

Glendora High School
Focus on Learning
Self-Study
2014-2015

CHAPTER IV: SELF-STUDY FINDINGS



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

A1. Organization Criterion

Glendora High School has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

Vision – Mission – School-wide Learner Outcomes – Profile

Indicator: Glendora High School has established a clear, coherent vision and mission (purpose) regarding what students should know and demonstrate; this vision is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>Glendora High School's Mission Statement serves as a foundation for improvement processes related to student learning, and reads as follows:</p> <p>“Glendora High School is committed to the education and development of the whole person: academically, socially, emotionally, and morally. This commitment is a shared, collaborative effort of students, support staff, teachers, parents, businesses, industry, higher education, and interested organizations. Upon graduation students will be equipped to adapt to the ever-changing world of cultural diversity, technology, employment, and society.”</p>	<ul style="list-style-type: none"> • GHS Mission Statement • ESLRs (TARTANS) • Student/parent/staff surveys
<p>An ESLRs/TARTAN poster is located in every classroom on campus. With a focus on learning, the ESLRs and Mission Statement serve as templates to Staff Development and professional development sessions. It focuses on the foundational goals of the Common Core State Standards and 21st Century Learning Skills.</p>	

Development/Refinement of Vision, Mission, School-wide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and school-wide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>The Mission Statement and ESLRs need to be reviewed and updated periodically to improve the effectiveness of both documents as they work in concert to implement the Tartan vision.</p>	<ul style="list-style-type: none"> • School Site Council Meetings • Department Chair Meetings • Leadership Meetings • Senior Awards • Ad-Hoc Committees when needed
<p>We need to continue to revamp School-Site Council to include staff and community involvement.</p>	
<p>Leadership Meetings occur weekly and include site administrators, deans, and the lead counselor. These meetings address a plethora of campus concerns and issues.</p>	
<p>Department Chair meetings are held twice per month to discuss schoolwide academic issues.</p>	
<p>The Senior Awards Committee works closely with community sponsors to disburse tens of thousands of scholarship dollars each year to the top graduating seniors.</p>	

Understanding of Vision, Mission, and School-wide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the school-wide learner outcomes at GHS.

Prompt: *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 school-wide learner outcomes.*

Findings	Supporting Evidence
<p>Glendora High School keeps the local community informed with our online site that includes the Mission Statement. Updates and information are also sent out using the Blackboard Connect communication system.</p> <p>Parents are informed of schoolwide goals and expectations during Back to School Night.</p> <p>Incoming parents and students are provided information at our annual 8th Grade Parent Night. Prior to the first day of school, Freshman parents are invited to a Freshman Parent Orientation Night where they are introduced to GHS.</p> <p>The Naviance program, available to all students, parents, and teachers at Glendora High School, is a tool that allows families to navigate and manage the college admissions process. Incoming freshmen and their parents are encouraged to attend an introductory meeting to introduce them to the program. At this meeting, counselors provide a general overview of the system, help students establish password access, and allow students to examine Naviance on their own.</p>	<ul style="list-style-type: none"> • Glendorahigh.net • 8th Grade Parent Night • Blackboard Connect • Freshman Parent Orientation Night • Naviance • Back to School Night • Aeries • “Scotties Type” PTA Newsletter • Workability • ROP • Link Crew • PTA newsletter via email
<p>Our PTA newsletter is published monthly.</p>	
<p>Teachers communicate with parents and students through Aeries via posted grades and email communication and website announcements. Parents indicate that Aeries is working effectively as a means to communicate with teachers.</p>	
<p>ROP consists of two full-time and two part time teachers on staff devoted to an ROP curriculum.</p>	
<p>All freshmen are encouraged to participate in Link Crew, a high school transition program that welcomes freshmen to GHS.</p>	

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the school-wide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>GHS has addressed and rewritten our ESLRs. Our ESLRs need to be taken as an extension of our mission statement. In 2012/2013, Glendora High School revised its Expected Schoolwide Learning Results (ESLRs) to meet the changing needs and demographics of its student population. The staff worked in focus groups to redesign the ESLRs and create a set of goals for all students that reflects the challenges and needs of 21st Century Learning Skills. The Tartan ROP Department designed a school-wide poster that reinforces the vision of these new ESLRs.</p>	<ul style="list-style-type: none"> • ESLRs/TARTANS • Governance of school

Our School Site Council meets regularly to clarify and refine areas of need for the GHS campus.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>We need to continue to evaluate and update our Mission Statement to match learner outcomes.</p>	<ul style="list-style-type: none"> • Mission Statement • Staff Meetings • Department Chair • School Site Council
<p>The recommendation is always to keep the stakeholders involved in the decision making process as it relates to learner outcomes and staff inclusion. Department Chairpersons encourage total department participation in department meetings.</p>	
<p>School Site Council is established at GHS: it includes parents, students, and staff who study and resolve a number of school issues throughout the year.</p>	
<p>Faculty members receive a principal's message e-mail, <i>The Tartan Staff Bulletin</i>, every Monday morning. This <i>Bulletin</i> details the accomplishments of the past weeks and notes activities for the upcoming calendar.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings

GHS will continue to evaluate the Mission Statement and ESLRs so that they reflect the Common Core instruction in our classrooms.

Supporting Evidence

- School Site Council
- Department Chair
- Leadership Team

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the school-wide 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 school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The GUSD Board of Education has regular monthly meetings with a published agenda which are open to the public. All governing board policies, procedures, members, meetings, agendas, and minutes are available on the district website.</p> <p>The GUSD Board of Education consists of five elected members who serve four-year terms. Meetings are held regularly at 7:00 pm on the second and fourth Mondays of each month; meetings are held in the Board Room at the Glendora Unified District Office.</p> <p>The goals of the governing board guide both GUSD and Glendora High School policies and goals.</p>	<ul style="list-style-type: none"> • Web site: www.glendora.k12.ca.us • Board of Education Meetings and Minutes • Board Policies

Relationship of Governance to Vision, Mission, and School-wide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and school-wide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school’s vision, mission, and school-wide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>The GUSD Board of Education has accepted and supported the school’s mission statement and ESLRs. The governing board strongly encourages exploration and adoption of new instructional strategies that are related to the Common Core State Standards of instruction and learning.</p>	<ul style="list-style-type: none"> • Web site: www.glendora.k12.ca.us • Board Policies

The principal attends monthly meetings (Secondary Principal Meetings) so that he can remain informed of board policies, and provide valuable input and feedback to both staff and students.

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Supporting Evidence
<p>The community and parents are informed about meetings at GHS by email and phone blasts. Recently we have hosted parent meetings to educate the community about Common Core State Standards and the Local Control Funding Formula. Community and parents also participate on the Local Control Accountability Plan and attend School Board meetings.</p>	<ul style="list-style-type: none"> • Board meetings www.glendora.k12.ca.us • Community information meetings at GHS • Scotties Type/PTA Newsletter • Blackboard Connect: Phone blasts/emails • Staff Handbook • School Board Site/school Presentations • Fiscal Reports • Board meetings and minutes
<p>There is a clear understanding regarding the Board's policies and procedures and how they relate to the responsibilities of our professional staff.</p>	
<p>The evaluation and monitoring procedures carried out by the GUSD Board of Education are evident in data that is well communicated throughout our district and school. These policies and procedures are public record. Our district has been transparent, and through our communication process all stakeholders are well informed. The GUSD Board of Education and school decisions are driven by testing analysis and fiscal solvency.</p>	

Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and school-wide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
<p>School administrators present the state of the school, registration handbook, and report on extra-curricular activities three times a year.</p>	<ul style="list-style-type: none"> • School Board Reports

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
There is continual communication between the School Board, District Office Staff and Site Staff regarding policies and events. Every Thursday GHS prepares a report to be presented to the GUSD Board of Education, keeping them apprised of ongoing events at GHS.	<ul style="list-style-type: none"> • Thursday Report • Communication between all stakeholders

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
The GUSD Board of Education effectively communicates all decisions and changes to procedures to affected stakeholders.	<ul style="list-style-type: none"> • Presentations • Review test scores • Budget • Board agenda/ minutes

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
The GUSD Board of Education policies and administrative regulations regarding complaint and conflict resolution procedures follow the Education Code, and are an effective means to help resolve complaints and conflicts.	<ul style="list-style-type: none"> • Ed Code • Contract • Board Policies • Department Meetings

Glendora High School follows the board policies, administrative regulations, Education Code and the negotiated agreement between GTA and GUSD as they relate to complaint and conflict resolution procedures. GHS also maintains an open-door culture, whereby all participants can efficiently voice complaints and/or conflicts to school staff members.

