



## LCAP SUMMARY 2019-2020

Presented to the Board on June 24, 2019 for Approval

### **Review of Performance and Greatest Progress**

Targeted intervention focusing on students earning a D or F in one or more classes continues to trigger a tiered system of support. The intervention ensured unduplicated students needing additional academic support were identified and had an adult advocate on campus as well as English and Math instructional aides placed with teachers with a number of students needing additional support based on multiple data points. At each grading period, the Office of Instruction identified the struggling students and focused intervention based on need. Teachers, counselors and intervention coordinator collaborated and students were assigned an advocate based on need. Reducing the number of students earning a D or F in one or more courses was the goal which was aligned with the initial implementation of standards based grading as well a deeper focus on instructional practice and differentiation. Overall, the 2018-19 year had fewer students on the D/F list. Initial gains during the first semester showed significant growth in our English Learner subgroup with end of semester results indicating an increase in the number of students who improved by 13% from the 2017-18 year. Our socioeconomically disadvantaged subgroup also demonstrated growth by the end of the first semester. End of year results indicate that we gave subgroup improvement in socioeconomically disadvantaged and English Learners, yet we need to strive for consistency every semester as well as shift our structures in order to meet the needs of the Students with Disabilities.

GHC is committed to continuing our robust intervention program with the three tiered approach as the foundation and providing the targeted support for our EL and Students with Disabilities subgroups.

The implementation of our Coordination of Services Team (COST) has provided additional opportunities and a more cohesive, targeted approach to intervene for our highest at-risk students. Using the school's tiered interventions as a guide, COST improves the delivery of support services and increases collaboration among different departments. This streamlines the intervention process and enables the team to provide support services quickly (parent meeting, weekly check-in, behavior support, SST, 504/IEP referral, mental health).

The Graduation Rate at GHC has maintained with an overall performance of 93.6%. We have seen our socioeconomically disadvantaged subgroup showing the strongest consistency in growth.

The implementation of our double block Algebra I for incoming students who were identified for additional intervention through the Summer Transition Academy using a diagnostic, NWEA scores and course assessments throughout the three week session as well as having a D or F in their previous math course. At the beginning of the year, 100% of the students entered the course with a D or F in math and by the end of the academic year only 8% of the students still earned a D or F in their math course. Additionally, based on the NWEA scores, the students in the double block Algebra I course had a 7.0 RIT Growth Norm score compared to the national average of 3.1.



GHC is committed to increasing access to Career Technical Education pathways and courses. In 2018-19 there was a 29% increase from 2018 with more students accessing CTE courses. Additionally, students taking at least one AP or IB has seen a 44% increase since 2013.

Continued focus on the tiered implementation and intervention for identifying and advocating for struggling students will continue for 2019-2020 year with additional supports - Link Crew which is a community based onboarding program for new students. Link Crew provides an opportunity for new students to connect with peer mentors and work with them on ways to engage in the school community while seeing continued success and support in their academic coursework. The Writing Center and Math Center and the Academic Mentor Program (AMP) will continue with recruitment and training over the 2019 summer. The Writing and Mather Center will continue to target the following student populations: Socioeconomically Disadvantaged/Low Income, African American, English Learner, Students with Disabilities and Foster Youth student groups. Students who access the Math and Writing Centers will increase their proficiency in the respective disciplines. The metric for measuring will center around the percentage of student accessing the Math and Writing Centers will demonstrate growth around proficiency on the NWEA during the spring assessment and final semester grades in their current year course. Additionally, the Academic Mentor Program (AMP) will also continue training with the LINK Crew during the 2019 summer with for fall placement. The Academic Mentor Program (AMP) is a dual mentorship/tutoring program focused on increasing the success of academically/socially at-risk freshman by training upperclassmen to provide "at risk 9th" grade students with direct and immediate in-class intervention through one-to-one and small group tutoring in collaboration with the classroom teacher. This support will allow for consistency within the middle to high school transition process which is initiated through the Summer Transition Academy.

### **Greatest Needs**

GHC overall Graduation Rate is "Green" with a 93.6%; the overall Suspension Rate is "Green" with 0.4%; the overall College and Career Indicator is "Yellow" with a 63.6% prepared; Math overall achievement is "Green" with 7.2 points above standard; ELA overall achievement is "Green" with 63.1 points above standard.

Though GHC has an overall student performance that indicates students are successful, there are areas that we have identified need significant improvement. All departments need to to implement common formative benchmarks which will measure student growth and incorporate areas of need identified in the Math and ELA claims. Time for Interdisciplinary planning and collaboration will be provided in order to monitor and reflect upon the implementation of universal instructional strategies that will target the focus areas identified on the CAASPP. Department alignment and vertical articulation is a focus. Determining measurable outcomes for each grade level or subject within the discipline and being transparent with the clear articulation will benefit all students in the proficiency and growth within the subject. School climate and a focus on the purpose of homework has been an identified area since 2017-18. Surveys given to students around homework and time spent on homework allowed the school leadership team in collaboration with school site committees to develop a homework goal which addresses how we measure academic performance and how homework impacts school climate.



