Geography soda tax argumentative essay
-Government tyranny benchmark essay
-Geography feeling the heat article analysis
-World History expository essay language and humans

*World Languages*
-Spanish professional career day department writing assessment
-Spanish letter to exchange student benchmark

*VAPA*
-Art History essay on use of light in Baroque and Renaissance art
-Drawing shaded grid drawing

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| The leadership team reviews student enrollment and demographic data for AP enrollment on an annual basis and has worked to increase student participation in at least one AP course during the course of high school to prepare students for college readiness. To address increased enrollment in AP courses professional development time is allotted for teachers to share best practices and school wide professional development on pre-AP strategies have been presented to the staff. Adequate funding is also allocated to ensure that all teachers who teach AP classes have attended trainings. | *Physical Education*<br>-10th grade written final |
| **C1.1 (Additional Online Instruction Prompt) Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.**<br><br>The iGranada staff has created an effective method of time lining and benchmarking course completion to support students in completing coursework. The staff has created quarterly benchmarks during each course to track student progress. At each quarter of the semester students have a set number of assignments that must be completed to stay on pace with the online instructional program. The 50% benchmark acts as a "hard" benchmark in which students will not receive credit for incomplete assignments up until that point. Throughout each semester iGranada advisors consult with students on their individual learning plans to ensure that they are completing coursework in pace with curriculum expectations. Throughout the semester iGranada advisors continue to hold seminars based on areas of student need. | <u>Evidence</u><br>-Course Benchmark Guides<br>-Monthly Pacing Plans<br>-Online grades and progress reports<br>-Course seminars |
| **C1.2 Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.**<br><br>ESLRS are displayed in all classrooms and on all course syllabi. Most teachers utilize rubrics and exemplar models to guide students in understanding performance levels on summative assessments. Common departmental assessments are linked to rubrics and standards that students can review before and after assessments to track their course toward demonstrating proficiency.<br><br>At the beginning of each area of study, students are guided through the standards and expected performance levels through the widespread use of rubrics, models of student work, and the revisionary process as guided by teachers and peers. Student self-assessments and student work illustrate they recognize the academic standards, ESLRs, and the expected levels of academic performance in the completeness of their summative and formative assessments.<br><br>Beginning in the 2017-2018 school year GHC began an exploratory year in looking at Standards Based Grading to further facilitate both | <u>Evidence</u><br><u>-Student Work Samples</u><br>*English*<br>-Rhetorical analysis of Michael J. Fox speech on Parkinson's disease<br>-Argumentative essay using rhetorical appeals<br>-Expository essay analyzing *Othello* as a tragic hero<br><br>*Math*<br>-Unit test reflection<br><br>*Science*<br>-Biology photosynthetic pathways lab<br>-Chemistry specific heat of unknown metal lab report<br><br>*Social Science*<br>-Big History why do individuals change their minds?<br>-World History Treaty of Versailles department |

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| teacher and student understanding of expectations and standards. Currently all departments are exploring ineffective grading practices while some teachers are experimenting with proficiency scales to assist students in understanding and demonstrating proficiency in the standards/expected performance levels. | assessment<br><br>*World Languages*<br>-ASL annual holiday show video<br>-Spanish pen-pal letter benchmark<br><br>*VAPA*<br>-Dance final group project<br><br>*Physical Education*<br>-Sports rules final exam<br>-Friday group workout guidelines |
| **C1.3 Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.**<br><br>Teachers use a wide variety of instructional strategies incorporating their understanding of the learning styles of students to enhance the educational program (lecture, hands-on activities, group projects, oral presentations, Socratic seminars, debates, simulations, research projects, and multimedia presentations). The instructional staff also effectively implements and provides accommodations for SPED and English Learners and focuses on scaffolding instruction to reach all students.<br><br>Teachers are trained in differentiated instruction and its impact on student learning. During department professional development time, teachers design instructional units and assessments that address the learning needs of their students and share best practices for engaging all students in accessing the content. In the past years the social studies, science, and math departments have strengthened their co-teaching model which has greatly supported the learning needs of English Learners, SPED, and at-risk students. Split rosters of College Preparatory and Honors students in 9th and 10th grade English classes have been explored and the English department has devoted professional development time to exploring differentiated instructional methods.<br><br>The instructional staff also utilizes a wide variety of multimedia and technology applications to assist with differentiated instruction, including:<br>● Google Classroom - A centralized classroom management system that allows for the posting of assignments, materials, surveys, videos, and other class information.<br>● Google Drive - Allows students to both individually and cooperatively create written reports, data reports, presentations, images, maps, and surveys. | Evidence<br>-Student Work Samples<br>-Smartboards/Interactive Monitors in Classrooms<br>-Videos in online instruction<br>-Archived online instructional videos<br>-Flipped classroom lessons<br>-Google Classroom<br>-Hapara<br>-Quizlet<br>-Kahoot<br>-Socrative<br>-Prezi<br>-Student Created Videos<br>-Google Suite of Applications for Collaboration<br>-Collaborative Group Work<br>-Adobe Suite of Products<br>-Research Databases<br>-Khan Academy |

- Google Chromebooks - Allows students to utilize speech-to-text, text-to-speech, searchable PDF texts, internet and database searches.
- Khan Academy - Allows students to remediate gaps in math skills and also links PSAT score data with student account.
- EBSCO Host/JSTOR- Allows students to search academic database articles.
- Princeton Review Homework Help Online - Allows students to access the Princeton Review's online homework help powered by tutor.com

The increased integration of instruction and technology has had many positive impacts on student learning. Collaboration between students on assignments, investigation, and the production of work has increased and allowed students to collaborate both inside and outside the classroom. Student research skills have also improved as teachers are able to guide and provide immediate feedback and support for students in the process of using the internet and online databases for research. Technology integration has also supported students in the process of individualized remediation of skills and concepts through alternative means including but not limited to tutor.com, Khan Academy, flipped classrooms, and online tutorial videos.

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**C2. Student Engagement Criterion**

**All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.**

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| **C2.1 Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.**<br><br>GHC instructional staff utilize Google Classroom and the Google Suite of products to manage student work. Students have access to Chromebooks that facilitate immediate research opportunities, the opportunity for individualized feedback, and create the opportunity to work collaboratively with peers.<br><br>Teachers utilize a variety of strategies to deliver curriculum including lectures, hands-on activities, group projects, oral presentations, Socratic seminars, debates, simulations, and multimedia presentations. Many teachers supplement their classroom instruction with access to online resources including flipped classroom activities, project based learning activities, and shared assignments for collaborative and team projects. Students also have access to online lectures, YouTube videos, modeling technology, and electronic textbooks. | Evidence<br>-Student Work Samples<br>*English*<br>-Video Poetry Analysis<br>-Richard Wright's Graduation Speech<br>-AP Literature Poetry Presentation<br><br>*Math*<br>-Descriptive Statistics Assessment<br>-Angle of elevation<br>-Informative Website HTML<br>-Statistics presidential polling data<br><br>*Science*<br>-Biology cell respiration photosynthesis cycle poster<br>-Chemistry heat transfer<br>-IB sports science Newton's |

| | law of motion applied to sports<br>-Biology history of earth newspaper |
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| Student work also demonstrates that students use a wide variety of technology to demonstrate competency in both the academic standards and the ESLRs. Students complete a number of assignments using academic databases, online research, the Google Suite of products ranging from essay writing to visual/oral presentations. VAPA classrooms also incorporate a variety of multimedia technology including the Adobe Suite of products, animation and game design, and filmmaking. | *Social Science*<br>-Big History article analysis and close reading strategies<br>-Government weekly debate religion and public schools<br>-US History Eisenhower farewell address close reading strategies<br><br>*World Languages*<br>-ASL career project<br>-French fairy tale creation<br>-Korean children's book fair<br><br>*VAPA*<br>-Design Craft four projects portfolio evaluation<br>-Music Technology EDM song creation<br><br>*Physical Education*<br>-Alternative assessments daily journal<br>-Health collage<br>-Article essay response for missing work<br>-Physical education anatomy lesson muscle and stretches |
| **C2.1 (Additional Online Instruction Prompt) Evaluate how teacher technology competencies are assessed during online instruction.**<br><br>During drop-in observations by iGranada administrators teacher technology competencies are assessed in line with the California Standards for the Teaching Profession. Administrators assess teachers in their ability to utilize technology to organize subject matter to support student learning, create and maintain an effective environment that engages all students in learning, and provide opportunities for assessment of student progress to standards proficiency. Administrators also gather feedback from student surveys, parent surveys, and iGranada advisor feedback. | <u>Evidence</u><br>-Online Evaluation Guidelines |
| **C2.2 Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.**<br><br>Many teachers work as coaches to facilitate learning for all students through tutoring, assessing multiple drafts of student work, one-on-one | <u>Evidence</u><br><u>-Student Work Samples</u><br>*English*<br>-Modern American Voice Research Paper and Presentation<br>-Rhetorical analysis *Macbeth*<br>-Peer review of student writing<br>-Socratic seminars |

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| mentoring and providing chances for revision and retaking of quizzes/tests to reinforce concepts. Most teachers utilize backwards planning to scaffold lessons with models, group and individual practice, teacher feedback (formal and informal), and peer review of student work.<br><br>Teachers also utilize a number of activities that allow them to serve as coaches for learning rather than through direct lecture. For instance, Socratic Seminars allow teachers to guide students through the pre-discussion process but then focus on student led discussion for the summative performative task. Many teachers utilize project-based learning instructional models to ensure that teachers may intervene and support learning through more meaningful collaboration and feedback to smaller groups. Some teachers utilize a flipped classroom model that allows for direct instruction to happen at home, allowing more time in class for problem solving, peer assistance, and direct teacher assistance. | *Math*<br>-Guided/Independent Practice, PBL, Non-Didactic<br>-Algebra foil, vertical chart, or distribution methods<br>-Math analysis functions continuity with written explanation<br><br>*Science*<br>-Chemistry evidence for the interior of the earth<br>-Chemistry lab specific heat of a metal<br><br>*Social Science*<br>-Island game with social and economic plans<br>-Government bill of rights scenario group work<br>-US History assembly line simulation<br>-Debates<br><br>*World Languages*<br>-ASL presentation rough drafts<br>-Spanish Speakers response letter to "Between Worlds" and identity<br><br>*VAPA*<br>-Ceramics graffito bowl creation<br>-Drama storytelling preparation journal<br><br>*Physical Education*<br>-Class vs. class volleyball games<br>-Tennis CLOZE worksheet<br>-Workout plan for 60 minutes |
| **C2.3 Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.**<br><br>Work samples demonstrate that students are able to apply previous knowledge. A number of fundamental skills and abilities are reinforced at each grade level throughout the content areas allowing students to progress to more challenging critical thinking tasks. For instance, the English department utilizes textual annotation skills, fact-idea charts, MLA formatting, research methods, and speech and presentation skills | Evidence<br>-Student Work Samples<br>*English*<br>-Genius Hour Research Paper<br>-AP Seminar Individual Research Report (IRR) Synthesis Essay<br>-Research Paper on Euthanasia<br>-Expository Essay Religion and Change<br><br>*Math*<br>-AP Statistics free responses two sample and confidence<br>-Categorizing systems of |

| | equations |
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| at each grade level. Science classes utilize consistent lab-write up methods, elements of design, graphic organizers, and guided templates.<br><br>Student work samples demonstrate that students have access to academic tools that allow them to gather and create knowledge. Students are able to access the internet to gather information, read informational texts, and explore multimedia learning opportunities beyond the textbook. Through the school library students also have access to a wide variety of resources including nearly 28,000 books, 10 subscription databases and online tutoring. Students also have access to analog and digital materials at CSUN and through regional libraries.<br><br>All departments utilize a variety of equipment and instructional strategies to ensure that students can gather and create knowledge, some examples include:<br>● The science department utilizes force plates to demonstrate Newton's Third Law, battery-powered vehicles that demonstrate linear motion, and instructional documents (along with links to other digital materials) that are uploaded to Google Classroom and made available to all students.<br>● The social studies department has students complete assembly-line simulations and debates on universal issues in both historical and modern contexts (Tories vs. Whigs, Republicans vs. Democrats, etc.). Students also engage in Socratic seminars, access primary source documents through research databases, and synthesize multiple historical sources into presentations.<br>● The English department guides students through the research process at each grade level so students can develop skills in accessing newspaper articles, websites, research databases, online multimedia, magazine articles, and peer-reviewed journal articles. The incorporation of Chromebooks has allowed teachers greater ability to coach and guide students through the research process in class with immediate feedback and support.<br><br>Students are able to invent and communicate knowledge. Across all departments students receive class time to perform tasks such as write essays, investigate and draw conclusions in laboratory activities, participate in collaborative discussions, and make oral and visual presentations as individuals and in groups. All classes include assessments that evaluate students on their effectiveness in gathering evidence and presenting findings or drawing conclusions from research. Throughout each unit teachers strategically remove scaffolding support from instruction to ensure that students develop independence in their ability to analyze and communicate knowledge effectively. Students also have access to numerous mediums for communicating knowledge in both traditional analog and modern digital formats. | -Geometry special right triangle investigation<br><br>*Science*<br>-AP Physics Gauss' paper lab write up<br>-Biology distinguishing hominids<br><br>*Social Science*<br>-Progressive era document based question<br>-IB *In the Garden of Beasts* dialectical journal<br>-US History America and WWII document based question<br>-US History federal writers project<br><br>*World Languages*<br>-ASL Personal life gloss<br>-French landmine group research project<br>-Spanish essay on household and responsibilities<br><br>*VAPA*<br>-Music Theory part writing using secondary dominants<br>-New Media Photoshop assessments<br><br>*CTE*<br>-Automotive engine fundamentals<br><br>*Physical Education*<br>-Fitness notes<br>-Personal fitness plan<br>-Physical skills test |
| **C2.4 Evaluate and provide evidence on how well the** | Evidence |