- Department Chair

When parents contact the District Office, the Uniform Complaint procedure is followed to direct the issue to the appropriate person.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Based on these findings GHS believes the School Board effectively addresses staff, student and parental concerns relating to complaints and conflicts.	<ul style="list-style-type: none"> • Ed Code • Negotiated Agreement

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
We have found that the GUSD Board of Education policies and District plans effectively support our efforts to address all the critical learner needs. The plan aligns with and attempts to support critical learning needs, and the Board policies allow GHS to implement and evaluate our plans to improve. The policies also provide a check to ensure we are funding our efforts with reliability to our programs.	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Technology Plan • Common Core funding

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership 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 based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>Since the last Self-Study at GHS, we have consistently used data to help make school-wide decisions about focusing on learning outcomes and achieving standards. We have made the focus of our department meetings and department chair meetings about student achievement, college and career readiness, and access and opportunity for all learners. Time is directed and focused, ensuring that all stakeholders have input in the process.</p>	<ul style="list-style-type: none"> • Smarter Balance Assessments • CST Testing • Benchmarks • Performance Tasks • Common Core • CAHSEE • IEPs • ESLRs • Weekly leadership meetings • School Site Council

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, school-wide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>Analysis of student achievement drives instructional reflection across campus: English, Math, Science and</p>	<ul style="list-style-type: none"> • Student Data (API, AYP, CELDT)

Social Science Departments rely on common formative assessments to gauge learning; these assessments are based on the Common Core. Departments use release time to develop and calibrate Performance Tasks. Physical Education relies on state fitness testing. The plan is reviewed annually and updated to meet the needs of our students and to meet the new goals for the school.

- Illuminate
- Department release time
- Analysis of Current Educational Practices
- Department Meetings
- Staff Development

Correlation between All Resources, School-wide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
Our resources support the implementation adequately. There is a continued need to communicate the process for implementation in a uniform way.	<ul style="list-style-type: none"> • Recommendations and Assurances • Single Plan for Student Achievement • Budgeting Planning Tool

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
GHS has a Single Plan for Student Achievement: the leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with our student needs.	<ul style="list-style-type: none"> • Staff Survey • Department Meetings • Staff Meetings

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
A well-developed plan ensures the analysis of student achievement within all of the sub-groups of our critical learners and addresses their career-readiness needs.	<ul style="list-style-type: none"> • Formative Assessments • API, EAP, CST Life Science, Physical Fitness and CAHSEE • Illuminate Data • Professional Development Plan

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>Staff is hired according to the Los Angeles County Office of Education criteria and the Glendora Unified School District criteria. Prospective and current employees follow a consistent protocol which ensures they are appropriately qualified for their respective positions. Opportunities exist for current employees to attend professional development seminars to extend and augment their body of professional knowledge.</p>	<ul style="list-style-type: none"> • Personnel office • District Credential Analyst • Contract • Employee Handbook • BTSA • Continuing Education (LACOE, SDCOE, ELD, ERWC, AP, etc.)

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation are qualified for their responsibilities.*

Findings	Supporting Evidence
<p>The District and Glendora High School work constantly to ensure that the staff is highly qualified and receive any necessary or supplemental training to remain at the top of their profession. There has been a movement since our last self-study to implement more district sponsored, teacher-led professional development training sessions.</p>	<ul style="list-style-type: none"> • BTSA • Mentor program • Teacher Walks/Classroom observations • Technology Training

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to the impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
<p>GHS sends staff in a department to attend relevant seminars and workshops. These colleagues then share their knowledge and instruct other members of their department in meetings or in some cases, online. All GHS professional staff are highly qualified, and professional development is provided for teachers in specialized programs such as AP or AVID. New teachers attend the BTSA program, which the District sponsors. Currently there are no online class offerings at GHS.</p>	<ul style="list-style-type: none"> • Common Core Training • Common Core and Integrated Math Planning • TOSA • BTSA Training • AVID Conferences and summer institute • AP seminars • Teacher led presentations during teacher in-service training day

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the 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 by administration and faculty.*

Findings	Supporting Evidence
<p>Each staff member receives a handbook at the beginning of the school year outlining responsibilities and practices for the year. Updates and other key operational elements or instructional needs are disseminated to the staff online.</p>	<ul style="list-style-type: none"> • Staff handbook (accessible on-line) • Staff meetings • Online memos • 9-11th grade Student Learning Outcomes
<p>Student Learning Outcomes aligned with Common Core State Standards and the Next Generation Science Standards were</p>	

developed during the summer of 2014 for key areas in the four main core subjects. These SLOs serve as a suggested curriculum map for teachers.

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>GHS is effective in its internal communication and planning through various existing structures. Bi-Monthly Department Chair meetings, department meetings, late starts and online communication effectively meet the needs for internal communication. Administration has an open door policy regarding listening to staff ideas at GHS, resolving differences, and planning for the future. When conflicts arise, GTA works with both sides to come to a reasonable resolution.</p>	<ul style="list-style-type: none"> • Staff meetings • Leadership meetings • Late starts • Release Days • Summer Work • Focus Groups • Student Free Days

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observing, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
<p>Last spring, GHS started Instructional Rounds with a group of teachers. They visited various classrooms with a focus on instructional depth of knowledge during their observations. After the visits, all visiting teachers met and debriefed about what they learned and what effective strategies they would take and apply in their own classrooms. These findings were shared at a Department Meeting. Since our last self-study, our teaching staff has become more proficient in looking at student achievement data and implementing best practices to gain achievement and close the gap.</p> <p>Over the last two years staff has been given release time and</p>	<ul style="list-style-type: none"> • Instructional Rounds • Teachers given time to observe classes (upon request) • BTSA • Student teachers • Staff meetings • Implementation of Common Core

summer work to look at the Common Core State Standards and Next Generation Science Standards. Together staff has created Performance Tasks, GHS Student Learning Outcomes, and calibrated student work to reform instruction.

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>Our school leadership works closely with departments and department chairpersons to determine needs to support successful student learning. Time is given for staff to work on creating and modifying curriculum to support successful student learning.</p>	<ul style="list-style-type: none"> • Department chair meetings • Department meetings • Department release time • Late Starts • Summer Work

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Over the last few years there has been a concentrated effort to provide support for increased staff focus on successful student achievement and learning. The school needs to address even more teacher input into school leadership.</p>	<ul style="list-style-type: none"> • Department meetings • Professional Development • Instructional Rounds

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS administration and staff are continually working to align student curriculum with successful student learning. Communication and input from all stakeholders is continually evaluated. Course offerings and technology are an area of current investigation.</p>	<ul style="list-style-type: none"> • Course offerings

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards; and the school-wide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
<p>There is very active support for professional development at GHS. GHS strongly supports staff taking advantage of professional development opportunities. Teachers have been encouraged by site and district leadership to attend staff development to improve instructional practices.</p>	<ul style="list-style-type: none"> • Seminars and workshops • Common Core training materials • Release time • Late Start days • Textbooks • Integrated Math • Staff Development day • ERWC

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Glendora High School uses the California Standards for the Teaching Profession (CSTP) as the guiding basis for evaluation. The three administrators share staff evaluative responsibilities to ensure seeing a variety of teachers and departments. The CSTP's and GHS goals are reviewed with each teacher in a pre-observation meeting. The teachers identify personal and professional goals and subsequently meet with their administrators to debrief the observations.</p> <p>All teachers on the evaluation schedule are visited by an administrator for one formal and two informal observations. Teachers and staff have an opportunity to discuss all aspects of the lesson in a follow-up meeting.</p>	<ul style="list-style-type: none"> • Teacher objectives Objective/evaluation reports • Teachers are evaluated every other year or every five years (depending on years of service and performance) • Classroom formal and informal visits • Post-Observation follow-u up meetings

Informal evaluations take place throughout the school year for all teachers. Administrators visit classrooms on a regular basis. Based on their observations, they may suggest professional development.

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>We can measure the effects of professional development, coaching, and mentoring on student performance by noting that our students are obtaining higher test scores (AP, CSTs, CAHSEE, SAT/ACT), and that our campus is a safe, diverse environment that exhibits a high level of understanding and tolerance.</p>	<ul style="list-style-type: none"> • API scores • Top rated high school by College Board, <i>Washington Post</i>, <i>Newsweek</i> • Perceptual Data gathered through WASC surveys • Teen Summit Discussions

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS Leadership and staff are committed to providing relevant professional development to increase student achievement. The teaching staff is involved in planning staff development. Professional development is relevant to our school site and district plans and goals.</p>	<ul style="list-style-type: none"> • Staff Surveys • Site Professional Development Agendas

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Teachers and staff attend professional development and training to assist students in improving their critical thinking and writing skills across the curriculum. Teachers work together to implement best practices and instruction to assist in meeting the needs of all students and improving learning. This is a continual process at GHS.</p>	<ul style="list-style-type: none"> • Department Meeting Agendas • Professional Development Agendas

A6. Resources Criterion

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

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations; the school's vision, mission, and student achievement of the school-wide learner outcomes; the academic standards; and the college and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the school-wide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on 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?*

Findings	Supporting Evidence
<p>Teachers communicate resource needs through Department Chairpersons; the Principal communicates with Department Chairs and teachers and allocates site funds accordingly. Every effort is made to meet the needs that directly impact student learning and success.</p>	<ul style="list-style-type: none"> • Department chair meetings • District held meetings • Bargaining • School Site Budget • AVID Budget • Department Collaboration • Instructional Rounds
<p>We have allocated resources to provide professional development opportunities for our staff. Common Core training has been a priority for the last three years. AVID site and district funds have provided many professional development opportunities for staff. This includes the AVID Summer Institutes and various other conferences throughout the school year.</p>	

Practices

Indicator: There are processes operating 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.