Based on local performance indicators GHC has identified student groups with identified areas of need of support both academically and behaviorally. Our African-American, English Learner, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic student groups within the graduation rate indicator have been identified as struggling subgroups in local performance assessments as well as state indicators. Through our positive behavior intervention and Coordination of Services Team, we are addressing the suspension rate indicator where our foster youth, English Learner, African American and Students with Disabilities student groups demonstrate a targeted need. Additionally, through the implementation of two stakeholder surveys which captured fall as well as spring data in order to see growth within one academic year, there was still a need to focus on differentiation and personalization in instruction to ensure the success of students and improving the overall school climate.

Steps to address these areas of need are aligned with our focused professional development which will continue to address Standards-Based Grading, Differentiation and the personalization of instruction. Refined common discipline specific benchmarks and the conversations with faculty to continually identify, through multiple internal and external data sources, the students with immediate need for our tiered intervention (academic and behavior) will continue to be key to seeing greater gains within one academic year. This process, in combination with our additional supports during the instructional day (Academic Mentor Program and Instructional Aides) as well as the additional supports provided after school (The Writing and Math Center and our Student Support Groups, Advanced ELD course), as well as the clearly defined steps for identification of the students in need will be the core of our intervention for the student groups identified through the LCFF Evaluation Rubrics as well as our local indicators.

## **Performance Gaps**

### **Criteria for identifying at-risk students**

- 1) Not meeting the standard on the Grade 8 or Grade 11 ELA and/or Math Tests
- 2) Earned at least one D or F on the last reporting period
- 3) Has IEP and/or 504 (students with a disability)
- 4) English Learner
- 5) LCFF Unduplicated Student

Though we have made some gains, in relationship to the LCFF Evaluation Rubrics, our English Learner and Students with Disabilities subgroups are identified with the greatest needs. The English Learner population struggles in the following indicators: College and Career Indicator, ELA, Graduation Rate and Suspension Rate. Our Students with Disabilities population struggles in the following indicators: Math, ELA, Graduation Rate, Suspension Rate and the College and Career Indicator. Our African American population struggles in the Graduation Rate and Suspension Rate and our Foster youth struggles in the Suspension Rate.

In 2018-19 our support groups in conjunction with the Coordination of Services Team, targeted the areas of need around suspension and school climate. This concerted effort and collaboration will continue in 2019-20. Based on preliminary data for 2019, we plan to see a decrease in suspensions for the identified subgroups and, with the focus on school climate and an examination into instructional and grading practices, there is a targeted effort to see a growth in student performance and completion. Steps to



address these areas of need are aligned with our focused professional development which will continue to address Standards-Based Grading, Differentiation and the personalization of instruction. Refined common discipline specific benchmarks and the conversations with faculty to continually identify, through multiple internal and external data sources, the students with immediate need for our tiered intervention (academic and behavior) will be key to seeing greater gains within one academic year. This process, in combination with our additional supports during the instructional day (Academic Mentor Program and Instructional Aides) as well as the additional supports provided after school (The Writing and Math Center and our Student Support Groups), as well as the clearly defined steps for identification of the students in need will be the core of our intervention for the student groups identified through the LCFF Evaluation Rubrics as well as our local indicators.

### **Increased or Improved Services for 2019-2020**

Improved services for Socioeconomically Disadvantaged, English Learners, Foster Youth, Hispanic and African-American will continue to be addressed through our tiered intervention approach which address the need for academic and social/behavior interventions.

- 1) Professional Development focusing on Standards-Based Grading, Differentiation, and Google Tools for organization (student and staff) addressing homework, “Building Resilient Students” professional development workshop in the fall Of 2019.
- 2) Adopted universal instructional strategies that will be implemented in all disciplines which will help target the identified areas of need (CAASPP claims) for intervention in ELA and Math.
- 3) English Learner Focus: Sheltered courses in English 11 and Algebra I, Geometry and Algebra II and an Advanced ELD course.
- 4) Double block sections of Algebra I.
- 5) LINK Crew: Academic Mentor Program will integrate a Freshman “onboarding” program that focuses on social/emotional support and integration into the GHC community.
- 6) Departments will create and implement common benchmarks and rubrics that consistently measure growth on school identified SBAC skills.
- 7) Students with Disabilities focus: Structure of resource/skills classes as well as access to alternative course selection will provide more opportunity and intervention for identified students. Performance Indicator Review is attached.
- 8) Monitoring Homework: Examining purpose of homework within all department and targeted professional development around student and teacher tools (google classroom and google calendar).
- 9) The Writing Center and Math Center will specifically address the needs of identified students with a system for identification using NWEA data, Summer Transition Academy Grades and current course grades in every marking period. Trained instructional aides in the respective discipline will collaborate



with an identified lead certificated staff in the respective discipline in order to maximize time for targeted skill specific intervention through one-to-one tutoring and small group instruction.

10) Continued tiered Academic Intervention with a targeted focus on any student earning a D or F in one or more courses will be assigned with an adult advocate and focused intervention through additional in-class supports and/or after school tutoring through the Writing Center/Math Center or AHA tutoring.

11) Coordination of Services Team (COST) to collaborate and address the students at the highest risk with an individually designed plan for intervention involving multiple offices and personnel.