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| **representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions, and debates, and inquiries related to investigation.**<br><br>Student work samples demonstrate that students are able to think, reason and problem solve through a wide variety of activities and assignments. Students frequently participate in collaborative and individual assignments, complete sustained research activities, participate in numerous discussion formats including small group, debate, and Socratic seminars, and investigate emergent issues. | -Student Work Samples<br>*English*<br>-Synthesis research essay schools and moral instruction<br>-Persuasive essay on the value of books<br>-Reflective Essay<br><br>*Math*<br>-Programming codes for music downloads<br>-Solving a system of linear equations<br>-Statistics heart surgery analysis<br>-Collaborative groups design computer programs using string and conditional concepts, then debug<br><br>*Science*<br>-Biology considering the evidence for mass extinctions<br>-Biology determining the probability of genetic traits<br>-Chemistry design a buffer with a target PH<br><br>*Social Science*<br>-Truman and WWII document based question<br>-Government tyranny and constitution document based question<br>-IB History essay on Kennedy and the Cold War<br>-World History debating Hitler<br><br>*World Languages*<br>-ASL holiday show script<br>-Spanish problems, causes, consequences research presentation<br>-Spanish 3 research and debate euthanasia<br>-French 3/IB1 analyze a failed Mali project and write a response plan<br><br>*VAPA*<br>-Ceramics mug cup reflection<br>-Guitar music theory quiz<br><br>*Physical Education*<br>-Sliding filament theory demonstration<br>-Research paper on the purpose of sweating<br>-Unique sports research |

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| **C2.5 Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.**<br><br>Student work demonstrates that technology is widely used to assist students in achieving the academic standards and ESLRs as seen in senior projects, Smart Board activities, Google Presentations, Prezi Presentations, PowerPoint presentations, filmmaking, animation, game design, research projects, oral and visual presentations, lab investigations, modeling software and activities, and web design. Students also utilize Chromebook internet access to conduct real time research during class assignments and to monitor and track data on collaborative documents in group assignments. | Evidence<br>-Student Work Samples<br>*English*<br>-Genius hour presentations<br>-Senior project presentations<br><br>*Math*<br>-Building an app Canvas Painter<br>-Entertainment website<br>-Color Sleuth app<br><br>*Science*<br>-Biology natural selection rock pocket mouse<br>-Physics raise your flag engineering design process<br>-Physics momentum lab practicum<br><br>*Social Science*<br>-US History cold war country conflict presentation<br>-US History WWII battles infographic<br><br>*World Languages*<br>-ASL Personal life graphic<br>-ASL Career presentation<br>-Korean case study on multicultural families in Korea<br><br>*VAPA*<br>-Orchestra Anthony Schnell Seating placement test<br>-Digital Imaging principles of design presentation<br><br>*CTE*<br>-Culinary arts Serve Safe Food Certifications<br><br>*Physical Education*<br>-Fitness apps outside of class tracking physical activity |
| **C2.6 Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.**<br><br>Student work samples demonstrate that all departments have students complete work and assignments that demonstrate use of materials and | Evidence<br>-Student Work Samples<br>*English*<br>-Contacting a newspaper author of an op-ed<br>-Art and the American West Research Paper<br>-IB Individual Oral Presentation Script Freedom in *Gatsby* and *Persepolis* |

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| resources beyond the textbook. Across all classes the implementation of the 1-to-1 Chromebook program for students has provided students with the ability to access materials online beyond the textbook.<br><br>Students are able to utilize a wide range of library and multimedia services. Students are able to access online databases, original source documents, and complete grade-level research projects each year in preparation for the senior project. The library/media center resources are extensive and accessible to all students.<br><br>Students also have access to experiences, activities, and resources which link them to the world including: field trips to museums, science centers, cultural centers in Los Angeles; competitions for Speech and Debate, Robotics, band, orchestra, Model United Nations, DECA, Academic Decathlon; CTE connections to professional organizations in automotive services, culinary services, and Microsoft certification; yearly career fair; internships through the Global Business and Finance program and the College and Career office; volunteering opportunities for CSF and NHS members; After Hours Activities (AHA) classes. | *Math*<br>-Statistics assessment<br>-Cost of a car<br>-Statistics survey project<br>-Math Analysis piecewise function project<br><br>*Science*<br>-Astronomy Mission Odin IX Planetary Expedition Project<br><br>*Social Science*<br>-Big History investigation: how does language make humans different?<br>-Document based exploration and synthesis writing to foster critical analysis<br>-Study of economic theories and application to real world concerns<br>-Analysis of current events at Federal, state, and local levels<br><br>*World Languages*<br>-ASL Holiday and spring shows<br>-Mandarin match-making corner poster creation<br><br>*VAPA*<br>-Music Theory secondary dominant composition<br>-Drawing issues-based benchmark global warming<br>-Online music technology collaboration<br>-Archived tutorial videos<br><br>*CTE*<br>-Entrepreneurship career based one year budget<br><br>*Physical Education*<br>-Cardio jog/walk data collection and reflection<br>-Food diary<br>-Run graph data tracking<br>-Tutorial videos on skills, activities, games allow for replication and evaluation.<br>-Research health issues facing today's society |
| **C2.7 Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community** | <u>Evidence</u><br>-Annual College & Career Fair<br>-Weekly College Office Bulletins<br>-College Office Field Trips<br>-IB CAS projects |

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| **projects and other real world experiences that have postsecondary implications.**<br><br>GHC offers students a wide variety of means to access career awareness, exploration, and preparation, including:<br>● The DECA student organization prepares emerging leaders and entrepreneurs in the fields of marketing, finance, business administration, and hospitality. Students attend a number of conference and competitive events during the course of the year.<br>● Guest speaker series are hosted on campus for students to engage with career professionals about different occupational fields.<br>● Through Naviance, students complete a variety of self-assessments and career investigation tools during each year of high school.<br>● The College and Career office offers a number of services and outreach for military career options, internships, work permits and entertainment permits and preparation for college applications.<br>● The CTE department offers a number of certifications and the possibility to earn community college credits through the completion of various courses.<br>● The IB community service project tasks students with creating and implementing a project outside of the school community.<br>● The Global Business and Finance academic program assists students in pursuing career options through field trips, community development projects, career development workshops, guest speakers, and competitions at colleges, universities, and online.<br>● All students have access to field trips to college campuses.<br>● Computer Science department classes focus on hands on experience in programming skills and concepts. | -DECA student organization<br>-CFS/NHS opportunities<br>-Naviance platform<br>-On campus guest speakers<br>-Work/entertainment permits support<br>-CTE certifications<br>-Classroom field trips |
| **C2.7 (Additional Online Instruction Prompt) Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.**<br><br>iGranada students have an effective range of opportunities for real world instruction within the blended learning curriculum. Students are able to learn the tools of multimedia professionals, including certifications in Java, HTML5, and the Adobe Creative Suite which includes the skills of graphic design, video editing, and more. Students also have access to internship opportunities in the fields of multimedia and design. Beyond the online instructional platform, students also have complete access to the main Zelzah campus' enrichment and activities, providing students with the opportunity to take part in all activities, clubs, extracurricular activities, sports, and informational sessions that are provided through GHC. Due to iGranada's unique | Evidence<br>-iGranada Digital Arts and Sciences Overview Videos<br>-Student Certifications |

| blended learning model students are not strictly limited to the online platform for learning as they are frequently engaged during iGranada seminars sessions to fill in gaps in knowledge and have access to a full high school setting to engage, develop, and grow as students. | |

# Category D: Standards-based Learning: Assessment and Accountability

**D1. Using Assessment to Analyze and Report Student Progress Criterion**
**The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.**

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| **D1.1 Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.** | Evidence<br>● CAASPP Data<br>● CELDT Data<br>● PFT Data<br>● Department Assessments<br>● PSAT Data<br>● National Merit Scholarship Data<br>● NWEA MAP Data |

As a California public school, GHC administers all assessments in the California Assessment of Student Progress and Performance (CAASPP) to students in grade eleven. Since the inception of the CAASPP in 2015, GHC has significantly outperformed all neighboring Los Angeles Unified School District high schools on the SBAC assessments and ranks in the top 10% of all California high schools in ELA and mathematics. GHC also administers the CELDT (soon to be ELPAC) and the Physical Fitness test (PFT).

In addition to the state mandated assessments in the CAASPP, GHC has developed an assessment program that balances externally and internally developed assessments. These assessments provide teachers and students with data and feedback that guide instruction, enable instructional teams to evaluate curriculum, academic resources, and the instructional program, and provide measures of accountability to the larger GHC community. Results of all assessments are emailed to students and their families and are also made available on Home Access Center.

GHC administers the PSAT to all students in grades nine through eleven. Students in grade nine complete the PSAT 8/9, a modified version of the PSAT that uses fewer questions to assess the same skills and knowledge as the full PSAT. Students in grade ten and eleven complete the full PSAT. Data from this assessment is used to modify course curriculum, classroom instruction, and helps identify students who may be ready for advanced placements courses. Students in grade eleven also participate in the National Merit Scholarship competition.

GHC administers the NWEA MAP to all students in grade nine during Summer Transition Academy, in February and towards the end of April. NWEA MAP is a computer adaptive test that adjusts the difficulty of each question based on a student's responses. The Rasch Unit (RIT)

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| score is a grade independent scale score that can be compared across grades, schools, etc. The test covers standards from grade six up and is aligned to the Common Core State Standards. Results from this assessment are used for placement in math classes (pursuant to the board adopted mathematics placement policy) and to guide the development of the grade nine English courses.<br><br>Student performance on all assessments is disaggregated by ethnicity, socioeconomic status, special education status, and other student subgroups. These results are distributed and analyzed by each academic department during regularly scheduled department meetings. Additionally, the results of the assessments are reviewed by the school administration and the governing board. | |
| **D1.2 Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**<br><br>GHC regularly shares student achievement data as demonstrated on CAASPP, AP, PSAT, and NWEA testing at board meetings, PTSA meetings, School Site Council meetings, the school website, and email. All school committees have representation from certificated and classified staff, parents, students, and community members. Teachers have access to internal assessment reports that aggregate and disaggregate student performance on department benchmarks. Students and parents have access to Home Access Center (HAC) for checking grades, attendance, and assignments in all classes.<br><br>The College and Career office uses Naviance, an online program that tracks college acceptances and students' college applications. The GHC website and the various school social media accounts highlight student achievement in college and career arenas to ensure parents and the community are aware of student progress and achievement.<br><br>Expected Schoolwide Learning Results (ESLRs) are posted throughout classrooms and on all syllabi. Teachers meet during professional development time to evaluate student work in relation to academic standards, college- and career-readiness standards, and ESLRs. | <u>Evidence</u><br>● Board Presentations<br>● PTSA Presentation<br>● SSC Presentation<br>● School Website Links<br>● Committee Minutes<br>● Home Access Center<br>● School City Reports<br>● Naviance Data<br>● Social Media Highlights<br>● ESLRs Form<br>● Student Work Samples |
| **D1.3A Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.** | <u>Evidence</u><br>● Department Formative and Summative Assessments<br>● School City Reports<br>● eSchool Test Results |

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| GHC has an extensive and multifaceted monitoring system to chart student progress towards achievement of academic standards, college- and career-readiness standards, and ESLRs. GHC faculty have designed common formative and summative assessments to measure student progress toward mastery of content knowledge and skill development. Data on student performance is available to each staff member through SchoolCity and eSchool Plus. Teachers also have access to alerts through eSchool Plus about students with IEPs, 504s, or those who are identified as "At-Risk" based on previous academic performance. Resources are allocated to provide professional development time each week for staff to collaborate on curriculum, design common assessments, and evaluate student performance in response to conclusions drawn from assessment of student growth towards the various standards. All common assessments are designed to meet the goals of the Common Core Standards.<br><br>Most departments develop units and assessments based upon data analysis to further enhance student achievement of the academic standards. Modifications to the academic program are based on need as identified by student grades, performance on common assessments, STA assessments, performance on the NWEA, and reports from resource teachers and counselors.<br><br>The Curriculum and Instruction committee monitors curricular changes and innovations, as well as the adoption, and evaluation, of student data collection systems and grading programs. Currently the school uses a variety of software including eSchoolPlus, SchoolCity, Naviance, Khan Academy, Delta Math, Albert.io, and Hapara to monitor student growth through both formative and summative assessment tasks.<br><br>Students meet with counselors on an annual basis to update their four year plan and submit course requests for the following school year. The school Intervention Coordinator routinely tracks students earning Ds or Fs on progress reports and activates an intervention plan to assist with those students. Administration also monitors student performance on the PSAT to identify students who may be ready for Advanced Placement courses and provides information and support to promote students to take advanced classes. | ● eSchool Alerts<br>● PD Agendas<br>● STA Data<br>● C & I Minutes<br>● 4 Year Plan In eSchool<br>● Counselor Materials<br>● Course Requests<br>● Intervention Data<br>● D/F Intervention Data<br>● PSAT Performance |
| **D1.3B (Additional Online Instruction Prompt) Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.**<br><br>Upon determining if a student is prepared to advance to the next unit, course, or grade level, iGranada practice mirrors the traditional campus. Since mastery is not agreed upon by the entire campus and standards | Evidence<br>● Summative Quizzes and Assignments<br>● Online Grade Progress<br>● Quarterly Benchmarks |

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| based grading is being implemented for the first time this year, iGranada is following the same protocol around destination one as all other programs. The weighting is based on content knowledge where assessments make up between 40-50% of the overall grade. The entire academic program allows students to retake exams. | |
| **D1.3C (Additional Online Instruction Prompt) Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.**<br><br>The procedure for grading is fairly straightforward with iGranada students. Students complete a gradable activity (graphic organizer, discussion, essay/writing assignment, quiz, exam, or journal entry) through a designated drop box for that activity so that the online instructor can view and grade accordingly. Grading is done both electronically and individually by the online instructors. Multiple choice quizzes and the multiple choice sections on exams are done electronically; however, any graphic organizer, essay/writing assignment, discussion, journal, or short answer questions in an exam are graded individually by the online instructor.<br><br>Typically, online instructors are given at least 72 hours to grade any of the activities that require this type of individual grading. This provides the students a grade and teacher feedback for the work that they submitted which is highly effective for data collection, but more importantly, for the student, parent, and advisor alike to know how well a student is progressing towards mastery of standards. In addition, this allows for the advisors to provide the necessary help and guidance through a tutoring session or other interventions like collaborative time, or tutoring opportunities on site or online. | <u>Evidence</u><br>● Online Teacher Feedback<br>● Online Teacher Grades<br>● Online Password Protected Objective Tests |
| **D1.3D (Additional Online Instruction Prompt) Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.**<br><br>GHC maintains turnitin.com accounts for all staff to check student work for authenticity. Teachers compare student work against websites and other student submissions in the online courses.<br><br>During instructional time teachers also use Hapara as a tool to monitor student activity. Exams are password protected and students complete examinations in designated testing areas. Regular proctoring of these designated testing areas occurs as advisors monitor student activity.<br><br>State-mandated testing results are considered when determining and | <u>Evidence</u><br>● Turnitin.com Accounts<br>● Hapara Accounts<br>● PW Protected Exams<br>● Testing Areas<br>● Information on Curriculum, Standards |

facilitating the content of academic seminars, as well as the need for more practice in the content areas. iGranada's online curriculum is largely created by the provider and all units are linked to Common Core Standards. Students receive input and content is sometimes modified based on student results and areas of need, without compromising rigor and quality of instruction.