(**Note:** Some of this may be more district-based than school-based.)

Prompt: *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. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>GUSD follows all state and federal requirements for use of categorical funds. In addition, our budgeting process includes the creation of a site budget at the start of the fiscal year with the assistance of the School Business Office. The School Business Office helps monitor and adjust the budget throughout the school year. The GHS School Site Council meets to review large purchases.</p>	<ul style="list-style-type: none"> • School Budget Documents • Site/Department Budgets

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, school-wide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, school-wide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
<p>The school's facilities are adequate to meet the school's vision, the educational program, and the health and safety needs of students. Since our last self-study we have continued the modernization process with our classrooms now being equipped with modern air conditioning and heating units. During the summer of 2013, the campus roofs were replaced. During the summer of 2014, classrooms in the 100 and 200 quad were modernized to house our video technology program as well as our Adult Transition Program.</p> <p>In addition, the site budget has improved technology in the classrooms, including: document cameras, LCD projectors, Smartboards, Chrome Book cards, iPad carts, tablets, and increased wireless technology.</p>	<ul style="list-style-type: none"> • External buildings • Classrooms • Restrooms • Food preparation areas

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials, are effective.

Prompt: *Evaluate the effectiveness of the policies 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, manipulatives, and laboratory materials for instruction including online.*

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
<p>GHS has a site technology expert who assists teachers during one period. In addition, the District provides technology support to GHS when needed.</p> <p>Students and teachers can access online databases and acquire learning materials and equipment through the Glendora Media Center (Library).</p> <p>Over the last six years the site budget has been allocated to purchase and upgrade new technology as needed.</p>	<ul style="list-style-type: none"> • Chromebooks • LCDs • Document Cameras • Smartboards

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *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 career preparation programs are in place.*

Findings	Supporting Evidence
<p>The District Office works closely with and is supportive of GHS leadership in creating a master schedule that supports student learning and needs at all levels.</p> <p>GHS Administration and Department Chairs work closely to hire highly qualified professionals.</p>	<ul style="list-style-type: none"> • The district hires highly qualified and high caliber teachers. • Training for Technology, CCSS, AP, CPM, SVM I etc.
<p>Both District Office and GHS Site Administration are supportive in sending staff to appropriate professional development conferences and training seminars.</p>	

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school-wide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Our Administrative Team and School Site Council regularly review available resources. During the Spring of each year, Administrators meet with the District's Assistant Superintendent to review budgets. Following that meeting, the Principal meets with site leadership to share the financials for the school. Departments are encouraged to submit requests for additional funding based on student and department achievement needs. These requests are reviewed and prioritized by school administration and then sent to the Board for approval.</p>	<ul style="list-style-type: none"> • District Strategic Plan • Single School Plan • Budget review meetings

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
GHS Site Administration is conscious of including all stakeholders in the needs associated with the allocation of funds. These processes are continually reviewed and refined to meet everyone's needs.	<ul style="list-style-type: none"> • Department Chair Meetings • Leadership Meetings • Department Meetings

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The GHS site budget is focused on the transition to CCSS, SBAC, NGSS, 21 st Century Skills, and instructional technology.	<ul style="list-style-type: none"> • Staff Development • Release and Paid Time for curriculum work

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

Glendora High School's organizational areas of strength include multiple points of contact with students, staff, district, and community stakeholders. Processes are in place to hear all voices and support student learning and the schoolwide transition to the CCSS and NGSS.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

GHS will continue to review and refine our communications process so that all stakeholders have opportunities to be heard. GHS will also focus on maintaining and supplementing meaningful technology that supports staff and student learning. GHS will allocate money to support CCSS and NGSS curriculum, instruction, and materials.

Category B: Standards-based Student Learning: Curriculum

B1. 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.

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>The implementation of the Common Core State Standards (CCSS) set the stage for the curriculum development for the 2013-2014 school year. Staff members were trained in Common Core curricular shifts and extensively discussed instructional practices. The English and Math Departments had several meetings on implementing the CCSS. These staff members attended conferences and workshops and participated in release days to learn guidelines and modify curriculum for the new standards implementation.</p>	<ul style="list-style-type: none"> • Common Core Conferences • Dept. Meetings • Release Days –Build Performance Tasks • Late start days • AP Classes Conferences
<p>Teachers from the Social Science and Science Departments attended sessions at Los Angeles County Office of Education; they were trained in the use of documents, critical reading and writing, and the CCSS for their departments. The teachers went back to their departments and trained other teachers in document usage, critical reading, and critical writing.</p>	<ul style="list-style-type: none"> • Annotations • Reflective writing analysis • Evidence-based analysis training
<p>The entire staff attended two staff development days with Sue Beers. The staff learned how to select documents and text sets, how to teach annotating skills, and how to use evidence-based analysis and reflective writing. The instructional training continued in department meetings and during late start sessions.</p>	<ul style="list-style-type: none"> • Sue Beers training • Los Angeles County and San Diego County Offices of Education Common Core training for core departments
<p>In Summer 2013, core department members met to create Performance Tasks and GHS Standards of Learning for each grade level. Each department also met during late starts to collaborate on CCSS and create/modify Performance Tasks.</p>	<ul style="list-style-type: none"> • AVID training • ERWC training • SVMI workshops • CPM Workshops

The departments met to discuss document selection, Performance Task development, critical reading and critical writing, and depth of knowledge levels for assignments. In 2013 departments received release days and hours to create Performance Tasks that aligned with the CCSS. Each department created at least one Performance Task that was subsequently administered to the students and graded on another release day.

During the Summer of 2014, each core department created GHS Standards of Learning based on the CCSS and Next Generation Science Standards (NGSS). Throughout the school year the departments met to share and revise these documents.

The English Department attended multiple conferences to improve instruction, with a particular focus on the implementation of Common Core State Standards. Based on training, teachers adapted lessons to include poetry analysis and Expository Reading and Writing curriculum implementation and development. Teachers have incorporated expository texts at all levels, increasing the frequency of writing-based assignments. Teachers have implemented Cornell notes through the AVID class. Curriculum development has directly and positively impacted student learning: students have improved their organizational habits, learned to support claims with textual evidence, and applied academic skills to analyzing and solving real-world problems.

The Math Department attended several workshops, including the SVMII (Silicon Valley Mathematics Initiative), which trained teachers to create problem-solving based classrooms. Many department members also read the book What's Math Got to Do With It? This text gave the teachers data that showed how a problem-solving based classroom leads to more in-depth student learning. College Preparatory Mathematics (CPM) training taught teachers how to have an effective collaborative environment. David Foster training led the Math Department to create "Problems of the Month" that will be used in the classrooms quarterly. Teachers worked on summer curriculum to develop Performance Tasks and common assessments for Integrated I and II. The department read and applied Steven C. Reinhart's article, "Never Say Something a Kid Can Say", which emphasizes student-centered learning and reminds teachers to let the students do the thinking.

- David Foster training
- AP Conferences
- Teachers Curriculum Institute Conference
- Gilder-Lehrman Institute
- LA STARS Conference
- SPARK Training
- Los Angeles County Office of Education training

The Social Science Department members attended many conferences to help improve instruction with an emphasis on document usage and Common Core strategies. Teachers were trained in text selection and document analysis. AP teachers worked to redesign the AP US History framework.

Department members attended week long seminars, took continuing education courses, and participated in the Anti-Defamation League Holocaust Curriculum Council.

Visual and Performing Arts has improved instruction through continuing education through Arts Integration for Elementary/Secondary Teachers, festivals for the choir teachers, AP Conferences, Department in-services on Depth of Knowledge, CAD software updates, and museum tours. All of these activities helped teachers within their classrooms.

World Language Department attended the LA STARS (a professional development seminar) to learn how to create thematic units, work on classroom strategies for diction, complete classroom observations, and share instructional practices with other colleagues.

A Physical Education Department representative attended a SPARK training in San Diego to incorporate new and innovative techniques to motivate students.

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent 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.*

Findings	Supporting Evidence
<p>GHS has created a “college going culture”. The Four Year College Going Culture Committee (FYCGC) is a district committee involving various stakeholders to create a plan to encourage college going culture K-12. In the 2011-2012 school year, GHS shifted to a block schedule to format classes similar to the length of some college classes. The 100 minute block period allows for more detailed instruction and encourages an environment that supports Common Core instruction. Teachers use scaffolding during the block classes to meet the various learning styles of all students.</p>	<ul style="list-style-type: none"> • FYCGC Committee • Block Scheduling • NY times • YouTube • Pod-casts • Curriculum Lessons • Khan Academy • Online Lectures • Schoology
<p>Students are preparing for college in a variety of formats across the campus. The three levels of courses (CP, Honors, AP) all use instruction to encourage college readiness. AP classes use college textbooks, document-based learning, critical thinking, free response questions, and research papers. Across campus students engage in Cornell note taking, SAT practice essays, research and document analysis, interviews, brochure creation, and transition portfolios. All levels use document analysis, critical writing, and the research process.</p>	
<p>In the English Department all seniors complete a Senior Project that incorporates research, analysis, and synthesis into a culminating essay of 8-10 pages. The goal of the Senior Project is to prepare students for introductory college-level inquiry research and writing on a selected topic. All other levels complete research papers to learn the research process, including analysis, summative writing, and MLA format.</p>	
<p>The Math Department uses group work in the classroom, requiring students to work collaboratively, and encouraging students to participate in different learning roles. Students use college ready concepts such as correlation vs. causation, inference, data observation, experimentation, and inquiry-based labs.</p>	

The Social Science Department begins college and career readiness in the freshman year with a College and Career Planning Class. This class is designed to help students research and create pathways to selected careers. The other grade levels continue the research component with research papers, document analysis, document-based questions, and response writing at each grade level.

Other departments prepare students for college readiness with research, planning, and collaborative and cooperative group work, and presentations.

The GHS AVID program also helps prepare students for college. AVID teaches college readiness skills through the use of outside speakers, note-taking skills, and field trips to colleges.

GHS uses a variety of tools from the Internet to encourage a plethora of instructional practices. Many teachers use technology to enhance classroom instruction. Some examples of technology used are YouTube videos, Edmodo and Schoology for discussion boards and assignment submissions. Teachers use articles from *The New York Times*, *The Wall Street Journal*, *The Week Magazine*, and other online news sources to infuse current events into the curriculum. Teachers also use Podcasts, TED Talks lectures, Khan Academy, Stock Market projects, and the Digital Library for speeches.

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

GHS teachers use a variety of curriculum methods to encourage hands-on learning. Each department uses a myriad of texts to engage students and help them make connections between concepts and real-world applications.

Departments use non-fiction texts, including the use of primary source documents, text sets, and current events. Students create research papers, TED Talk speeches, and inquiry-based labs. Students create news casts, participate in

Supporting Evidence

- Inquiry based labs
- Non-fiction texts
- Primary Sources Documents
- Current event articles
- ERWC Curriculum
- AVID Weekly

panel discussions, make radio shows, and video projects.

Across campus students incorporate primary source documents and current events to connect historical periods to real world events. Government classes participate in mock congress and mock trials to understand the law-making process. They also participate in mock elections in which they make campaign posters and present campaign speeches. Students debate key issues and present persuasive PowerPoint lectures on Public Policy issues. The Economics classes create business plans, read economics-based books to write a formal research proposal, and participate in a stock market game.

Students also participate in programs such as Democracy in Action: selected students go to all of the elementary schools and teach the 5th graders about the democratic process.

Through the government classes, some students volunteer to work at the election polls in order to gain a better understanding of the electoral process. Students are encouraged to go to city council meetings, write their congress representatives, and follow elections through websites, twitter, and Facebook.

In the Science Department students write inquiry-based labs, take SAT practice essays on stem cells, and participate in the Solar Boat competition.

The College and Career Program is a class for freshmen that helps them plan the steps necessary to formulate a career path. Students create a Four Year Plan for high school in order to prepare for college or career options. The course also introduces students to requisite software so the students will be prepared for various uses of technology in their high school classes and beyond.

The Naviance program allows students to import their schedules, create a four-year plan, select colleges, investigate career choices, and establish post graduate plans.

To encourage college readiness, the GHS AVID program emphasizes organization, note-taking skills, and the use of a tutorial process.

- CCP
- Naviance

Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>GHS teachers collaborate within their departments to create common rubrics and common assessments. Then calibrate grading using these rubrics. Teachers have worked together to shift from directed instruction to student- based learning.</p> <p>Instructional Rounds began at GHS in 2014. Teachers are able to visit other teachers’ classrooms looking for student engagement techniques and strategies.</p> <p>The English Department requires a Senior Research Project. Students in English examine primary texts, annotate, create writing assignments, participate in Socratic Seminars, deliver oral presentations to various audiences, and collaborate on student-generated research topics and ideals. Students also participate in group work, popcorn discussions, synthesis of information, characterization and analysis of characters, and in analyzing current events.</p> <p>Some Math Department teachers use common quizzes, tests, and benchmark assessments at each level. Students working in teams are assigned specific roles and rotate to different teams throughout the semester. Teachers observe and evaluate team work and participation of students.</p> <p>The Science Department creates common assessments and Performance Tasks at each grade level. Students complete various hands-on learning activities using inquiry-based labs, primary source documents, and text sets. Students analyze data, using observation and experimentation in various settings.</p> <p>The Social Science Department collaborates across the curriculum on a junior research paper, creates common projects, and uses text sets to infuse primary source documents into the curriculum. Teachers also encourage student engagement through a variety of curricular activities such as group discussions, character panels, films with extension activities (US Holocaust Museum website diary entries with analysis), debates, mock trials, simulations, jigsaw activities, and current event presentations.</p>	<ul style="list-style-type: none"> • Departmental rubrics • Performance Tasks • Instructional Rounds • Illuminate • Common presentations/projects • Inquiry lab reports • Analyzing data • Annotating texts • Student portfolios • Socratic Seminars

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>GHS offers a variety of classes to ensure that all students have an opportunity to participate in a rigorous, relevant and coherent curriculum. Students are provided the opportunity to participate in college ready A-G approved courses. Advanced Placement teachers must have their syllabus approved by the College Board.</p> <p>Teachers worked together within departments to create similar course outlines and common assignments. Core departments have created student learning outcomes, curriculum maps, and Performance Tasks. Departments meet on a regular basis to discuss standards and CCSS.</p> <p>GHS offered staff development in implementing Common Core State Standards, critical reading and writing, how to use annotations, and inquiry-based learning. Teachers have attended conferences and workshops on how to raise the academic levels for all students through the use of Common Core Performance Tasks and document-based assessments.</p> <p>Counselors, students, and parents create a Four Year Plan for each student. Counselors meet with the students and their parents to discuss course options, prerequisites, and introduce Naviance.</p>	<ul style="list-style-type: none"> • Publicizing importance of A-G readiness for students • School-wide annotation practice • Inquiry-based learning • 4 year plan for courses • Freshman/Sophomore Counseling meeting • Prerequisites for certain classes • AP Syllabi approved by College Board

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>GHS teachers work collaboratively to integrate curriculum. The English and Social Science Departments participate in cross-curricular training through the District. K-12 articulation has allowed the departments to create common language and vocabulary. Some science teachers met to discuss Next Generation Science Standards. All District math teachers met for two years to discuss the transition to Common Core State Standards and integration versus traditional math pathways.</p>	<ul style="list-style-type: none"> • Interdisciplinary research paper • Validate sources with subject experts • Experts visit campus
<p>10th grade English teachers created a cross-curricular research assignment that encouraged students to ask other department teachers for their expert opinions.</p>	
<p>English and Social Science teachers have worked together on cross-curricular assignments.</p>	
<p>Many teachers visited other schools to gain insight into integrating curriculum within the new block schedule.</p>	

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>Each department holds monthly meetings to address curriculum issues, discuss content, and create plans for using documents and writing in courses. Late start meetings provide opportunities for departments to meet and discuss curriculum implementation and modification.</p>	<ul style="list-style-type: none"> • Meet to develop curriculum • Instructional Rounds • K-12 articulation

Several teachers have participated in Instructional Rounds during which teachers observed other teachers’ classrooms in a non-evaluative process. The teachers volunteered to visit colleagues’ classrooms, and the “host” teachers volunteered to have their classrooms open for observations. The observing teachers then discussed the depth of knowledge levels observed in the classroom and how to apply the information in other class settings.

- Parent meetings
- School board presentations
- 4 year plan
- Monitor student progress

A variety of stakeholders participate in the curriculum process. Parents are encouraged to attend and contribute to meetings on the new CCSS. The core departments sent representatives to participate in K-12 articulation.

Department chairs present to parents at PTA meetings, allowing parents opportunities to ask questions, discuss, and comment on curriculum. Teachers and administrators present to Board meetings in which open discussion occurs about all curriculum changes.

All courses are approved annually at the District level and placed in the course catalog.

Parents can meet with teachers and counselors to discuss curriculum for various courses.

Counselors, parents, and students attend a Four Year Plan session each year. Student progress is monitored and the plan is modified as necessary to meet each student’s individual needs.

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>Teachers meet in departments on a regular basis to discuss and modify curriculum. Teachers collaborate to evaluate and pilot new curriculum. Every year core departments are also given release days to work on curriculum development.</p> <p>Over the past several summers, core departments have selected members to work on curriculum development related to the Common Core State Standards. The following academic year, those teachers shared their summer work with</p>	<ul style="list-style-type: none"> • Curriculum Selection • District Articulation • Department meetings • Conferences Workshops • LACOE training • AP Conferences

colleagues during department meetings and late start days.