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**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**
**Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

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| **D2.1A Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.** <br><br> GHC teachers use various methodologies for assessing students that are effective in helping both teachers and students identify strengths and areas of growth. Numerous methods of formative assessment provide immediate feedback for students. Teachers use online formative quizzing programs like Socrative, Kahoot, Quizlet, and Google Classroom. For extended work teachers are able to provide digital feedback through the commenting capabilities of the Google Drive Suite and through Google Classroom. Summative assessments are linked to rubrics which guide teacher feedback and allow students to reflect on their own performance and identify areas for growth in relation to academic standards. <br><br> GHC teachers provide an array of assessment strategies which are appropriate in the level of challenge they provide to students as well as in the information they provide to teachers. Students may be assessed for skills and understanding through traditional tests, daily questions, projects, or presentations. Students receive feedback both orally, in writing, digitally, and from peers. <br><br> Examples of assessment strategies vary from class to class. Students are often asked to prepare oral and visual presentations in multiple subjects including presentations on current events in specific countries (geography classes) or demonstrating multiple methods for solving a problem (mathematics). In music, a concert may be the final summative presentation, while formative learning may be demonstrated as students master specific pieces or play parts with their sections. In economics, students are asked to complete projects such as developing and presenting a business plan. | Evidence <br> ● Socrative Reports <br> ● Kahoot Reports <br> ● Quizlet Reports <br> ● Google Classroom Examples <br> ● Feedback Examples <br> ● Student Work Samples |

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| Assessment occurs at a regular and appropriate frequency in all classes. Informal, formative assessments are done regularly as students are asked to demonstrate their understanding and learning on a daily basis. Summative assessments are given every 2-4 weeks (depending on the content area) and ask students to demonstrate a body of knowledge or ability on a particular topic. Teachers meet with their departments to discuss frequency of assessment strategies and methods of both formative and summative assessment. Department assessments are given multiple times throughout the semester. Individual teachers report giving formal quizzes, tests, or assessments as frequently as once per week and with a maximum space between summative assessments of one per month. Additionally, teachers understand the necessity of assessing student understanding on a daily basis by asking students to respond to daily focus questions, successfully complete warm-up problems, and show that they are engaged and practicing. Teachers also frequently use collaborative learning models of grouping students to ensure that students learn from one another. | |
| **D2.1B (Additional Online Instruction Prompt) Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.**<br><br>Formative and summative assessments are designed by the curriculum provider and graded by online teachers. Students complete lessons, quizzes, assignments, projects, and exams that help demonstrate student achievement and the schoolwide learning expectations. Students are also able to collaborate on assignments, share ideas, and discuss ways to complete work in all of their online courses, seminars, and labs.<br><br>Students work on course content in the order that it is presented – lesson by lesson, unit by unit. Gateways are in place that support students struggling with a unit so they are able to master the material before moving on. To help ensure mastery of material, students review quizzes and lessons prior to taking exams.  After taking an exam, the questions/test can be reviewed with the advisor. Students who do not demonstrate proficiency are identified by advisors and interventions take place in the form of pacing calendars, tutoring, note-taking strategies, study skills strategies, and more frequent meetings. When it is clear that certain content is troubling for many students, academic seminars and/or review sessions are centered on that concept or skill. | <u>Evidence</u><br>● Online Lesson Plans<br>● Online Teacher Feedback<br>● Seminar Lesson Plans<br>● Online Progress Reports |
| **D2.2 Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.** | <u>Evidence</u><br>● Collaborative Grading during Professional Development<br>● Anchor Papers<br>● Blind Reads<br>● Formative and Summative |

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| All GHC departments have created common formative and summative assessments to address key academic standards and performance tasks for all students. Teachers are allocated time during weekly professional development meetings to craft and modify assessments as needed. Teachers also share student work samples on common assessments to maintain consistency in grading practices.<br><br>School City data reports on common formative and summative assessments are provided to teachers both individually and in aggregate to allow teachers to identify student weaknesses and areas for improvement.<br><br>GHC academic programs are allocated professional development time to develop common assessments and share student work to ensure common grading practices and procedures. Curriculum and pacing guides are modified according to findings from analysis of student data. Assessments within academic programs are typically interdisciplinary. | Examples<br>● School City Reports<br>● PD Agendas |
| **D2.3 Using interviews and dialogues with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.**<br><br>GHC students understand skills, tasks, and expectations in relation to standards and ESLRs. Students note that they have open communication with teachers through a variety of means including Google Classroom, individual meetings with teachers, and e-mail.<br><br>GHC students are able to access college information through Naviance. Students also receive notifications through email and their Chromebook backgrounds about college visits, test preparation workshops for the SAT, A-G requirements, AP and IB classes, Pierce Community College classes on campus, financial aid workshops, the College and Career Fair, opportunities to visit private and public schools, college field trips, mock SAT/ACT testing, and resources in the College and Career Office.<br><br>Students are aware of GHC policies designed to promote student responsibility such as the attendance policy, tardy policy, and student dress code. Students are aware of the variety of academic programs offered on campus that promote both college and career opportunities. Students are also informed of their options to move between academic programs during their annual meeting with counselors.<br><br>Most students find the student-teacher interaction and monitoring of student progress effective. Some students mention concerns about the timeliness of teachers in updating grades in Home Access Center. | Evidence<br>● Student Interviews<br>● Naviance<br>● In Class Rubrics<br>● Home Access Gradebook<br>● Google Classroom<br>● Parent Student Handbook<br>● Various Office Brochures<br>● Annual Counselor Meetings<br>● Stakeholder Survey |

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| **D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**<br>**The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college - and career - readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.** | |
| **D3.1A Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.**<br><br>The various stakeholder groups all contribute to the assessment and monitoring of student progress. Teachers have multiple tools that allow them to communicate with parents in regards to their child's progress in the class. Parents and students can monitor progress by checking their child's Google Classroom account for daily assignments in addition to logging into Home Access to view their child's current grade in that class. Report cards are mailed out and published in HAC three times per semester. Staff and administration provide and review key information in regards to various trends in grades and test scores. These assessments help support planning on how to address areas of need. The school provides free wireless access to students who have limited or no internet access at home. The school also has various committees (Curriculum and Instruction, Student Services, etc.) with parent and student input and involvement. The school provides services to help meet the wide range of student needs based on their cultural and economic background. Examples of these services include providing CELDT exams, English Language Learner classes, free and reduced meal programs and after school tutoring programs (AHA). The district and board, which is comprised of community members and educators, review and approve funding for various programs needed to accommodate student needs. | Evidence<br>● Google Classroom<br>● Home Access Center<br>● Wi-Fi Information<br>● AHA<br>● Links to Social Media<br>● Senior Surveys<br>● Presentations to Board<br>● Committee Presentations |
| **D3.1B (Additional Online Instruction Prompt) Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.**<br><br>iGranada functions as an academic program of GHC and is not a separate school. All students within iGranada complete all state-mandated testing. iGranada students also complete the PSAT, NWEA, and MDTP tests. Results are distributed by GHC administrators to stakeholders using a variety of methods. Student performance is compared and analyzed in relation to all other academic programs at GHC. | Evidence<br>● CAASPP Data<br>● PSAT Data<br>● NWEA Data |
| **D3.2 Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as** | Evidence<br>● Professional Development |

**other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.**

All test score data collected from state-mandated testing (Smarter Balanced/CAASPP, EAP, CAA, CELDT, ELPAC), college entry examination (PSAT, AP, SAT, ACT, IB) and local standardized assessment (NWEA, MDTP) are disaggregated by demographic subgroups and instructional programs and regularly loaded into the school's Student Information System (SIS). The data is available for viewing by all school stakeholders in the various SIS portals: system wide (administrators, coordinators and guidance counselors), classroom level (teachers) and individual student level (parents and students).

The data is analyzed to evaluate current student performance and progress, make instructional and curricular decisions, and set goals at all levels. Student course enrollment and scheduling, support and intervention decisions are also data-informed. To support the GHC Expected Schoolwide Learning Results (ESLRs) of every student becoming an Information Manager and a Lifelong Learner, some Granada students are guided and encouraged to regularly examine their own data and set personal goals therefrom. Thus far, such student guidance has only taken place in a few classrooms of the more data-aware teachers. No school wide instructional policy has been set for teacher professional development in this regard, nor for incorporating consistent student level data analysis support within day to day instruction.

To facilitate data usage, test results are timely and individually emailed to students and their parent/guardian, with pertinent data interpretation information. Most recently, the school initiated a school wide campaign for students to participate in the free College Board SAT exam preparation program by emailing students their PSAT scores and providing instructions during homeroom for linking the scores to the Khan Academy website that analyzes the student's test results to create personalized SAT practice tests for the student. GHC grades 9 and 10 participation in this program reached 37%-40% this past January, which places the school at the top nationally in terms of student engagement, when compared against College Board district level data.

Standardized test scores are also loaded in the school's web-based assessment management system to generate a variety of graphic reports. Since instructional department benchmark assessments as well as individual teachers' tests and quizzes are conducted in this system,

- Days
- Department Meetings
- Department Common Assessments
- School City Assessment Reports
- NWEA Reports
- SBAC Reports
- College Board AP Reports
- CELDT Reports

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| system users are able to make data comparisons between the results of standardized assessments vs. departmental and individual teacher assessments to check for alignment with the Common Core Standards.<br><br>The school administers the Northwest Evaluation Association (NWEA) MAP test and University of California, Los Angeles's MDTP test to 9th graders and newly enrolled 10th-12th graders during the Summer Transition Academy. Nationally normed results from these test administrations serve as a basis for initial course scheduling for incoming students. The reading/language arts and math MAP tests are administered again in February and April to all 9th and 10th graders in order to measure growth.<br><br>More detailed examination of the MAP data is conducted by (1) the school's English Learner coordinator, who makes EL reclassification decisions as well as course enrollment recommendations; and (2) Special Education specialist case carriers, who are responsible for recommending the appropriate IEP or Section 504 Plan goals for students with special needs. As the school has a practice of using multiple measures to more accurately evaluate and more effectively make decisions for students, particularly for students who have special needs or are at risk, the English Learner coordinator also considers the student's CELDT scores (soon to be replaced by ELPAC), the student's report card grades, teacher feedback, EL classroom aides' feedback and student feedback. By the same token, Resource and Special Day Program teachers and case carriers refer to a battery of cognitive and psychological tests and to general education teachers' feedback as well as student feedback in working with their IEP and Section 504 Plan team.<br><br>Students in our Automotive program participate in the Automotive Service Excellence (ASE) student certification program. Assessment results are beginning to be reviewed by the school's Automotive Instructor and participating students to gauge student progress and set student goals toward professional auto mechanic certification. | |
| **D3.3 Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.**<br><br>The school effectively utilizes analysis of assessment results to facilitate changes to the school program, professional development activities, and resource allocation. | <u>Evidence</u><br>● El Coordinator<br>● Intervention Coordinator<br>● Intervention Program<br>● Acellus Credit Recovery Programs<br>● Foster Youth Transition Program<br>● Departmental Benchmarks<br>● NWEA/MDTP Placement Policy |

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| For example, the Summer Transition Academy math placement program has changed through the implementation of the placement policy that uses NWEA and MDTP scores for initial math class placement. This policy is in accordance with the California Mathematics Placement Act of 2015 and has resulted in the correct placement of 100% of incoming grade 9 students since 2015. GHC also uses the NWEA and MDTP to place students enrolling at GHC after the start of the academic year.<br><br>Further, assessment results for English Learners and SPED groups have led to increased professional development opportunities for staff. Schoolwide professional development has focused on instructional strategies to support both subgroups. Further, the creation of the co-teaching model of instruction has directly influenced and supported SPED students in an inclusion based classroom.<br><br>Overall, the school persistently responds to identified areas of growth and is able to quickly allocate resources, modify professional development, or make program changes to support student learning. | ● Professional Development Agendas<br>● 1-to-1 Chromebook Program<br>● Co-teaching Program<br>● STA Placement Tests<br>● Online Tutoring Services<br>● AHA Services<br>● Computer Science Department |
| **D3.4 Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.**<br><br>Graduation rates, credits, and course completion are annually evaluated for all instructional programs demographic subgroups and are measured for growth in year over year evaluations. These evaluations are conducted by administration, the leadership team, and academic program leads. Reports are also provided to the board, counselors for specific academic programs, and the Intervention Coordinator.<br><br>GHC strives for transparency and access for parents and the public concerning each academic program. Parents have access to student data online at all times.<br><br>The Curriculum and Instruction committee reviews homework and grading policies and has faculty, staff, parent, and student representation. Further, professional development time is allocated for departments to discuss homework and grading policies. | <u>Evidence</u><br>● Leadership Agendas<br>● Board Meeting Minutes<br>● C & I Minutes |
| **D3.5 Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.**<br><br>GHC is compliant with all state regulations regarding proctoring and administration of mandated testing. Teachers are trained before all testing sessions and reminded of testing security procedures and norms. Even with non-state assessments such as the NWEA, College Board | <u>Evidence</u><br>● Teacher Test Proctor Training Presentations<br>● Proctor Sign Offs<br>● Testing Location Guides |

| Testing, and MDTP, GHC maintains a strong culture of secured testing practices. For all electronic testing the school also has technological means to ensure security with back end viewing abilities.<br><br>The Testing Coordinator oversees all testing procedures for security and maintains materials in locked containers in a secure location on campus. GHC also evaluates all proctors for College Board testing to avoid conflicts of interest. | |

# Category E: School Culture and Support for Student Personal and Academic Growth

| E1. Parent and Community Engagement Criterion |
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| **The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.** |

**E1.1 Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.**

GHC uses a number of processes and strategies to include families in the learning and teaching process. The After Hours Activities office hosts Fall and Spring Parent Workshop Series on the main campus and the Devonshire campus for English and Spanish speaking parents. These meetings provide information on after school opportunities, college information, access to free after school services, school committee updates, LCAP progress and input, the school website, parent resources, and a question and answer forum.