Teachers are encouraged to attend conferences to find and integrate new curriculum. Teachers also share this information with their departments.

All teachers participated in staff development days during which provided information related to the new CCSS and how to integrate documents, critical reading and writing, and technology into the classroom.

Representatives from English Language Arts, Math, Science and Social Science attend the Common Core conferences, returning with information to present to their departments.

AP teachers could attend AP conferences, and some teachers worked collaboratively to revise their curricula based on the changing College Board standards.

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges, universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Glendora High School’s college-going culture is evident in its connection to feeder schools. Citrus Community College and Mt. San Antonio College provide a representative on campus to answer questions, and during the spring semester the representatives are available to prepare students for the registration process. Some students attend a campus tour and receive priority registration for fall classes. GHS teachers also participated in articulation with the Director of Admissions from Harvey Mudd College to learn about the admission process and college recommendation letter writing.</p> <p>GHS offers a K-12 College Fair and Parent Academy. Over 60 Colleges send representatives to answer questions from parents and students. Students can pick up information about potential colleges, and guest speakers discuss financial aid and college admission processes.</p> <p>Freshman and transfer students in the College and Career Planning class are encouraged to investigate colleges and careers. The Naviance program allows students to take</p>	<ul style="list-style-type: none"> ● 8th grade Parent Night ● Parent transition meetings ● Citrus representative on campus ● Mt Sac representative on campus ● College Fair ● Class articulation with colleges ● College & Career Center

surveys about colleges, get connected to the college and university websites, and predict whether college acceptance to a particular college based on acceptance rates of previous students.

AVID students go on college visits and also attend an additional college fair. Students visit community college campuses to use available resources and become familiar with campus resources. The Data and Probability classes help students with college placement preparation tests.

In the 2014-2015 school year, GHS introduced an Expository Reading and Writing Course (ERWC) for students with “conditional exempt” status on the EAP exam, and other students who are provisionally prepared for the demands of college writing. Several teachers trained with Cal State University professors to help prepare students for freshman writing.

Each spring GHS counselors visit the middle schools to begin the registration process. 8th Grade Parent Night is held in the spring to provide information about the curriculum and to answer questions about the transition to high school. GHS also offers freshman parent meetings before each school year as well as an information night regarding the addition of Common Core curriculum. Staff members articulate with the feeder schools by teaching GATE workshops, participating in district music and choral programs, and offering honors placement tests for 8th graders wanting to enter the honors program. The high school also offers Spanish I on the middle school campus for those students who desire to accelerate in world languages. Selected teachers from GHS meet with other district teachers in K-12 articulations to discuss curriculum and alignment. The Special Education Department sets up transition plans in students’ IEPs that include middle school through post-secondary goals. Special Education students participate in the Workability program. GHS also partners with the Department of Rehabilitation to inform students of options they may have after graduation.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS places an emphasis on aligning curriculum to CCSS, NGSS and College Readiness. Teachers have had opportunities to attend conferences to help integrate CCSS, NGSS, and the ERWC curriculum. On several occasions teachers have received training on the use of documents and on incorporating non-fiction texts in the curriculum, both of which are heavily emphasized under CCSS. Communication and collaboration occurs schoolwide in order to implement changes in the new curriculum.</p>	<ul style="list-style-type: none"> • Staff Development • Staff Trainings • Evaluation of student work and data

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Continued funding for the purchase of new textbooks and curriculum for the implementation of CCSS and AP requirements is a must. Teachers will continue to go out and gain information about CCSS and NGSS so they can best prepare our students for their future.</p>	<ul style="list-style-type: none"> • Staff Training • Staff Development

B2. Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/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.*

Findings	Supporting Evidence
<p>GHS provides open access to all students. In the course catalogue all classes offered at the school are listed with basic entrance requirements. In some cases if students do not meet the entrance requirements they can complete a contract with the administration.</p> <p>Students, parents, and counselors meet to create a Four Year Plan. For students who need it, an Individual Educational Plan (IEP) is created. There is also a 504 plan available to students with medical needs who require educational program assistance.</p> <p>The school has limited career and technical education offerings. In the 2014-2015, the school expanded the ROP offerings to include a Video Tech course. The current courses provide opportunities for students to select courses in Architectural Design, Video Tech, Sign Language and Workability.</p> <p>The Naviance program assists students with their plans by providing course descriptions and offerings. GHS also articulates with Citrus and Mt. San Antonio Community Colleges to prepare students for post-secondary transitions.</p> <p>All freshmen and new students to GHS</p>	<ul style="list-style-type: none"> • Naviance • Four Year Plans • College Fair • College visits • AVID College Trips • Transition plans

must take a College and Career Planning class that teaches them technical skills even as they explore potential college and career options. Students use Naviance to take interest inventories that help them discover their possible majors, colleges, and careers. Students can then create a Four Year Plan based on these interests and career explorations.

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college/career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college/career and/or other educational goals.*

Findings	Supporting Evidence
<p>GHS parents and students are able to monitor students' progress and plans through the Naviance program and through Aeries. These programs allow students to check their educational plans, monitor their grades, and communicate with their teachers. Students initially create their Naviance accounts as freshmen in College and Career Planning class.</p> <p>The Special Education Department is in constant communication with stakeholders through IEP meetings, Aeries, and reports emailed or mailed home.</p> <p>Counselors, Deans, and Assistant Principals consult with one another regularly about student academic concerns and meet with individual students to discuss their respective academic progress.</p>	<ul style="list-style-type: none"> • Blackboard Connect • Naviance • Face to face student meetings

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>In order to meet the changing needs of the students, the Special Education Department adjust plans when students are</p>	<ul style="list-style-type: none"> • IEP

struggling. They hold necessary meetings, revisit with counselors, and modify IEPs when necessary.

504 meetings are called when students need accommodations accessing mainstream curriculum. Plans are put into place to assist students; these plans are monitored by the student's counselor.

IST meetings are held with counselors, parents, students, and teachers to discuss student progress and to brainstorm ways to improve individual student achievement.

Counselors meet with students individually, in groups, and with parents each year to discuss and modify students' Four Year Plan.

Students can review courses and modify plans through Naviance.

- Naviance
- 504, IST meetings

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to Post College, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings

GHS offers college fairs and presentations in the fall for parents and students of all grade levels. The College and Career Center invites college representatives to visit GHS and discuss their university and its application process. The armed services visit campus on a regular basis for recruiting.

AVID classes employ college tutors, invite college students as guest speakers, and arrange college visits.

Counselors schedule meetings with individual students and their parents to make recommendations for their Four Year Plan during the freshman year.

GHS counselors work with Citrus College and Mt. San Antonio College to establish priority registration for our students.

GHS provides opportunities for students to transition between high school and college in several areas. The Special Education Department has transition plans through IEPs.

The Workability program helps place students into employment opportunities that may transition into full-time employment after graduating from high school.

Supporting Evidence

- Citrus College and Mt. San Antonio College priority registration
- A-G Readiness
- AVID College Trips
- College Fair
- Workability
- IEP
- Naviance
- Senior Survey
- Guest speakers
- College going culture
- Students meet with college professors

Special Education teachers and case carriers counsel students regarding prerequisites to help them design a schedule for a successful transition.

The Computer Aided Drafting (CAD) class works with Mt. San Antonio College to offer internships in architecture. This provides students with opportunities to work on a college campus in preparation for a possible career.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS is committed to offering classes that help students smoothly transition to the next level. GHS continually evaluates the effectiveness of the curricular programs to make sure our students have the best possible preparation for their post high school life. All students have equal access and assistance to the courses offered, and may visit their counselors at any time, placing requests through the College and Career Center.</p>	<ul style="list-style-type: none"> • CCP • ERWC • AP Courses • Video Tech • CAD • Culinary Arts • Sign Language course • Journalism/Yearbook • Student Government

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS continues to evaluate course offerings and support offered to students as they transition after high school. An emphasis is placed on keeping our students technologically literate and updated. GHS will continue to look at Career Technical Education (CTE) to help students who may not be attending four year colleges.</p>	<ul style="list-style-type: none"> • Technology support • Coding and Computer Science • Career Technical Education pathways

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>Glendora High School offers a wide variety of classes that are accessible to all students. Students have the opportunity to take classes that meet the UC/CSU A-G requirements. GHS offers open access to AP/Honors classes for students who meet the basic entrance requirements or who complete a student contract.</p> <p>Teachers have been trained to integrate Common Core State Standards into their curriculum. Using CCSS, teachers have infused real world applications into the curriculum. Students are offered classes with practical applications such as Sign Language, Video Tech, Photography, Sociology, Psychology, Personal Finance, and Computer Aided Drafting. Other courses are offered to help students with real life applications.</p> <p>Incoming freshmen and transfer students take the College and Career Planning course. This course helps students prepare for college and careers through computer technology and vocational/personality tests. Students create a Four Year Plan with their counselors.</p> <p>Students also meet with their counselors on a yearly basis to make sure their course work fits with their post-graduation plans.</p> <p>The GHS AVID program offers a chance for students to prepare for college, and refine study and life skills. The course offers student skills, tutoring, college planning, and college visits.</p>	<ul style="list-style-type: none"> • Students Honors/AP contracts • Sociology/Psychology/Personal Finance/Health • CCP • Career Technical Education Classes • Wide variety of classes to complete A-G requirements

Meeting Graduation Requirements

Indicator: The school implements academic, college and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>GHS offers Tartan Tutorial: during this period, all teachers are available for academic assistance, including tutoring, test make-ups, test review sessions, projects, homework help, and questions about grades.</p>	<ul style="list-style-type: none"> • CCP Course • Freshman four year plan • Naviance • PSAT Exam • EAP Preparation • AVID • Soph./Junior/Senior College & Career planning presentations • College Fair/College Night • SAT/PSAT Scores Back Night • CAHSEE intervention class • Citrus/Mt. Sac primary registration
<p>Counselors meet with every student during his/her freshman year to create a Four Year Plan. Each year the counselors present college and career planning lectures to help students plan their course selections and college application process.</p>	
<p>GHS and the District sponsor a college fair that provides opportunities for college representatives to come to our campus and present information about specific universities. In 2014, all freshmen attended a college fair offered in the nearby community of Pomona. The AVID students also hear college speakers and go on college visits throughout the year.</p>	
<p>GHS uses the Naviance program to assist students in their college and career planning. Naviance, which is introduced to freshman students, offers the chance to explore colleges and careers. Students can take personality tests, explore careers based on the results, and select colleges that support specific career pathways.</p>	
<p>GHS English and Math teachers look closely at the EAP results and work with counselors to make sure senior students are doing all they can to be “college ready”.</p>	
<p>GHS offers assistance to students to prepare for graduation requirements. CAHSEE intervention courses are offered in Math and English during 11th and 12th grade. Tenth grade Math and English courses review for the CAHSEE prior to the March administration.</p>	
<p>SAT prep courses are offered throughout the school year by Princeton Review on the GHS campus. The district pays for all 9th grade AVID, 10th graders and AP/honors 11th graders to take the PSAT. GHS also offers a practice test in August for the ACT and SAT hosted by Princeton Review. Princeton Review offers “scoresback nights” at GHS to help students understand their results from the PSAT & practice exam.</p>	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings

As the high GHS CAHSEE pass rates demonstrate, the students of GHS are well prepared to meet high school graduation requirements. GHS also provides multiple pathways for students to become A-G eligible and educates students and parents about the importance of being college ready through coursework and the EAP exam. Counselors focus on helping students qualify for graduation.

Supporting Evidence

- AVID
- ERWC Class
- Literacy class
- Read 180
- CAHSEE Class
- Math Strategies Class

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings

GHS will continue to focus on offering course offerings that meet the needs of all students, especially in the career technology education area.

Supporting Evidence

- Coding
- Computer Science
- Career Tech Education

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

Students of GHS have open access to the curriculum offered. For students who excel, there are several Advanced Placement options as well as on-campus opportunities to prepare for the SAT exam. GHS staff also work to make sure there are a variety of courses offered to help students meet the A-G requirements and to prepare for life after high school. The College and Career Planning course introduces students to college choices, and the GHS Counseling Department works closely with individuals to find the best fit for post high school opportunities. The Special Education Department also works closely with students to find the best post high school transition available. Students feel they are prepared for their next steps when they leave GHS.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

GHS will continue to focus on aligning materials with CCSS and the NGSS. We will work with the District to find available funding for these resources. GHS also will continue to examine curriculum opportunities for students in the Career Technical Education arena, providing electives and course-taking sequences that will align with a post high school career.

Category C: Standards-based Student Learning: Instruction

C1. Instruction 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.

C1a: Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging 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.*

Findings	Supporting Evidence
<p>All GHS students have opportunities to participate in a rigorous standards-based curriculum. Teachers provide students with open-ended questions to encourage discussion with small groups as well as whole class participation. Teachers have been trained in teaching critical reading and writing, essential skills that have been integrated into many classrooms. Students annotate documents and discuss what they have discovered. Instruction has focused on student engagement, encouraging a variety of instructional strategies.</p> <p>Teachers worked in the summer to create Performance Tasks which were modeled after the Smarter Balance Tests. The Performance Tasks were designed to help students prepare for the test in the spring of 2015.</p> <p>In the 2013-2014 school year, several teachers volunteered to participate in Instructional Rounds, observing classes and other teachers' instructional methods. Teachers observed activities demonstrating different levels of depth of knowledge and met to discuss what was happening in classrooms around campus.</p> <p>Many teachers have implemented technology and websites to improve instructional practices. Some teachers use sites such as Edmodo and Schoology to provide information and discussion boards for student participation. Some teachers have created websites for providing students with information</p>	<ul style="list-style-type: none"> • Group-based research with specific tasks • Specific tasks for each group member to insure they are all involved • Annotation • Performance Tasks and calibrating of grading • Collaboration with colleagues to reflect and grade assessments • Instructional focus to increase student engagement • Attempt to watch and observe students in various classes and settings • Edmodo, Schoology • Online materials through LMS

about course content. Many teachers encourage students to post assignments, discuss topics, and research online. The teacher monitors the participation of the students' discussion, comments along with the students, and even grades the online assignment.

The Aeries program allows teachers, parents, and students to monitor assignments and grades online. Parents and students can email their teachers regarding grades or assignments. Teachers also use this site to post assignments and grades.

Stakeholders can monitor student work through various formats and media. Late Start time is given to teachers to work collaboratively, creating tests and activities, discuss student outcomes, calibrate grading and reform instruction.

- Classroom technology use by teachers
- Class discussions
- Edmodo, Schoology, Aeries
- Electronic response

C1b: Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>During the summer of 2014, teachers in the four core content areas aligned their curriculum to the CCSS and NGSS. GHS standards of learning replaced pacing guides in these areas and were discussed with each Department at a Late Start. Teachers use these guides to drive instruction.</p> <p>Teachers and staff have discussed with students and parents the changes in instruction through Common Core. This process has created a reflective atmosphere on the GHS campus: teachers are connecting learning of CCSS to previous learning standards and future learning on a regular basis in classrooms.</p> <p>GHS teachers provide students with information and instructions for assignments through course syllabi and postings on websites such as AERIES, Edmodo and Schoology. Many teachers use the classroom websites or Remind 101 app to send notifications to students.</p> <p>When GHS moved to a block schedule, Tartan Tutorial was established. Tutorial is a time for students to get assistance from teachers. Students can get study tips, clarify instruction, make-up tests, or go over a test already taken. Students also use this to time review grades, follow up with assignments, and make-up work missed due to absence.</p>	<ul style="list-style-type: none"> • Use of online sites to list assignments, background information and upcoming due dates • Remind 101 • Course guideline • GHS Website • Aeries • Edmodo • Schoology • Teacher websites • Smart phone App • Counselor visits • Back to school night • Freshman orientation • 4-year plans • IEP/504 • Tartan Tutorial

The school website also provides link to teacher emails. If students have questions that cannot be answered during tutorial, they can email teachers and get additional information. The GHS website can also be used for obtaining additional information on resources such as the course catalog and dates of upcoming events.

Counselors provide information to prospective students and their parents about the expectations of students at GHS. For freshmen, these include middle school site visits, 8th grade parent night, freshmen orientation, Four Year Plan meetings and Back to School Night. Other grades also participate in the counselors' plans. These include sophomore planning sessions with students and their parents, junior counseling, and senior call-ins. Students with special needs may have an IEP or a 504 plan that customizes instruction to meet their learning requirements.

C1d: Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Differentiation of instruction became a heavy focus for GHS when the transition to block scheduling occurred. Staff development focused on different techniques that could be used to break up the 100 minute periods and keep students engaged in learning. Administrators and other visitors have noticed an increase in student engagement since the inception of block scheduling.</p>	<ul style="list-style-type: none"> ● Instructional strategies to increase student engagement ● Incorporate technology (use of iPads in the classroom for note taking/ research)
<p>GHS teachers use a variety of methods to differentiate instruction in their classrooms. Besides lectures and classroom discussions, teachers also use small group discussions, jigsaw activities, Socratic seminars, critical reading, PowerPoint presentations, group and individual research projects, labs, and journal writings. Many teachers have incorporated the use of Smartboards, document cameras, and tablets into their curriculum.</p>	<ul style="list-style-type: none"> ● Group work ● Schoology and Edmodo ● Turnitin.com ● Poll Everywhere ● Classroom.com lab ● Smartboard, Elmo
<p>The English Department uses a variety of measures to ensure students' academic needs are being met. Although the large class sizes make some differentiation challenging, teachers use a variety of instructional strategies, which include, but are not limited to, close readings aloud, expository reading and</p>	<ul style="list-style-type: none"> ● Fathom ● Computer lab

writing, character analysis annotations, research papers, essays, and debates. Teachers challenge students to draw parallels across disciplines and texts. Students participate in presentations, book clubs, literary journals, and TED Talk presentations.