The Parent-Teacher-Student association meets roughly ten times each year and provides support and input on campus safety, student aid, and volunteer opportunities for community members. The PTSA also sponsors the Reflections Arts Program, Driver Safety Workshop, Grad Nite, and Parent Education.

The Korean Parents Association meets 3-4 times each semester. This association provides additional support for non-English speaking Korean parents and connects parents to many school and community resources including information about the college application process.

The English Learners Advisory Committee (ELAC) meets at least six times each year to provide additional support to parents of all English Learners and to connect them with the various resources available on campus. Meeting notices are multilingual (phone calls, emails, agendas) and translators in several languages are available at each meeting. The ELAC committee is also involved in the development and approval of the SPSA and LCAP to ensure the needs of English Learners are met.

Evidence
- After Hours Activities
- Fall Parent Workshop Flyer
- Coffee Klatch Flyer
- iGranada Coffee Klatch Flyer
- Parent-Teacher-Student Association
- Korean Parents Association
- English Learners Advisory Committee (ELAC)
- Bilingual ELAC Agenda
- Highlanders Booster Club
- GHC Board of Director Minutes
- DECA Program Webpage
- College and Career Office Website
- College & Career Office Workshop Calendar
- Intervention Tiers
- EL Writer's Workshop Contract
- Tutor.com Parent Brochure
- Need Extra Help? Online Resources
- Special Programs Office
- Supplemental Educational Services Fair Announcement
- Bilingual Fall 2017 Workshop Flyer
- 2016-2017 Student Excel Certifications
- EL Program Curriculum
- Tutor.com Usage Statistics

The Highlanders Booster Club is a non-profit, Parent/Community based independent volunteer organization that supports GHC. The Booster Club's vision is to provide GHC students and faculty assistance with funding and support for school activities that promote life experiences, provide rewards, encourage community service, and foster communication between parents and the community.

The GHC Board of Directors protects the best interests of all students and incorporates community views of desired student knowledge and ability. The Board of Directors meetings are open to the public and review school accountability metrics to the community. The Board also protects the school community by responsibly stewarding school finances.

GHC's DECA program prepares emerging student leaders and entrepreneurs in the fields of marketing, finance, business administration, and hospitality. The organization regularly incorporates feedback from local businesses and industry to shape curriculum and skills, such as providing students with the opportunity to earn Excel Certification.

The College and Career Office holds numerous workshops and events throughout the year that are open to all families. After workshops and events, questionnaires are distributed for anonymous parent feedback that help to inform future events. The College and Career Office also specifically tailors workshops to assist non-English speaking parents and families that face financial hardships when planning for college tuition costs.

A full time Intervention Coordinator coordinates a number of intervention supports for parents of English Learners to take advantage of such as:
- A three week long pilot English Learner workshop taught by two English teachers. This program reinforces writing and reading skills for EL students.
- Saturday and evening parent workshops specifically designed for parents of students at risk of failing.
- Meetings with parents of GHC's most at risk students (without IEPs) who earned D's or F's on their most recent report card.
- A soft roll out of tutor.com which provides free 24/7 online tutoring services in more than 40 subjects including SAT and ACT prep for all GHC students.

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| [Special Programs](#) coordinates multiple IEP and 504 meetings with students, parents, teachers, and counselors to incorporate relevant perspectives on best supporting each student. Special Programs also conducts a [Supplemental Educational Services Fair](#) that provides information on approved SES providers for special needs families. | |
| **E1.2 Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.**<br><br>The GHC Outreach Coordinator organizes [career themed field trips](#) for students and [recruits professionals from a various industries](#) to present to students about post-secondary career opportunities. Students also have access to [professional speakers](#) during the Tuesday gap period. GHC also hosts a number of events on campus facilities including weekend Korean Language School, AYSO, Neighborhood Council Meetings, and Pierce Community College Classes to support and extend learning for students who are interested.<br><br>GHC conducts an annual College and Career Fair. Local internships/jobs and career exploration resources are also readily available to all students through the College and Career office. The science department pursues and offers students a number of scholarship opportunities with local business and institutions. The IB Community Service Coordinator supports students in completion of Community Action Service (CAS) projects and helps students reach out to non-profits and other community resources.<br><br>The school library partners with the Los Angeles Public Library and California State University, Northridge. All students have access to physical and digital sources at numerous branches within the public library and university systems.<br><br>School facilities are available for community use which builds relationships between the community and the school. Also, members of the community work as After Hour Activities (AHA) instructors, bringing their skills and talents to GHC students. GHC utilizes business relationships and networking to work with GHC community professionals to support student needs and interests. | Evidence<br>● [Curricular Field Trips](#)<br>● [Classroom Visitor Lists](#)<br>● [Career Speaker Presentations](#)<br>● College/Career Fair & Career Exploration<br>● Internship & Job Applications Guide |

| **E2. School Environment Criterion** |
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| The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. |

**E2.1 Determine the extent to which the school has implemented policies and committed to resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.**

GHC has a clean and safe campus staffed by a plant manager, facilities coordinator, seven-days per week plant crew, and a full-time gardener. GHC has developed a comprehensive Safe School Plan in cooperation with the district and local law enforcement which is reviewed and revised each year. The PTSA holds an annual community safety meeting to present the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. Fire and earthquake evacuation drills are held regularly.

GHC is a closed campus. A staff member is assigned to the only entrance used during the school day. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms. A camera is located at the check-in so that everyone entering the campus is monitored at the sign-in. Additional safety cameras and commercial lights were added to the campus-monitoring network within the past few years. GHC, following the latest recommendations on lockdown protocols, purchased and implemented School Gate Guardian, a front door check-in system that retains a full database of school visitors. In addition, GHC has a water tank that is continually refreshed to provide water for the school and community in the event of a major earthquake. Since the school campus stretches over 40 acres, golf carts with first aid kits are available for the health office and security staff.

Campus safety personnel include a full-time school police officer, a school probation officer, three discipline deans, two attendance deans, a campus security coordinator, a dozen full-time campus aides, and a 24 hour-security guard. Other safety measures include daily random searches of students with security wands and a canine

Evidence
- Attendance Policy
- Health Office
- Social Media
- K9 Searches
- Dean Discipline Policies
- On Campus Police Office and Probation Officer
- Campus Security Staff
- School Psychologist
- School Social Worker
- Internet Authorized Use Policy
- Clearance Process For Volunteers
- Parent-Student Handbook
- Safe School Plan

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| contraband search program funded by PTSA. The GHC staff monitors school grounds before school, throughout the school day including lunch and nutrition, and immediately after dismissal. The Safety Committee meets monthly and conducts both announced and unannounced safety drills during non-instructional time. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and Nassleo Trainings.<br><br>Staff members are certified biannually in CPR and trained yearly in safety and health issues revolving around the entire campus population. Health Office professionals on campus provide referrals, information, and counseling support for parents and students. The Health Office also provides health trainings for staff concerning Epi-Pens, Sudden Cardiac Arrest response, and Narcan nasal spray.<br><br>An atmosphere of trust, respect, and professionalism is created through the charter governance structure which provides for shared decision-making, collaborative negotiations, and committee involvement by all stakeholders. As a part of GHC's ongoing intent to encourage student responsibility, administrators make public announcements highlighting school policies on bullying, conflict intervention, and derogatory or hateful language.<br><br>Staff partake in a variety of trainings on supporting a positive and inclusive school culture including:<br>● Race and gender equity by legal counsel<br>● Gender Specific Program Empowerment Workshop<br>● 3 Rs Workshop<br>● Anti-Bullying Symposiums and Presentations<br>● Equity Training from the Anti-Defamation League<br><br>Students partake in a variety of presentations on supporting a positive and inclusive school culture including:<br>● Rachel's Challenge (during Summer Transition Academy)<br>● Kaiser Permanente's "What Goes Around" Health Assembly<br>● 3 Rs Workshop | |
| **E2.2 Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.** | <u>Evidence</u><br>● Approved Club List<br>● <u>Plaid Press Online</u><br>● Font Magazine<br>● Plaid Press Hard Copies Distributed to Classrooms<br>● Intervention Program<br>● Daily Announcements<br>● Decreased Suspension Rate<br>● Cultural Displays Outside School Library |

GHC maintains a caring environment that honors individual differences and promotes high expectations for students. The school offers a wide variety of clubs that support and celebrate diversity such as MESA (Middle Eastern Student Association), GSA (Genders and Sexualities Alliance), and the Jewish Student Union. The Arabic Student Program plans an international and multicultural day. Students from all different ethnicities and cultural groups are invited to share food and discover history and music and educate others about the nuances of their specific groups.

The school displays a series of motivational banners throughout the campus. These banners feature GHC students that highlight and celebrate individual successes, team successes, culture, heritage, ethnicity, and character. In addition to the school banners, culture and achievements are highlighted in the school newspaper, the display boards around school, and in the library. The library collection reflects a wide array of diverse works from international authors including works in multiple languages.

GHC utilizes a three tiered intervention structure to ensure student learning. Tier II and Tier III students receive more intensive interventions to ensure an atmosphere of caring, concern, and high expectations.

High expectations and concerns for students are demonstrated through curricular offerings, early intervention programs, and shared accountability for student performance by staff, parents, and students.

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| **E2.3 Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.** <br><br> Parents, students, and staff are included as committee members on the School Site Council, which reviews the SPSA and the LCAP. The committee discusses the different areas of the plan and votes on additions or changes before voting to present it to the Governing Board. | Evidence <br> ● School Site Council <br> ● Parent Advisory Title I Committee <br> ● English Learners Advisory Council <br> ● Student Services Committee <br> ● Curriculum and Instruction Committee <br> ● Parent-Teacher-Student Association <br> ● Booster Club <br> ● Operations Committee <br> ● Peer Observation Forms <br> ● Stakeholder Surveys |

The English Learners Advisory Council also actively contributes to the SPSA and LCAP plans as they are being drafted and vote on final funding allocation proposals.

Communication and collaboration between the school's leadership, staff, and stakeholders is also evidenced by several other committees and groups within the school that meet monthly and include all of these entities. Working together, these groups discuss ways to maintain and improve the school and its culture. These groups include: Student Services Committee, Curriculum and Instruction Committee, Parent-Teacher-Student Association, Booster Club, and Operations Committee. Beyond committee participation informational emails and phone calls are sent home, along with a page on the school website dedicated to parent information which includes links to notifications and ways for parents to be involved in the school decision making process.

GHC also promotes peer observations between teachers. An atmosphere of trust, respect and professionalism is evident between teachers during these observations. Teachers are able to share ideas, provide feedback, and share teaching practices in a more organic, genuine manner.

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**E3. Personal and Academic Student Support Criterion**
**All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.**

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| **E3.1 Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.**<br><br>The Counseling Office offers a wide variety of appropriate academic and intervention supports for students including:<br>● Gap period support groups that offer support for issues ranging from study skills, stress management, substance abuse, and grief support.<br>● 10 academic counselors. | Evidence<br>● Gap Period Support Groups<br>● Counseling Office Workshops<br>● Summer School Flyers<br>● Counseling Office Website<br>● College and Career Office Workshops<br>● Health Office Website<br>● Library Website |

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| ● Counseling office workshops that offer support for issues ranging from class programming choices, AP class selection, summer school options, and credit recovery options.<br>● Tutoring referrals including AHA tutoring, teacher tutoring, and tutor.com.<br>● Information about Intersession referrals and summer school classes for students who are behind on credits.<br>● A career planning feature within eSchool that allows counselors and students to review appropriate course choices.<br>● Incoming 9th grade parent meetings that expose parents and students to GHC course offerings and educational pathways.<br>● Annual programming meetings with all students to select classes for the following year.<br>● Hours that are convenient for student access. The counseling office is open from 7:15 a.m. - 4:30 p.m. Counselors are also available before school, during lunch and nutrition, and after school. Extended hours are normally offered on Wednesdays until 6:30 p.m. with at least two counselors available for students.<br>● Counselors are available during the summer.<br>● Availability of a variety of academic programs. These pathways allow students to choose a personalized educational pathway that fits their learning style or career aspirations.<br>● A full time Intervention Coordinator.<br><br>The College and Career Office offers a wide variety of appropriate academic and intervention supports for students including:<br>● 3 college and career counselors who reach out to students at every grade level to assist them in career and college exploration pathways.<br>● Peer college counselors, seniors who undergo summer training on effective counseling techniques. At minimum every GHC senior speaks with a peer college counselor during their senior year to support the postsecondary transition.<br>● Workshops for students on a range of topics including topics such as the ACT or SAT, Common Application and Early Decision Workshops, Senior College and Career Information, Presentations for iGranada, etc.<br>● Workshops for parents in evenings on a range of topics such as The College Application Process, Financial Aid, etc. | |

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| <ul><li>Saturday workshops on a range of topics such as Senior Application Boot Camp, Coffee Talks for Parents, College and Career Fair, etc.</li><li>Naviance, a college and career readiness solution that aligns student strengths and interests to postsecondary goals, improves student outcomes, and connects learning to life.</li></ul>The Library offers a wide variety of appropriate academic supports for students including:<ul><li>Extended hours: Monday-Thursday from 7:00 am to 6:00 pm.; Friday 7:00 am to 4:30 pm. On average the library student entrance rate per year exceeds 85,000 student entries outside of scheduled class time.</li><li>One full time credentialed librarian and one full time library assistant. After Hours Activities program including individual tutors are also housed in the Library.</li><li>Physical collection of 28,000 volumes with additional digital collections of over one million provided through Open Library, Internet Archives, LAPL and open sources.</li><li>Multiple academic research and video databases available to students for both school and home access.</li><li>Academic integrity support through school wide access to Turnitin and other open source plagiarism sources.</li><li>Updated library blog and full library website with online Alexandria catalog, academic resources and a comprehensive research archive for faculty and students.</li><li>Partnerships with public and university libraries.</li></ul>The Health Office offers a wide variety of appropriate physical and mental supports for students including:<ul><li>A full time school Social Worker with interns to support student social-emotional health.</li><li>Two full time nurses who support student physical health.</li><li>Vision and hearing evaluations completed for all 10th grade students.</li><li>Nurses attend IEPs to ensure that physical health is addressed in developing IEP goals.</li><li>Hours of operation before school, during nutrition and lunch, and after school.</li><li>Coordination of the Kaiser Permanente "What Goes Around" sexual health assemblies for students.</li></ul> | |
| **E3.1 (Additional Online Instruction Prompt) Comment on the** | Evidence |