The Math Department uses less directed instruction and more hands-on learning done in groups; this approach encourages students to think on their own and not just copy notes from their teachers. Students are interacting with math during class, not just during homework. Students use technology in the classroom through graphing calculators, Fathom (an online resource for Statistics), iPads, Smartboards, and Geometers Sketch Pads. Students can also get additional help through teacher websites, online textbook help, homework helplines, video tutorials, tutorial, and mathopenref.com.

Social Science teachers use of variety of instructional strategies to differentiate instruction such as group work, debates, Socratic seminars, whole group presentations, jigsawing, and others. Many use iPads, Smartboards and document cameras to help students more actively engage in the learning process. Teachers also instruct students in current event analysis, book evaluations, stock market projects, business projects, and historical character analysis. Teachers help students in the essay writing process through a tiered essay writing system and level-specific guided reading activities.

Science teachers differentiate instruction through labs, close reading and annotating, Youtube videos, virtual labs, simulation activities, and Discovery Education videos.

World Language focuses on specific units, presenting information more for depth of knowledge around specific topics. During the second year there has been a focus on an “immersion” experience that helps students investigate other cultures to get an understanding of the differences. Students spend their classroom listening, speaking and writing in their language. Teachers scaffold through repetition, book activities, manipulatives, online games, oral activities, paired activities, and presentations.

Performing Arts courses use hands-on investigative learning with software, visual, video and audio presentations with actual student examples for real-time student self-evaluation.

The Special Education Department uses small groups, modifies assignments, provides mini-lessons, and offers ongoing assessments.

GHS teachers have worked to integrate technology into the classroom. Besides websites such as Schoology and Edmodo, the school uses the Aeries program to provide students and their parents information about courses, assignments, and grades. A GHS student programmed an Aeries-GHS application that allows students to have easy access to the information on the school website.

Many teachers use turnitin.com as a plagiarism detection resource for posting student papers and assignments. It is also used for teacher feedback and student interaction.

GHS teachers also incorporate the use of computers and iPads for presenting, note taking, and research tasks. Students can use their cell phones to participate in Poll Everywhere, an online quick test for the classroom assessment.

Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue 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 based on student feedback.*

Findings	Supporting Evidence
<p>In a recent survey, 86.2% of students strongly agreed or agreed with the statement that help was available with their schoolwork when needed.</p>	<ul style="list-style-type: none"> • Student Survey • 4 year plan
<p>In the same survey, 68.1% of students surveyed strongly agreed or agreed with the statement that they were receiving a rigorous and challenging education (26.7% neither agreed nor disagreed).</p>	<ul style="list-style-type: none"> • Naviance • Formal questioning
<p>Some teachers conduct post-class dialogues with students to understand the impact of programs. Other teachers complete surveys at the end of the class to understand student impact on topics. Many teachers have discussions in order to get feedback from the students on the relevance and depth of the assignments.</p>	<ul style="list-style-type: none"> • Informal discussion with graduates • Semester student surveys by teachers to determine effectiveness of instruction and methodology
<p>GHS seniors complete an exit survey as part of their senior checkout procedures. This survey is completed through Naviance and survey monkey</p>	
<p>Parents and students communicate with teachers through emails, web-sites, and phone calls.</p>	
<p>AVID and CCP present students with various college and career options.</p>	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers have worked collaboratively to create curriculum that is standards-based as well as Common Core based. Teachers have attended conferences, workshops, district meetings and received professional development on Common Core, critical reading, and writing.</p>	<ul style="list-style-type: none"> • GHS websites • Performance Tasks • Summer work • Student Learning Outcomes
<p>GHS teachers have worked tirelessly to create an instructional atmosphere that engages students through differentiated instruction. With the institution of block scheduling in 2011, instructional differentiation became critical to maintaining student learning and engagement and has been a success in all departments.</p>	<ul style="list-style-type: none"> • Conference attendance • Staff development • Late start meetings • Department release days • Department meetings
<p>Core departments have created Common Core Performance Tasks. In the 2013-2014, the first Performance Tasks were administered and graded. Teachers are given a grading day to evaluate the effectiveness of the Performance Tasks, grade student papers, and modify the tasks for the next year.</p>	<ul style="list-style-type: none"> • Professional development
<p>During the summer of 2014, selected teachers worked on Student Learning Outcomes (SLO) for core subject areas.</p>	
<p>Each department met on a release day to discuss the SLOs and generate a list of subsequent activities that could be used for each content area. Departments also use late start days, staff development, as well as department meetings to establish across-the-board standards.</p>	
<p>GHS teachers use a variety of instructional strategies to ensure that all students are receiving a rigorous standards-based curriculum. The administration has supported additional training at workshops and seminars. Teachers have worked collaboratively to create assignments and lessons that encourage critical thinking, writing, and reading across the curriculum.</p>	
<p>GHS teachers and staff have established an open communication with parents and students. They solicit feedback and answer questions. The GHS website has email addresses and phone listings for all staff members.</p>	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS teachers have used data to modify instruction. There was a need to transition from Data Director to Illuminate. This data program encouraged teachers to input tests and used standards-based test scores to modify instruction. Core departments used the program to evaluate tests, quizzes, and benchmark exams to evaluate student achievement and modify instruction if necessary.</p> <p>In the 2013-2014 school year, teachers volunteered to participate in Instructional Rounds. Teachers visited a number of classrooms, observed the day's instructions, talked to students, then reconvened to discuss the standards and depth of knowledge levels that were addressed. This process has been helpful in seeing student engagement in action, and it will continue.</p> <p>GHS is committed to using release time and summer work opportunities to evaluate the new Smarter Balance data as they become available. Teachers and administrators will examine these data along with the Performance Task data to evaluate the effectiveness of instruction; modifications will be made when necessary.</p>	<ul style="list-style-type: none"> • Illuminate • Aeries programs • Release days for grading and evaluation

C2. Instruction Criterion

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>GHS teachers use a variety of instructional strategies in order to integrate and engage students in the learning process.</p> <p>Teachers encourage the research process by taking students to the school library and the local community college (Citrus College). Students use websites to write research papers, and create senior projects, multi-disciplinary projects, and PowerPoint presentations.</p> <p>Teachers encourage the use of websites such as turnitin.com, Edmodo, Schoology, and Classzone.com,</p>	<ul style="list-style-type: none"> • Projects • Senior Projects • Multi-disciplinary projects • Aeries samples • Students log in to turnitin.com • Images (art) proportional scale • Products—creative, intellectual (VAPA) • Capstone assignments • Naviance • Smart Board/ Document camera • Webinars/ TED Talks • Microtype Programs • Capture videos (art) as supplemental resource • Youtube—private links for students only • CPM online homework help • Flipped learning
<p>Examples of activities used in the classroom include:</p> <ul style="list-style-type: none"> • Challenge Questions—Health • media/web research • Cellphone images (ART) • built in programs (ex. Naviance) - CCP • Group presentations using technology • TED Talks oral presentations • Google docs/Dropbox • Speeches • Debates • Microtype 	
<p>Teachers also include technology during instruction. Teachers use websites for planning and posting assignments, and have experimented with flipped learning methods to encourage students to create and participate in their own lessons.</p>	
<p>A variety of technology used in the classroom include:</p> <ul style="list-style-type: none"> • iPads • Document cameras • Smartboards (more training needed) • Aeries—student work—compare, collaborate, gauge • Graphing calculators • Tablet PC's 	

- Geogebra software (math)
- Wordlet –ELA
- Science/Health paper
- Youtube/documentaries/BBC
- Online discussion boards (Edmodo and Schoology)
- Turnitin.com
- Poll Everywhere
- Plickers Application
- Doceri Application

C2b: Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>Teachers have become facilitators in the classroom. Some teachers use flipped classroom instructional methods, providing video assistance via the Internet. Teachers may also use TED Talks, Khan Academy, and web-based assignments to encourage further discussion on a topic. Teachers have used critical reading assignments to fuel Socratic Seminars and debates. Current events tie the curriculum to relevant, real-world issues.</p> <p>Teachers may also communicate with students via websites or applications such as Schoology, Edmodo, and Remind 101. Teachers post questions and reflections and ask students to respond. Teachers post additional questions to redirect the conversation or to stimulate responses.</p> <p>When students need additional help they can attend tutorial. This time is often used for remediation, revision, and revisiting. Students use tutorial to revise papers, ask questions, and get additional assistance. Teachers encourage students to see them in tutorial to discuss grades and/or attend to classroom administrative business. Some teachers also provide help after school, at lunch, and during nutrition.</p> <p>Many departments have met to create grade-level assessments to coordinate with assignments. These assessments are based on the new CCSS and Next Generation Science Standards and are centered on students demonstrating their knowledge and ability to think critically. Similar to the SBAC Performance Tasks, many of these activities are introduced by the teacher, but then students take the lead in learning.</p>	<ul style="list-style-type: none"> • CPM model of group work • Flipped learning • Department collaboration • Student self-reflection on graded assignments. • Revisiting—revising • Socratic seminars • Self-determined structured inquiry (art) • Student progress updates (Aeries and in-person) • Project based learning • Debates/ Socratic Seminars • Current events/ Alternative resources not just traditional textbooks