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| **availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.**<br><br>All services on the main campus (see E3.1 above) are also available to students at iGranada.  iGranada also has academic advisors, online teachers, and a specialized counselor to support students with academic counseling. | ● iGranada Staff List<br>● iGranada Overview Videos |
| **E3.2 Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.**<br><br>GHC academic programs allow students to choose their path of learning, specifically when it comes to selecting courses/interest strands. The academic programs include:<br>● Granada Guaranteed Curriculum: Designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses. Within the GGC, students have the opportunity to select an interest strand from the following: Math and Science, Humanities and Arts, Business and Economics, and Social and Behavioral Sciences. The interest strands consist of a series of required and elective courses.<br>● Global Human Initiative: A clustered program, the focus of this program is on philosophical, historical, and literary ideas on social justice. The team includes teachers from the arts, sciences, and math. The GHI teaching staff is passionate about supporting community, growing empathy, and working collaboratively to make people's lives better. Teachers work on aligning skill instruction across departments to help students engage in projects for social change.<br>● Humanitas: A program with two cohorts in each grade level. The focus of this program is a liberal arts curriculum that incorporates fine arts, digital media, and film production in a project-based interdisciplinary, team-taught approach. Students interested in a strong academic program that is supported by teamed teachers who provide a nurturing environment will enjoy this program.<br>● STEM: A clustered program. The focus of this program is an integrative approach to science, math, technology, and engineering. Students in the STEM program are expected to take four years of foundational science and math courses that | <u>Evidence</u><br>● GHC Co-Teaching Program<br>● Intersession Program<br>● Intersession Calendar<br>● Academic Programs Descriptions<br>● STA Presentations |

go beyond the graduations requirements. This program integrates coursework in language arts, mathematics, and science.
- iGranada: A blended learning program on the GHC campus. The focus of this program is to provide opportunities for students who want to learn independently in an innovative online supportive learning environment.
- iGranada Digital Arts and Sciences: A blended learning environment at the Devonshire site. The focus of this program is to provide students with the same tools used by multimedia professionals. Students have the opportunity to earn certification in computer and technical applications.

GHC also offers opt-in programs for students entering grades 10 and 11 which include:
- Global Business and Finance: A clustered program for students in grade 10 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in money and banking, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building along with an extensive exposure to a variety of business related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12.
- International Baccalaureate Diploma Programme (IB): Available for students in grades 11 and 12, this program caters to creative students who like intellectual collaboration and embrace hard work.
- AP Capstone Diploma: A program built on the foundation of two courses – AP Seminar and AP Research – This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn a 3 or above in four or more AP courses and complete the two foundation courses are eligible for an AP Capstone Diploma.

GHC offers co-taught teaching across many different subjects. GHC is unique in that most Special Day Classes are taught using a co-teaching (inclusion) model. Co-taught classes offer students the most inclusive experience with the support of two teachers and a Special Education Classroom Assistant. GHC continues to meet the changing needs of subgroups of students with disabilities by providing them with quality targeted instruction in their areas of highest need: literacy, social, and behavioral skills in the least restrictive environment.

GHC offers an Intersession Program. This program provides an alternative to concurrent enrollment and other credit recovery options and is a means to repeat classes. Classes are web-based and

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| can be accessed from home. Classes align with Common Core Standards and allow for access to a rigorous standards-based curriculum. | |
| **E3.2 (Additional Online Instruction Prompt) Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.**<br><br>In prior years incoming iGranada students would attend Summer Transition Academy on the main campus but then had difficulties transitioning to the online platform at the beginning of the school year. Therefore, beginning in the summer of 2017, all iGranada students began their English and math courses in a program unique to the iGranada program. Students still attend all Summer Transition Academy assemblies on the main campus to ensure that they receive information about graduation requirements, extracurricular activity opportunities, and guidelines about school rules, culture, and procedures. At the beginning of each semester iGranada advisors conduct a number of welcoming activities for students to get to know each other and staff. Further, if iGranada students are unable to attend the unique iGranada Summer Transition program, they may attend a three day orientation before the beginning of the semester. iGranada students receive ongoing monitoring and support from iGranada advisors and from a dedicated counselor for the program. Students also have access to all of the intervention and support services of the main campus. | Evidence<br>● iGranada STA Curriculum<br>● Orientation Materials<br>● iGranada Counselor |
| **E3.3 Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.**<br><br>GHC implements a three tiered system of support that begins with ongoing school wide support in and outside of the classroom (differentiated instruction, standardized school wide expected learning behaviors, academic support in and outside of school, active supervision and monitoring, positive reinforcement systems, fair and corrective discipline standards, and effective classroom management). | Evidence<br>● At-Risk Flowchart<br>● Check-in/Checkout Form<br>● SST Flow Chart<br>● Intervention Program |

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| Under-performing or struggling students are identified by counselors, teachers, deans, and/or our eSchool System as "at-risk" (see "at risk flowchart) who then receive support through Tier 2 interventions through the classroom and small group strategies. These include positive behavior support through our Check-in/Check-Out program, parent training and collaboration, targeted academic support and practice, alternatives to suspension, targeted corrective discipline, SST meetings and plans, section 504 and/or IEP for resource services.<br><br>"High risk" students receive more intensive support through individual interventions at Tier 3. These interventions include intensive social skills training, individual behavior management plans, parent training and collaboration, multi-agency collaboration and alternatives to suspension and expulsion. This population of students is often buoyed with IEPs and other comprehensive supports. | |
| **E3.3 (Additional Online Instruction Prompt) Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.**<br><br>The iGranada program is open to all students to self-select into and provides a diverse, flexible educational program that is designed to provide equitable access and support for all students. All students are issued a personal Chromebook and have access to the internet on site. Further, students who do not have internet access at home can qualify for a free Wi-Fi mobile hotspot. All students also have access to digital textbooks, academic databases, online video libraries, networked printing services and individual research requests via the Library. Academically iGranada students have access to all of the support services that are housed on the main campus, providing students with extensive support when completing an online curriculum. | <u>Evidence</u><br>● Student Chromebook Program<br>● Student Enrollment Data<br>● iGranada Counselor |
| **E3.4 Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g. master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).**<br><br>*Regularly Examine Demographics*<br>GHC's graduation requirements for all students are aligned with recommendations for transfer into a four year university (UC/CSU).<br><br>Data on student performance and access to all academic programs is | <u>Evidence</u><br>● After Hours Activities Tutoring Schedule<br>● After Hours Activities Enrichment Schedule<br>● After Hours Activities Website<br>● 2017 Summer School Overview<br>● Pierce Community College Class Schedule<br>● Intersession Overview<br>● GHC Writing Center Presentation<br>● Tutor.com Topic Drilldown Report<br>● Graduation Reports |

presented to staff annually. Data on student enrollment for all academic courses is collected in the Cognos and eSchool information systems. This information is regularly examined by the various committees of the governing structure, the leadership team, and presented to the Board.

*Additional and Available Support for Equitable Access to Challenging, Rigorous Courses for all Students*
*-Communication*
Course requests are entered electronically through Home Access Center. All students are provided information on over 225 courses through a variety of means including: the school course catalog, counselor visits, AP/IB information night, Articulation Night, PA announcements, Chromebook banners/background announcements, email, Counseling Office workshops, and the school website.

GHC offers a number of additional supports for equitable access to challenging and rigorous courses for all students including:
- The After Hours Activities Office provides tutoring and enrichment opportunities for students both before and after school.
- After Hours Activities Office tutors can be requested by teachers to be in classrooms during periods 1-6 to provide extra support for students.
- GHC's summer school program provides courses for remediation and advancement in both traditional and online formats.
- Students have access to Pierce Community College courses on campus during both semesters.
- iGranada provides online intersession courses for students to remediate D's and Fails.
- Acellus courses are available on Saturdays for students with IEPs.
- Students have access to courses available during a zero period or period 7 to provide greater flexibility for course options or to facilitate participation in extracurricular activities like sports, band, robotics, etc.
- Study Hall periods for student athletes.
- Weekend workshops for AP students during the spring semester.
- A newly piloted Student Writing Center in which senior students provide writing support and tutoring to 9th grade students.
- The Supplemental Education Services Program offers outside tutoring to eligible students.

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| **E3.5 Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link** | <u>Evidence</u><br>● Co-Curricular Activities Webpage<br>● Activities Office |

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| **to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.**<br><br>*Availability and Involvement*<br>GHC provides a robust offering of activities on campus through clubs. During the 2016-2017 school year over 50 clubs were offered to students on campus. All students are encouraged to participate in Club Rush during the fall semester to explore participation in co-curricular activities on campus.<br><br>*Links to Academic Standards and ESLRs*<br>Beyond clubs a number of academic activities are offered on campus including: Academic Decathlon, After Hours Activities, Associated Student Body, Band, Colorguard, Orchestra, Choir, CSF/NHS, Dance Team, DECA, Jazz Band, Model UN, Plaid Press, Robotics, Speech & Debate, and Tartan Yearbook.<br><br>All clubs must apply each year to either create or maintain their status. The Club Council within ASB is in charge of interviewing, approving, and regulating all clubs on campus. Each club is advised by a certificated GHC staff member. All clubs must create a constitution that addresses how the club will either provide students an opportunity to further a special interest, provide service to the school or community, or provide an opportunity for students to develop leadership skills. All clubs are designed to support the school ESLRs. | Webpage<br>● Club Application Form<br>● Club Constitutions<br>● Club Rush Event<br>● Associated Student Body |
| **E3.5 (Additional Online Instruction Prompt) Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.**<br><br>Students at the iGranada Zelzah location, which is on the main school campus, can very easily engage in social activities and be involved with the day-to-day school community activities due to geographic proximity. Students at the iGranada Digital Arts and Sciences Devonshire location have access to participate in all school activities such as clubs, yearbook, newspaper, field trips, college courses, etc. GHC has established a shuttle service between each campus that runs frequently throughout the day, allowing students to arrive on campus during nutrition, lunch, or after school to participate in the school culture and community activities. Further, students at each iGranada location are read all morning announcements about school and community events. Students also receive bulletin updates on the splash screens of their Chromebooks and by email to stay informed about school activities and opportunities. | Evidence<br>● Shuttle Bus Schedule<br>● Daily Announcements<br>● Bulletin Updates<br>● Email Updates |

# Chapter IV: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Findings

## Areas of Strength and Growth

| Category | Areas of Strength |
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| Organization | **Ability to Allocate Assets and Fund Programs to Support All Students**<br>● Funds for conference attendance and off-site trainings<br>● Strong After Hours Activities Program<br>● Free online tutoring<br>● PSAT for all students<br>● Intervention and EL Coordinator<br><br>**Allocations for Teacher and Staff Improvement, Professional Development, Etc.**<br>● Free Induction process for newly credentialed teachers<br>● Highly qualified staff and ability to attract talented teachers<br>● Support for new teachers through orientation and first year support meetings<br>● Strong and responsive Helpdesk support<br><br>**Governance Structure and Financial Management**<br>● Wide scope of staff handbook<br>● Transparent budgeting and business practices<br>● Student and parent representation in various school committees<br>● UTLA representation for staff |
| Curriculum | **Depth and Range of Curricular Choices**<br>● All students have equal access to a wide variety of academic programs and pathways within the GHC curriculum model<br>● Wide selection of academic and career classes to meet the needs of all students<br>● Clear, flexible process for the creation and implementation of up to date and new curricular access for students through the Charter committee structure in response to student need<br>● Access to high rigor programs such as AP courses, IB, and AP Capstone<br>● Access to college credits through Pierce Community College Classes after school and community college credits through CTE classes<br><br>**Collaborative Environment For Teachers**<br>● Departments utilize formative and summative assessments to design curriculum that encourages growth and progress over the course of the semester<br>● Teachers frequently collaborate to share best practices, review new research, and implement new curriculum<br>● Academic departments gather data through common benchmarks and assessments to assess student growth<br>● Teachers in academic programs collaborate on effective |

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| | interdisciplinary planning<br><br>**Preparation for Students in a Post-Secondary Environment**<br>● Large number of counselors and college counselors that ensure ongoing interaction between counseling staff, students, and parents.<br>● College and Career Office that provides a variety of information to all students and utilizes peer college counselors and the Naviance system to centralize the postsecondary preparation process<br>● Strong parent outreach from the special education department, counseling office, college and career office, and English Learner and Intervention coordinators<br>● Increased, strategic approach to counseling and intervention to assist all students in meeting graduation requirements<br>● High graduation rates for all students, including special needs and English Learners<br>● Credit recovery classes offered throughout the year to keep students on-track to graduate |
| Instruction | **Differentiated Instruction**<br>● Variety of instructional strategies to enhance learning for all students<br>● Use of online resources and technology for formative and summative assessments to promote student growth towards mastery<br>● School-wide research projects at each grade level that emphasize college-readiness research skills into contemporary, up to date information<br>● Culminating senior project that is tied to mastery of ESLRs<br>● Internal and external professional development opportunities for staff<br>● Special Education Co-Teaching Program |
| Assessment | **Student, Parent, Teacher Gradebook Access**<br>● Student grades are posted online a timely and efficient fashion<br>● Teachers utilize comprehensive online resources to guide students and parents including Google Classroom and Home Access Center<br>● Effective communication tools to inform parents and students of academic progress<br>● Comprehensive testing and distribution of student achievement data to stakeholders through various school committees<br><br>**Variety of Data Collection Programs**<br>● Use of a variety of data collection programs to enhance student learning<br>● Utilization of common assessments linked to standards to assess student areas of need and modify curriculum and instructional methods<br>● Summer Transition Academy as an early assessment program<br>● Systematic process for monitoring student data and implementing modifications to the academic program in response to student needs |

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| | ● Widespread use of formative assessment techniques through the use of technological resources such as Google Classroom, Socrative, Kahoot, and Quizlet<br>● A strong culture of clear protocols and processes to ensure exam security for both internal and external testing situations<br><br>Resource Allocation for Intervention<br>● As a charter school, the ability to respond quickly to student data with intervention programs<br>● Growing intervention program including tutoring, counseling, credit-recovery, and mentoring services<br>● Accommodative testing supports for students with IEPs and 504s, including a dedicated testing center |
| Culture | Outreach to Parents, Students, and Community<br>● Extensive online and in-person outreach to parents for academic and personal information and support<br>● Close community ties to local retail businesses and universities which provide opportunities for students<br>● Designated outreach specialist to support with community connections and support<br><br>Curricular and Extracurricular Activities<br>● Wide range of curricular and extracurricular activities for all students that recognize and value individual differences<br>● Large number of clubs on campus<br>● Wide range of sports opportunities for students<br><br>Safe, Positive, Climate and Culture<br>● Comprehensive counseling services for families that include two full-time nurses, a social worker, school psychologist, academic counseling, career counseling, and transition counselor<br>● Well maintained campus with responsive and efficient maintenance staff and technology support<br>● A highly professional staff working within a school culture of high expectations for staff and students.<br>● Socioeconomically disadvantaged students have access to Wi-Fi at home |

| Category | Areas of Growth |
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| Organization | ● Explore opportunities for additional professional development time outside of the current professional development structure<br>● Continue to encourage students to take ownership of campus facilities and property<br>● Continue to improve communication between staff, counselors, teachers, administrators<br>● Make vision and mission more visible and ground people in the vision and mission.<br>● Continue to involve diverse parent perspectives in the processes, committees, and decision making for the school.<br>● Expanded school facilities or further utilization of Devonshire campus |
| Curriculum | ● Additional interdisciplinary team teaching and curriculum design opportunities<br>● More career-technology education class offerings |
| Instruction | ● Continue to foster a culture of peer observations<br>● Increased training and support on new technology for teachers at all competency levels<br>● Exploration of pre-AP instructional strategies for all teachers<br>● Continue to focus on differentiated instruction strategies |
| Assessment | ● Exploration of standards based grading as a means of avoiding ineffective grading practices<br>● Exploration of a portfolio based model of student achievement during the course of high school<br>● Increased links between data and instruction<br>● Disaggregation of internal assessments by subgroups |
| Culture | ● Continue to explore and support methods for mentorship through the piloting of the GHC Writing Center<br>● Explore options to include parents and community in the evaluation of student work<br>● Continue to provide support and avenues for non-English speaking parents to become informed about and involved in their children's school life<br>● Expand the scope, monitoring, tracking, and outreach to school alumni to further strengthen ties to the community<br>● Develop supports to reduce student stress and ensure positive mental health |

## Analysis of Major Strands
**Strand 1 - Making Learning Visible**

GHC takes pride in maintaining and supporting a highly professional teaching staff that is given the support and autonomy to utilize differentiated instructional methods and up to date curriculum to support student needs. At the schoolwide level teachers are provided optional professional learning days in which a combination of internal and external presenters provide information on up to date instructional practices, changes in standards, assessment practices, and technology. During the school year teachers are also encouraged by administration to attend outside conferences and workshops on best teaching practices which attendees then bring back to their respective departments (or the school at large) to share.

Each school year tends to have a different anchor concept that drives best practices and attempts to make visible a gap or area of improvement for the school's teaching practices and protocols. For instance, the 2017-2018 school year has been focused on the exploration of preliminary concepts of standards based grading, specifically looking at ineffective grading practices that may not adequately represent student knowledge. This shift towards reviewing assessment practices was in direct response to previous analysis of data during the school year in which intervention strategies were brainstormed about how to best reach out to students with a single D or F on their report card at the end of each semester. Another example would be the 2015-2016 school year which focused on the exploration and utilization of a one-to-one Chromebook program for the entire school. That particular year included a schoolwide and departmental focus on how to best utilize technology within the classroom to support student learning and ensure that students were meeting the demands of both the Common Core Standards and the college and career readiness standards. Both of these yearly themes exemplify the major GHC strand of *making learning visible*, or, looking at gaps in the school's performance and making every effort to support teachers and staff in filling in those learning gaps.

All initiatives to support teachers tie back to the essential questions that guide the school:

1. *What do we expect our students to learn?*
2. *How will we know they are learning?*
3. *How will we respond when they don't learn?*
4. *How will we respond if they already know it?*

While it may appear that the school explores and attempts new programs each year and then moves forward somewhat rapidly, these movements are consistently in response to pertinent student data and student need. By looking at data from a variety of sources ranging from mandated testing down to departmental common assessments, all staff consistently look for trends in student performance and aim to support shifts in school practices to address student need. Input is gathered at all levels including feedback from individual departments, through the various committee structures on campus, the leadership team, and the annual stakeholder survey.

**Strand 2 - Intervention at All Levels**
GHC has crafted a three tiered structure of support to ensure complete intervention support for students at all levels. This intervention program continues to expand, grow, and be refined.

*Tier 1 - Universal*
The first tier of support includes supporting all students through methods that support the majority of the student population. Teachers utilize differentiated instructional methods and are supported by targeted professional development workshops led by other teachers and are notified when a student is receiving a single D or F in their class only. Teachers also utilize evidence based co-teaching models in the math, social sciences, and science departments to provide further support for students. Parents are provided access to parent/teacher meetings and also have timely, updated information about student progress through the use of Home Access Center and Google Classroom which provides an opt-in process of daily assignment updates. The counseling office provides workshops for study skills and stress management. The counseling office also provides annual support for students in the process of monitoring the steps towards A-G course requirements for college. The College and Career office provides similar annual support to guide students through the process of considering career options, preparing for college tests such as the SAT and ACT, and finally completing and submitting college applications. Students have access to tutoring after school, enrichment classes during the summer, free internet access at home for those who are eligible, and complete access to After Hours Activities services. Beyond summer enrichment classes offered at GHC, students also have access to Los Angeles Pierce Community College classes on campus in the evenings. Support for students in high level classes such as AP and IB courses is provided to students through workshops, seminars, and pull out days.

*Tier 2 - At-Risk*
The second tier of support includes supporting at-risk students. Within the eSchool system all school teachers receive a notification of students who qualify as "At-Risk" and may reach out to the various coordinators who monitor at-risk students and supply support during the course of the year. The implementation of the co-teaching model in math, science, and social science classes has also allowed for the presence of two adults in each classroom to further support students who are at-risk, allowing more time for personalized support. Also, the school utilizes adult instructional aides through the AHA program in which teachers may request aides for particular periods or activities to provide further support for students.

Through analysis of data and student performance the school has allocated funding to ensure that a wide variety of support providers oversee the management, intervention, and support of students who qualify as at-risk. Currently, GHC employs an Intervention Coordinator, an EL Coordinator, a 504 Coordinator, a foster youth counselor, a school social worker, and a school psychologist. Each of these coordinators manages intervention for at-risk students and organizes outreach to parents and guardians to ensure that students are aware of the extra supports that are available both on campus and at home. For instance, the EL coordinator monitors student performance, coordinates classroom aides for EL classes, coordinates parent workshops, and annually works with English teachers to conduct a three week EL Writer's Workshop during the spring semester after school in which students who are struggling with critical reading and writing receive a refresher course from English teachers.

The counseling office conducts SSTs for students who may need extra support, and if needed, is able to refer students for further assessments or referrals. The Counseling Office also conducts parent-counselor meetings for students who are at-risk and utilizes counseling interns who provide academic check-ins for students throughout the semester. Further, the counseling office supports students in the process of staying on track for graduation by directing students to summer school remedial classes or senior credit recovery options during the final year of high school.

The school's social worker also conducts individual and group counseling sessions throughout the semester as teachers or staff are able to contact and suggest support for students that may be struggling academically due to social or emotional concerns. The school social worker also typically utilizes interns to provide further support and the school provides Asian Pacific counseling services to students.

For at-risk students who have behavioral issues the Deans and Attendance Office manage behavior contracts with students and check-in/check-out (CICO) supports. The Attendance Office is also highly efficient at tracking student attendance, ensuring that students are in the classroom learning throughout the school year. Finally, the school has a Probation Officer to support students on probation.

*Tier 3 - Targeted/Intensive Individualized Interventions*
The third tier of support includes supporting high-risk students who need individualized, intensive interventions to achieve successes. The school offers special day classes in the areas of English, study skills, literacy skills, social skills, and behavior skills to support these students. Again, the co-teaching model provides support for full inclusion for students, even those who are high-risk in a typical academic classroom. Special education students are provided resource classes in which individualized support and planning can be facilitated. Finally, ERICS and DIS counseling is available for students as well.

At each level of the three tiered system of intervention the school strives to ensure that a number of pathways exist to support all students in a large, comprehensive environment. Communication between certificated, administrative, and classified staff all support early intervention for students and aims to create an environment in which students are supported in their academic, behavior, social-emotional, and post-secondary progress. The school is committed to continuing to support, build, and refine the intervention program to further support individual students and student subgroups that are underperforming compared to the rest of the school population.

**Strand 3 - High Academic Achievement and Modern Learning**
GHC is a school that supports high academic achievement and seeks to stay at pace or ahead of modern learning trends. Academic performance on standardized testing is well above the local and state levels on the CAASPP, SAT, and AP exams. This high level of performance is supported by a classroom environment in which teachers utilize instruction that is differentiated and driven by data to assess student performance and ability. The Granada Guaranteed Curriculum provides students with a wide variety of academic pathways and the ability to manage a schedule that might

include extracurricular programs or sports while still accessing the high level academic programs. Other academic programs on campus allow students to select pathways with more focused academic direction such as STEM for math and science, Humanitas for new media and a cohort collaborative model, or Global Business and Finance for business and industry.

To ensure that the school stays at the vanguard of academic achievement the school has created and supported programs that allow students to achieve at the highest academic level. Notably, students who participate in the school's International Baccalaureate program have continued to demonstrate academic success. The school has also created and implemented the AP Capstone program to support students who want to gain advanced, college-level research and seminar experiences to prepare them for college. The school also provides a wide-variety of AP courses for students. Finally, the school's various curricular programs including Academic Decathlon, Speech and Debate, Model United Nations, Band, Robotics, etc. are all heavily supported and award winning, demonstrating the high academic achievement of GHC students.

**Strand 4 - Professional Culture, High Expectations, Student/Staff Wellness**
GHC maintains a professional culture with high expectations that notably exists for both the staff and students. This highly professional culture can be interpreted, to a degree, as a double-edged sword. Although the school has numerous accolades and accomplishments in academics, extracurricular activities, sports, and community recognition, there is a strong underlying current that the school should continue to improve in areas of weakness or support.

At the staff level, teachers acknowledge the school's success, the positive environment and demeanor of students, access to instructional materials and resources, competitive salary, union representation, and professional development opportunities. This professional environment creates a space where teachers are expected to perform at their highest level and to create a student-first environment in which all students are supported in their growth and learning. As a result of this highly professional culture, there is a persistent focus on students who fall behind or fall through the cracks. While extensive support is provided to these students through the school's Intervention program, teachers and staff frequently ask the questions *"Am I doing enough?"* or *"Are we doing enough?"* These forms of self-evaluation and group evaluation create an atmosphere in which teachers are frequently stretching their abilities and attempting to provide the highest form of instruction and support for their students. This highly professional culture may best be summed up in asking staff how they would feel about leaving GHC to go to a neighboring district school - the most common answer would be in the negative. While the professional culture of the school may lead to certain levels of individual stress, the payoff of working in such a culture appears to drive and propel the staff forward in their achievement and teaching.

The highly professional culture of the school is equally mirrored in the student population and has a similar double-edged sword effect in the GHC experience. Due to the school's high expectations, students follow dress code, show up to class on time and ready to learn, and understand that they must conduct themselves in a professional manner. Further, students collectively influence one another to push themselves academically. The school's high academic achievement and successes in

extracurricular activities, sports, and community recognition have created an identity of professionalism and success for students. A student who may have drifted aimlessly in middle school suddenly finds himself/herself in an environment where the majority of students understand that they are on the path towards college or career after high school, and are confronted by teachers who hold both themselves and their students accountable. Interventions provided by teachers, staff, counselors, and peers each year encourage students to take on more rigorous classes and explore options such as taking Honors or AP level courses after freshman year. Much of this professionalism and high expectations are seeded at the very beginning of each student's experience with GHC through the Summer Transition Academy. Again, this culture of high expectations might lead students to ask themselves the question *"Am I doing enough?"* And, again, this insight may best be summed in in asking students how they would feel about leaving GHC to go to a neighboring district school - the most common answer would negative. Students are aware that neighboring schools are more lax concerning academic achievement, expectations, and discipline. Thus, students may experience certain levels of stress due to the school's professional culture, but at the same time they are propelled forward in their achievement and own personal expectations of themselves. Awareness of the health and wellness of students in the school environment is a continued need that must be addressed to support student learning.

**Strand 5 - Technology Forward**
Through responsible devotion of fiscal resources, input from stakeholders, and professional development support for staff, GHC is able to provide its student population with a technology forward experience in all classrooms. The one-to-one Chromebook program has provided all students with extensive experience in using the Google Suite of products and utilizing cloud-based workspaces inside and outside the classroom.

Access to this wide variety of technology provides students with extensive experience and familiarity with utilizing technology to empower collaboration during face-to-face, in-class work and also outside of the classroom remotely with peers. Further, students in all disciplines have greater access to and understanding of qualitative and quantitative data analysis. The paradigm of students conducting research outside of or after class has disappeared as students are provided research instruction in real-time and have access to a wide variety of academic databases and resources online. Further, students have extensive experience in presentation and persuasive skills and gain experience using visual media and technology to present arguments, make claims, or conduct debates.

Teachers are also able to access and use up-to-date technology to enhance the quality of instruction for students. All classrooms have interactive presentation boards and teachers are supported by a responsive and effective Help Desk support team on campus. Teachers have access to a wide variety of instructional applications online to differentiate their instruction, archive lessons, and easily distribute, record, and convey information to students digitally. Extensive access to online research databases allows teachers to tutor and support students in the research process in real time. Teachers in math and science classes are able to use simulation software to support inquiry based projects and labs. Finally, the complete background of the Google Suite of products has allowed

teachers to more efficiently collaborate on creating curriculum, analyzing data, developing common assessments, and sharing resources to support one another as colleagues.

**How Strands Modify and Inform Critical Student Learner Needs**
*Continued Support for Differentiated Instruction, Including Technology Use*
Reflecting on GHC's aggregated school data performance on standardized tests and metrics of college and career readiness, the school has consistently performed above district and state levels. The school's strong academic performance is tied to the culture of high expectations in the classroom, but most importantly a consistent philosophy of analyzing and evaluating instructional practices has been maintained and supported throughout the history of the school. The school's academic performance is directly linked to strong, instructional practices in the classroom. To support students in reaching the academic and college and career readiness standards, a continued focus of professional development about differentiated instruction to support all student groups is paramount for the future of the school. School demographics continue to shift and change with time, and as sub-groups of students and key populations including socioeconomically disadvantaged, English Learners, SPED, and foster youth data are analyzed it is clear that all student groups need to be supported by classroom instruction that is effective and engaging. The school continues to explore the implementation of co-teaching classrooms and split rosters in ELA classes to create an instructional environment where all students are held to the highest academic expectations but are also fully supported by instruction that benefits learners at each end of the performance spectrum. GHC understands implementing differentiated instruction is an ongoing process that entails continued support and chances for learning for all staff members. Further, the implementation of the Chromebook program has opened the way for further methods of differentiation as the school explores options to redefine the academic experience rather than simply substitute or augment instructional practices of the past.

*Continue to Provide Intervention Support for All Students*
Just as the school has noted academic success in aggregate performance metrics, there is a continued focus on supporting students who may be struggling in their academic performance for any number of reasons. The GHC three-tiered intervention model has continued to become more formalized in structure and processes during the past three years and has seen success in exploring a variety of techniques and methods to provide intervention for students who need support. Special education students have been supported through the co-teaching classroom model, English Learners have been supported through classroom aides and workshops, and foster youth students have been supported through a specifically designed transition and support program for placement and credit recovery.

The school recognizes that a complete intervention program requires a continuing shift of the school culture to involve all staff members in exploring and implementing techniques to support students who have fallen behind or are struggling academically. Support staff, teachers, administrators, deans, and counselors must all be in communication and dialogue when identifying students who may be at-risk and must collaboratively find solutions and methods to support students in a timely fashion. Further, the school recognizes that intervention is hardly a one size fits

all process. While a certain number of interventions may capture or support a majority of at-risk students (after school tutoring, Student Study Teams, behavior management plans, evaluating ineffective grading practices in the classroom), there will always be students who need more individualized methods of support and intervention. Therefore, a continued array of methods and procedures for intervention is a continuing student need moving forward for the school. To fully support all student groups it is imperative that the school continue to focus on developing and cementing effective intervention processes, especially considering the school's large student population and diversity of student groups that require support.

*Student Culture, Health, Wellness, and Involvement*
As a large, comprehensive high school with a population of over 4,500 students, GHC can be called a small city, and is bigger than some liberal arts colleges that students consider attending after high school. In such a large environment, it is not unexpected that some students find the process of developing an individual identity and sense of community challenging. The school has a wide variety of sports, curricular programs, extra-curricular programs, volunteer opportunities, and clubs to support smaller communities of students, but the process is always ongoing and must be supported by all school stakeholders. Further, the high academic expectations of the classroom, along with the competitive nature of the college application process, can lead to some elements of stress and concern for students as they complete high school.

Considering the context of the school's size, achievement, and history, a critical student need continues to be supporting student health and wellness and creating a community and atmosphere in which students, parents, and community are involved in supporting the education process. The school recognizes the need to continue finding opportunities to highlight individual and group student achievement through a variety of means, finding ways to increase parent participation in various school activities, and ways of balancing high academic expectations and a sense of compliance among students with a sense of exploration and identity formation through a self-designed learning process.

**Alignments and Connections to the LCAP**
Continued Professional Development on Differentiated Instruction

| LCAP Goals | Connections to Critical Student Learning Needs |
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| Goal 2 - Implementation of Common Core State Standards (CCSS)<br>● Teachers will participate in annual professional development on the implementation of the Common Core State Standards.<br>● All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide implementation of the CCSS with | While the school has already participated in annual professional development on the implementation of the Common Core State Standards, continued exploration of the standards and best practices for implementing them is always necessary. Further, analysis of school performance data demonstrates the need for a continued focus on professional development that explores best practices for supporting English Learners, including the use of SDAIE and ELD strategies to ensure that |

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| specific application of SDAIE and ELD instructional strategies. | English Learners at all stages of classification are supported in all content areas with effective instruction to support learning and continued academic growth. |
| Goal 4 - Student Achievement<br>A. Statewide Assessments - ELA/Literacy and Mathematics, including all significant student subgroups, will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br>F. AP Exam Passage - Students taking AP Exams will pass with a score of 3 or above | Analysis of CAASPP and AP exam data demonstrates a relatively similar performance between socioeconomically disadvantaged students and non-socioeconomically disadvantaged students, demonstrating equity in performance for GHC students. Analysis of subgroups for English Learners, SPED, and ethnicity demonstrate varied performance levels on both the CAASPP and AP exam data for the school. Therefore, the continued usage of differentiated instructional strategies to support student learning is still a paramount concern. To continue to support student performance on these metrics, and on local assessments, a commitment to professional development that supports best practices in differentiation, critical thinking, and the use of technology is an ongoing focus for the school. |

Continued Support and Development of the School's Intervention Program

| LCAP Goals | Connections to Critical Student Learning Needs |
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| Goal 4 - Student Achievement<br>C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment and PSAT)<br>D. EL Progress - EL students will advance each academic year on the CELDT or other available external assessments such as the NWEA<br>G. College Preparedness/EAP -<br>● All eleventh grade students will pass EAP Exams at a minimum level of "conditionally ready"<br>● Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools.<br>● Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools.<br>● The graduation rate with A-G completion will increase annually (72.4% 2011-12 baseline)<br>● Subgroups performing below the | The school's intervention program continues to be refined and supported by the school Leadership Team in conjunction with the Intervention Coordinator and all other supporting departments. The key focus of the intervention program is to support students at the critical moment when they begin to stray or lose track of their focus in not only achieving the academic standards but maintaining the momentum to progress towards graduation and A-G completion. The LCAP focuses on ensuring that students are on track to be college and career ready. These metrics are also included in the California Dashboard under the College and Career Readiness Indicator. To support students in reaching the college and career readiness goals, the systematic monitoring and intervention of students who may be underperforming or falling behind in classes needs to continue to be refined and implemented. Experience in implementing |

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| average school percentage will improve annually based on 2012 scores as baseline. | various supports so far have demonstrated that many students need individualized interventions to support continued academic progress. |
| Goal 5 - Student Engagement<br>A. School attendance rate - School will maintain a high ADA rate<br>B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism<br>D. High school dropout rate<br>● 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 with a 2012 baseline of 4.4%<br>● Subgroups with dropout rates above the average cohort will improve annually based on the 2012 percentages as a baseline.<br>E. High school graduation rate<br>● School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at neighborhood high schools<br>● Cohort graduation rate of 92.1% (2012) will increase annually<br>● Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grade rate requirement. | As the school's intervention program continues to be developed, especially with renewed focus on students who are earning a D or F in one or more classes, connections to student engagement in the academic experience have become more apparent. Students who are disengaged, as evidenced through either attendance issues, behavioral concerns, or falling off track of graduation requirements need continued support and intervention. The three-tiered intervention system that is being developed and refined will continue to support students and align with the LCAP goals of maintaining a high attendance rate, a low chronic absenteeism rate, a low dropout rate, and a high graduation rate, as students who may become discouraged or lose focus will be supported through various tiers of support to ensure that they continue to attend and succeed in school. |

Continued Parent Involvement, and Programs to Support Student and Staff Wellness

| LCAP Goals | Connections to Critical Student Learning Needs |
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| Goal 3 - Parent Involvement<br>● School will provide opportunities for parent involvement<br>● School will provide opportunities for parent input in committee meetings and informational sessions. | As a large, comprehensive high school, GHC understands opportunities for parent and community involvement are a continuing priority. The school has an established governance structure which involves parent and student representation on various |

| | committees, but attendance and participation in these committees needs to be continually supported and bolstered. In the past years various support departments including the College and Career Office and Counseling Office have begun to create and promote more unique opportunities for parent input and involvement. The school has also made efforts to include more parents in volunteer opportunities on campus. This process of creating further parent involvement is ongoing and all stakeholders have expressed a desire to see a continued increase in the number of parents involved in school activities. |
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| Goal 6 - School Climate<br>C. School Connectedness<br>   ● Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations<br>   ● Continued involvement of families in all key school operations and programs<br>   ● Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities | The school offers a wide variety of opportunities for students to participate in athletics, after-school programs, clubs, and other community programs. Continued support of these smaller communities is an essential school focus in relation to the school's large size. Concerns about student sense of identity in such a large school population continually arise in assessing data concerning school climate. While annual stakeholder satisfaction data has provided generally positive feedback, this information needs to be continually monitored and more opportunities to support student health and wellness should be explored. The continued innovation in programs, opportunities, and options to promote a strong school culture in which students can develop a sense of identity and sense of belonging continue to be of interest in maintaining a positive, student-centered environment for all students. |

# Chapter V: Schoolwide Action Plan

**Goal #1:** Maintain a professional development plan that focuses on sharing of best practices in differentiated instruction, critical reading, writing, and thinking skills in all disciplines, and the use of technology to support student learning.

**Rationale:** As GHC continues to serve a highly diverse student population, a continued emphasis and focus on professional development that promotes best practices is vital in continuing to support students so that they may meet the Common Core Standards, the college and career readiness standards, and develop the modern critical thinking skills called for in life after high school. The continued maintenance of a strong, robust professional development atmosphere that encourages teachers to stay abreast of new instructional methodologies and avoid stagnation in their practice is a fundamental, core principle of school's instructional strength.

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

| Specific Tasks / Actions | Ways of Assessing Student Achievement | Timeline | Responsible Persons | Resources | Means of Monitoring and Evaluating |
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| **Curriculum / Instruction:** Research and identify best practices in differentiated instruction, critical reading, writing, and thinking skills in all disciplines, and the use of technology to support student learning. | Departmental professional development time for the collaborative creation of common assessments, development of new curricular units that reflect the common core standards, and technological demands of the college and career readiness standards. | Ongoing | Leadership Team Department Chairs Instructional Advisors Grade Level Leads Academic Program Leads Curriculum and Instruction Committee | Title II LCFF Base | Department and Leadership Professional Development Agendas and Minutes, Course Outlines, Co-Teaching Program Data, Academic Program Progress Reports, Conference Attendance Rates, Professional Learning Day Attendance Rates |
| **Intervention:** Continue development of Summer Transition Academy instructional practices and curriculum to identify students in need of support. Monitor and track student performance in co-taught classrooms and split roster classrooms. | Report card analysis, enrollment in credit recovery classes. Student performance on NWEA assessments and departmental common assessments. Student performance on PSAT. | Semester Review of intervention strategies, credit recovery courses offered, intervention supports | Leadership Team Department Chairs Instructional Advisors Intervention Coordinator Grade Level Leads Counselors Teaching Staff Support Staff | LCFF Base LCFF S & C After Hours Activities (AHA) Grant | Data reports to Board, Curriculum and Instruction Committee, student utilization of tutoring and intervention supports, year-end reports, A-G completion and graduation rates |
| **Professional Development:** Annual professional development goals will reflect the sharing of best practices in differentiated instruction, critical reading, writing, and thinking skills, and the use of technology to support student achievement. Annual professional development analysis of data on both external and | Reflected in annual department professional development goals, vertical alignment of skills, and increased integration of reading, writing, and thinking activities in all content areas. Further reflected in individual teacher professional growth plans, peer observations, conference attendance, updated | Ongoing annual review of Action Plan Goals and Assessment of Departmental Progress | Leadership Team Department Chairs Instructional Advisors Intervention Coordinator Grade Level Leads Academic Program Leads Instructional Staff Support Staff | Title II LCFF Base | Agendas and minutes for Department and Leadership Meetings, Reports to Curriculum and Instruction Committee, updated annual department professional development plans, course syllabi, CAASPP performance |

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| internal assessments for student achievement. | course descriptions, and increased performance by subgroups on CAASPP. | | | | |
| **Parent/Community Engagement:** Support all staff in locating and accessing community resources that provide current relevant research in instructional approaches that address the diverse demographics of GHC's student population and offer training in differentiated instruction, critical reading, writing, and thinking skills, and the use of technology to improve student performance. | Robust professional training in all content areas and academic programs in differentiated instructional approaches, critical reading, writing, and thinking skills, and the use of technology to support student performance. | Annual review of Action Plan goals, professional development goals, and assessment of progress. | Leadership Team Department Chairs Instructional Advisors Grade Level Leads Academic Program Leads Instructional Staff Support Staff | Title II LCFF Base | Reports to Governing Board, Curriculum and Instruction Committee, Leadership Team |

**Growth Targets:**

- Professional development tied to LCAP goals for differentiated instruction, critical reading, writing, and thinking, and the use of technology to support student learning
- Meet or exceed targets for growth in California Student Dashboard Indicators for CAASPP
- Continue to increase AP participation rate
- Maintain percentage of AP students earning a qualifying score of 3 or higher on exams above 75%

**Goal #2:** Continue the development and implementation of the three-tiered schoolwide intervention program for monitoring and evaluating student performance data to meet the learning needs of all students, including students who are English Learners, students with disabilities, and students earning Ds or Fs in their classes.

**Rationale:** While GHC's aggregate student data performance outpaces the district and state, the school recognizes that subgroups such as English Learners, students with disabilities, and students earning Ds or Fs in their classes should be provided continual support and intervention to support successful achievement of the Common Core Standards, college and career readiness standards, and school ESLRs. The systemized three-tiered intervention program that has been utilized during prior years needs to continue to be supported and refined to support all student groups.

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

| Specific Tasks / Actions | Ways of Assessing Student Achievement | Timeline | Responsible Persons | Resources | Means of Monitoring and Evaluating |
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| **Curriculum / Instruction:** Align common core standards to curriculum to identify key standards that address the learning needs of underperforming students. Research instructional materials, methods, and standards based grading designed to target instruction for socioeconomically disadvantaged, EL, and students with disabilities. Collect, analyze, and interpret department-wide data on common assessments to measure growth over time and refine instruction to support underperforming students or student groups. | Student performance on CELDT/ELPAC, NWEA, PSAT/SAT, and CAASPP exams. Student performance on common departmental assessments and analysis of student performance over time. Curriculum design and goals that aim to support underperforming students. Student performance data in Summer Transition Academy, ESL, and co-taught classes. | Ongoing with annual assessments of CELDT/ELPAC, NWEA, PSAT/SAT, and CAASPP. Semester analysis of department data. | Leadership team Department Chairs Instructional Advisors Intervention Coordinator Grade Level Leads Academic Program Leads Counselors Testing Coordinator College & Career Counselors Administrative Directors of Instruction EL Coordinator | LCFF Base LCFF S & C | Progress reports to Governing Board, Leadership Team and Department meeting agendas and minutes, data reports to staff, School City and eSchool reports, report card analysis |
| **Intervention:** Locate, implement, and assess appropriate curriculum, instructional strategies, and assessment strategies targeting underperforming students. Refine and support the three-tiered intervention program to identify and support all student needs. | Graduation rate, student performance on CELDT/ELPAC, NWEA, CAASPP, PSAT/SAT, student performance on common department assessments, college acceptance data, credit recovery enrollment numbers, student post-secondary choices, analysis of report card trends. | Semester review of intervention strategies | Leadership Team Intervention Team Guidance Counselors College & Career Counselors Instructional Staff Support Staff Curriculum and Instruction Committee ELAC Committee | LCFF Base LCFF S & C | Data reports to staff, agendas and minutes from Curriculum & Instruction Committee, student enrollment in credit recovery and tutoring programs, student performance trends on exams and common departmental assessments. |
| **Professional Development:** Design department goals to reflect a | Leadership team goals, departmental professional development goals and | Ongoing with semester | Leadership Team Department Chairs | LCFF Base LCFF S & C | Agendas and minutes for leadership team meetings, |

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| focus on the learning needs of at-risk students and sub-groups. Departmental agenda focus researching, implementing, and assessing instructional approaches that target underperforming students. Create opportunities to share best practices and effective curricular units within and across disciplines. Utilization of data to drive instruction and develop broad and individualized intervention supports for underperforming students. | agendas. Individual teacher professional growth plans, peer observations, and inter/intra departmental meetings to explore differentiated instruction and assessment models that support at-risk students. | progress reports by department leadership to leadership team. | Instructional Advisors Grade Level Leads Academic Program Leads Teaching Staff Curriculum and Instruction Committee | | Curriculum & Instruction Committee meetings, department annual goals, department professional development agendas and minutes, student performance data. |
| **Parent / Community Engagement:** Continued outreach and communication with parents on academic expectations, graduation goals, student progress reports, and programming choices for students. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining and providing appropriate intervention approaches for at-risk students. Increased communication and outreach to parents. | Increased outreach, communication, and collaboration between school personnel and parents to develop interventions for at-risk students. Increased parent participation in school activities designed to inform and support students in selecting academic and co-curricular programs. Data collection of parent and community attendance and participation in school meetings, events, presentations, etc. | Ongoing | Counseling Office College & Career Office Intervention Coordinator EL Coordinator Student Leadership Director of Communications and Development Parent and Community Members Parent Organizations & Committees | LCFF Base LCFF S & C | Stakeholder survey data on parent engagement, eSchool reporting data to Governing Board, Leadership Team, and staff. Graduation rates and enrollment in A-G, UC/CSU approved courses. Community updates on website and social media. Attendance data for information meetings and outreach programs conducted by various offices. |

**Growth Targets:**
- Demonstrate growth in preparedness on the College and Career Readiness Indicator on the California Dashboard
- Increase number of EL students demonstrating proficiency in English Language development - 75% of EL students will advance each academic year one performance level on the CELDT/ELPAC
- 10% of EL students at placement levels 3 or 4 will be reclassified as Fluent English Proficient annually
- Positive subgroup performance growth on CAASPP assessments
- Attendance (ADA) rate greater than 95%
- Absenteeism less than 5%
- Dropout rate lower than comparable neighboring schools
- Meet or exceed CDE graduation rate higher than comparable neighboring schools

**Goal #3:** Explore alternative means for highlighting progress of student achievement, for student activities to be further supported by adults on campus, for exposing students to experiences relevant to college and career preparation, and for meeting student and staff needs to support overall health and wellness in the pursuit of meeting the school's ESLRs.

**Rationale:** As a comprehensive high school with a large student body, our findings reveal that it is essential to continue supporting and pursuing actions that create a stronger sense of community in the school by involving parents, allowing students to develop a sense of identity and individual purpose, and maintain health and wellness for both students and staff.

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

| Specific Tasks / Actions | Ways of Assessing Student Achievement | Timeline | Responsible Persons | Resources | Means of Monitoring and Evaluating |
|---|---|---|---|---|---|
| **Curriculum / Instruction:** Provide outreach to further empower students to develop their own curriculum choices in the pursuit of college or career interests. Increase opportunities for grade-level teachers to collaborate on curriculum and instruction designed to engage students in learning and create connections across disciplines. Continue to examine the Granada Guaranteed Curriculum pathways and academic programs as options for students to gain adequate college and career preparation. | Increased communication digitally and through classroom presentations to provide students with awareness about curriculum choices on campus. Increased inter and intra-departmental collaboration on common skills, instructional strategies, and curricular design. Student performance on NWEA, CAASPP, AP, and PSAT/SAT tests. Student performance on benchmarks. | Ongoing with yearly progress reports to leadership team, departments, Curriculum and Instruction Committee, and parents and community. | Leadership Team Department Chairs Instructional Advisors Academic Program Leads Guidance Counselors College and Career Counselors Student Support Team Members Directors of Instruction Parent Organizations | LCFF Base LCFF S & C | Program reports to Curriculum and Instruction Committee and Leadership team. Data reports to staff, report card analysis, enrollment in A-G courses and enrichment activities. Annual stakeholder survey of students, parents, and staff. Enrollment data in various academic programs and pathways. |
| **Intervention:** Continue to expand and refine the three-tiered intervention program at all grade levels. Align enrichment, curricular, and extracurricular activities with academic goals of the school while also providing at-risk students with places to seek out identity and support. Increased collaboration between counselors, teachers, and support staff to streamline intervention. Evaluate modified Summer Transition Academy curriculum to focus on identity, reflection, and personal planning. | Monitoring of student participation in AHA, tutoring sessions, online tutoring, and CTE classes. Increased intervention by teachers at 6 and 12 week progress reports. Collaboration between STA teachers and counselors to identify at-risk students. Progress reports and feedback forms from STA analyzed by staff. Decline of Ds and Fs on progress report marking periods. | Semester review of intervention strategies. Annual review of effectiveness of strategies and student performance. Annual review of SST processes. Annual review of the three-tiered intervention program. | Intervention Coordinator Guidance Counselors College and Career Counselors Teaching Staff Support Staff STA Staff Parents and Community | LCFF Base LCFF S & C | SST Reports to administration, student participation in AHA, tutoring sessions, and online tutoring. STA assessments. Course credit data. Annual stakeholder survey. |

| Professional Development:<br>Provide staff development in identifying at-risk student behaviors and the procedures for intervention.<br>Provide staff communication and information about various enrichment, curricular, and extracurricular activities on campus and coaching on how to encourage and support students to pursue them.<br>Provide professional development for all staff on creating a positive climate in which student accomplishments are highlighted and student wellness is supported. | Professional Development plans<br>Individual professional growth plans<br>Conference attendance<br>Bulletin updates from and announcements to all staff on enrichment, curricular, and extracurricular activities. | Ongoing<br>Yearly review of professional development activities and goals by leadership team | Directions of Instruction<br>Leadership Team<br>Department Chairs<br>Instructional Advisors<br>Guidance Counselors<br>College and Career Counselors<br>Support Staff | LCFF Base<br>LCFF S & C | Agendas for Leadership Team meetings, Curriculum and Instruction Committee meetings, and department meetings<br>Enrollment data for enrichment, curricular, and extracurricular activities.<br>Student participation in tutoring opportunities. |
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| Parent / Community Engagement:<br>Pursue and evaluate innovative outreach practices for parents on academic expectations, graduation goals, and student curricular choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data through various online platforms to assist school personnel in determining appropriate intervention strategies. Continue to explore and strengthen ties to community resources for student engagement and parent volunteer opportunities on campus. Build on successful collaborative models, already in place, to involve parents and community with support staff in interventions for at-risk students. | Increased opportunities for parent training and access in the use of Home Access Center and Google Classroom.<br>Data collection of parent and community participation in school events, meetings, and presentations. | Annual program review. | Administrators<br>Guidance Counselors<br>College and Career Counselors<br>Parent Organizations<br>Student Services Committee<br>Parents and Community<br>Director of Communications and Development<br>Webmaster and Digital Coordinator | LCFF Base<br>LCFF S & C | eSchool data reports to Governing Board, Leadership Team, and staff.<br>Annual stakeholder survey.<br>Data on outreach meetings and events from various support offices including types of outreach, frequency, and attendance. |

**Growth Targets:**
- Minimum of 3 or more activities or events per semester providing information and seeking input from parents/guardians
- Minimum of 2 parents on Advisory Council - Documentation of parent meetings; survey results
- Suspension rate lower than prior year
- Expulsion rate less than 1%
- 75% positive results on Annual Stakeholder Survey

**LCAP Alignment**

| Action Plan Goal | LCAP Goals |
|---|---|
| **Goal #1:** Maintain a professional development plan that focuses on sharing of best practices in differentiated instruction, critical reading, writing, and thinking skills in all disciplines, and the use of technology to support student learning. | Goal 2 - Implementation of Common Core State Standards (CCSS)<br>● Teachers will participate in annual professional development on the implementation of the Common Core State Standards.<br>● All teachers of English Learners, EL and RFEP will participate in Professional Development provided by professional experts in the field to provide implementation of the CCSS with specific application of SDAIE and ELD instructional strategies.<br><br>Goal 4 - Student Achievement<br>A. Statewide Assessments - ELA/Literacy and Mathematics, including all significant student subgroups, will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br>F. AP Exam Passage - Students taking AP Exams will pass with a score of 3 or above |
| **Goal #2:** Continue the development and implementation of the three-tiered schoolwide intervention program for monitoring and evaluating student performance data to meet the learning needs of all students, including students who are English Learners, students with disabilities, and students earning Ds or Fs in their classes. | Goal 4 - Student Achievement<br>C. College and Career Readiness - Students are on track to be college and career ready (counseling assessment and PSAT)<br>D. EL Progress - EL students will advance each academic year on the CELDT or other available external assessments such as the NWEA<br>G. College Preparedness/EAP -<br>● All eleventh grade students will pass EAP Exams at a minimum level of "conditionally ready"<br>● Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools.<br>● Graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools.<br>● The graduation rate with A-G completion will increase annually (72.4% 2011-12 baseline)<br>● Subgroups performing below the average school percentage will improve annually based on 2012 scores as baseline.<br><br>Goal 5 - Student Engagement<br>A. School attendance rate - School will maintain a high ADA rate |

| | B. Chronic absenteeism rate - School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism |
|---|---|
| | D. High school dropout rate |
| | ● 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 with a 2012 baseline of 4.4% |
| | ● Subgroups with dropout rates above the average cohort will improve annually based on the 2012 percentages as a baseline. |
| | E. High school graduation rate |
| | ● School will graduate 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at neighborhood high schools |
| | ● Cohort graduation rate of 92.1% (2012) will increase annually |
| | ● Subgroup cohort graduation rate will increase annually to meet the State identified target subgroup grade rate requirement. |
| **Goal #3:** Explore alternative means for highlighting progress of student achievement, for student activities to be further supported by adults on campus, for exposing students to experiences relevant to college and career preparation, and for meeting student and staff needs to support overall health and wellness in the pursuit of meeting the school's ESLRs. | Goal 3 - Parent Involvement<br>● School will provide opportunities for parent involvement<br>● School will provide opportunities for parent input in committee meetings and informational sessions.<br><br>Goal 6 - School Climate<br>C. School Connectedness<br>● Continued implementation of athletics, after-school programs, family and community outreach and other programs integral to school operations<br>● Continued involvement of families in all key school operations and programs<br>● Annual Stakeholder Satisfaction Survey shows positive results for school safety, educational and enrichment opportunities |

**GHC Follow-Up Process**

The Governing Board is responsible for monitoring the educational program at GHC and assuring that the school is in compliance with its Charter document and that the Board's goals are aligned with the WASC Action Plan for Student Achievement. Yearly Progress Reports are completed by the Self-Study Chair and reported to the Governing Board and the GHC Leadership Team.

The ongoing monitoring of the Action Plan is the responsibility of the School Leadership team which consists of Administrators, Department Chairs, Instructional Advisors, and Program Coordinators. The Leadership Team provides an annual Progress Report to the Governing Board. Department goals are derived from the Action Plan.

Faculty is involved in the annual examination of student data to inform the development of curriculum, instructional strategies, and assessment strategies to address student learning needs and to ensure that the Action Plan goals are being met.

Each stakeholder has a role in returning to the action plan to ensure that it is a living document that maintains relevance and focus with the passage of time. The Action Plan is directly aligned with the GHC's Charter document goals. The monitoring of the Charter document is required by state law and our charter authorizing agency so there is added accountability for monitoring progress of the Action Plan goals.

# Appendices

Organization/Administrative Flow Chart
Department Chair Overview of Responsibilities
Instructional Advisor Overview of Responsibilities
School Profile
2016-2017 Annual Review
2016-2017 Annual Stakeholder Survey
Focus Group Members List