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>GHS students have many opportunities to demonstrate their learning. Teachers establish parameters for a task, post the instructions, discuss the requirements, and encourage creative and varied responses.</p> <p>Each core department has established Performance Tasks to assess students' understanding of the CCSS. Many departments have created common assessments in order to encourage interdepartmental collaboration. Some teachers have established cross-curricular assignments such as research projects, writing assignments, and document analysis.</p> <p>Many departments have established assignments to assess and comment on student work. They include, but are not limited to: primary source documents, Analogous Paintings (art), Health Posters, project-based learning, interactive student notebooks, lab journals, blogs/websites, video production, group projects, PowerPoint presentations, Turnitin.com (grademark), peer evaluations, and Acrobat Pro.</p>	<ul style="list-style-type: none"> • Socratic Seminars • Flipped Learning • Student driven discussions • Diversity of creativity • Variations of approaches and mixing of colors and media (art) • Assessments and responses (feedback to work) • Research projects • Students bring in sources to make connections • Turnitin.com • Edmodo • Schoology

C2 Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the 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.*

Findings	Supporting Evidence
<p>Each department has examples of student work that indicate critical thinking, reading and writing. Students participate in project-based learning which may be individual or group projects to analyze cultural figures, in-depth readings, and diverse cultures.</p> <p>The English Department uses journals, paper writing, and</p>	<ul style="list-style-type: none"> • Student responses to reveal understanding • Videos of performances • Awards/merit evidence of success • Projects

extended research assignments to assess students’ abilities to meet the three categories above. Students perform speeches, TED Talks, Socratic seminars and create video productions. The new ERWC class encourages guiding students in a step-by-step process. Student work demonstrates learning processes through expository reading and writing, and class debates.

The Math Department uses thematic problems, problems of the month, and rigorous MARS tasks (SVMI) requiring collaborative efforts. Students complete bias projects, periodic change activities, and investigative projects.

The Science Department uses lab reports, inquiry labs, group projects, class discussions, presentations and science fairs.

The Social Science Department created Performance Tasks for grades 10, 11, and 12. Many teachers also use debates, PowerPoint presentations, panel discussions, group presentations, video/radio productions, speeches, writing assignments, oral presentations, interviews, and current events.

VAPA displays student art around campus, hosts performances in the drama department, and supports the marching band and orchestra. The CAD class creates a Christmas tree design project to apply the real world to computer programs.

- Speeches
- Research—11th grade TED Talk in ELA
- Socratic Seminar debates
- Projects
- Turnitin.com
- Research data bases (GHS Library and Citrus College)
- Aeries
- Tablet PC’s
- Project based learning
- CAD Christmas tree project

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
<p>The College and Career Planning classes help students to investigate careers and colleges. Students can take personality tests and career assessments. They can investigate career choices and research various careers available based on what their preferences as identified through the Naviance program.</p> <p>GHS is also working on creating Career Technical Education pathways for students. Currently the CAD and Video Production courses are fundamental cornerstones of the</p>	<ul style="list-style-type: none"> • Discussions/examples • “real world” applications and discussions • Workability • Free enterprise • Senior Project-Community service • ROP classes/ CCP/ Personal Growth and

future CTE pathways.

Students are encouraged to seek jobs, internships and to shadow graduate students and career professionals in such classes as Computer Aided Drafting (CAD). These courses encourage students to secure externships that can provide real work experience.

VAPA created a performance and college pathway that encourages students to pursue careers in visual and performing arts. Students are walked through the process of obtaining a job.

World Language students have the opportunity to participate in an exchange program in Germany every other year.

Students may also experience real-world application through the Senior Research projects. Students are required to conduct interviews with professionals, conduct research, write a paper on the subject, and present their findings.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Students are provided with multiple opportunities to investigate college and career planning. Starting in the freshman year with the College and Career Planning class and the introduction of Naviance, the students can use the tools provided to research, keep files, and investigate how their own pathway can be achieved.</p>	<ul style="list-style-type: none"> • Assignments • Curriculum • Technology support/training lacking • Edmodo • Naviance • Schoology
<p>Students are encouraged to inquire on their own through the flipped learning model. Teachers may assign research or reading and then subsequently continue the discussion of the subject when class meets. Teachers and students have created “text sets” to develop further reading and studying on a particular topic. Teachers require students to research real world topics outside of the classroom and then bring back knowledge to fuel discussions and debates.</p>	
<p>Students learn how to conduct research with primary and secondary source documents including current events, scientific journals, novels, and other texts. This change is a cultural shift for GHS that places the responsibility of learning on students.</p>	
<p>There is an ongoing shift to a student-generated curricular focus that incorporates “reading like a historian” with student-made writing prompts, scientific method created inquiry labs, and thematic research.</p>	

- Development
- Clubs
 - Internships
 - Naviance
 - Scholarship contests
 - Senior Project
 - “Imagine Dream Job” assignment
 - Alumni success stories
 - German – American Partnership Program (GAPP)

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS teachers continue to align their instruction with the CCSS and NGSS. Classroom engagement is critical to hold students accountable for their learning now and after high school.</p> <p>As more data become available, GHS will continue to use staff release days, late starts, and summer work opportunities to evaluate new information; and to examine correlations amongst the SBAC results, other formal exam results (CAHSEE, EAP, SAT, ACT, AP, TIMSS, and CST), and GHS Performance Tasks. With this new information, time will be devoted to evaluating current GHS Standards of Learning and instruction; necessary time and resources will then be provided to make essential enhancements.</p>	<ul style="list-style-type: none"> • Performance Tasks • GHS Student Learning Outcomes • Process for grading calibration • Illuminate for data analysis

Category C: Standards-Based Student Learning: Instruction: Areas of Strength

Over the last three years GHS Teachers and Staff have focused on using a variety of instructional strategies to encourage student engagement and to differentiate instruction. Teachers have been trained with conferences, staff development, and department meetings to integrate instructional strategies into the content areas. Teachers have investigated and implemented a variety of instructional strategies to encourage a student-centered classroom. Instructional Rounds, school visits and time for reflection and sharing will continue to be emphasized at GHS to make sure classroom instruction is preparing our students well for their post high school goals.

Category C: Standards-Based Student Learning: Instruction: Areas of Growth

GHS needs to formalize procedures for data analysis as Smarter Balance results become reliable. Illuminate and the current Performance Task process will be critical in this area. There is also a need to make sure technology is current and reliable to help support differentiation. Teachers need to be able to access and apply technology within the classroom as a means of consistently and meaningfully engaging with all students. GHS will continue to investigate ways to make Tartan Tutorial meaningful and relevant for all our students.

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

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect disaggregates, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>Glendora High School issues progress reports to parents and students every six weeks during the academic year. The “Quarterly Report Card” is released every nine weeks. Teachers update grades on the Aeries portal; the web-based Aeries grading and reporting program (parent and student portal) allows stakeholders to check student progress throughout the year at will.</p> <p>With the shift towards Common Core State Standards, GHS has implemented Performance Tasks as assessment tools to replace the previous Benchmark exams (which more closely paralleled the objective California Standards Tests taken each year). These exams are then calibrated within content areas, graded, and entered into Illuminate.</p> <p>GHS participates in all state-mandated testing such as: CASHEE, CST, and Physical Fitness Exam. In addition, every qualified junior participates in the EAP program. GUSD also provides the PSAT exam in October for all 10th Grade, AVID and 11th Grade Honors students to take during the school day for free. GHS hosts four SAT Exam each year and periodically holds Princeton Review courses on campus.</p> <p>GHS has incorporated three “Advisory Days” into the school calendar. During these days students meet with their fourth period teachers to review grades, discuss testing results, and revisit academic goals.</p> <p>The Freshman Honors Placement exam is administered to eighth grade students at the feeder middle schools who desire to enter Honors English and/or Honors History at GHS</p> <p>During peer review sessions, students are actively involved in the assessment of their own work to understand better the criteria by which they are graded.</p>	<ul style="list-style-type: none"> • Aeries Portal • Special Education monitor sheets • GHS Testing Calendar • Each core department has designed and administered unique Performance Tasks that parallel the Smarter Balance released assessments. • Teachers take notes and share feedback from these Advisory blocks with department members and administrators. • Honors placement exams are evaluated by English Language Arts and Social Science teachers. • When collectively grading Performance Tasks, teachers calibrate their criteria for each performance level.

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and use that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>GHS has established a collaborative atmosphere in which teachers are given time and support to work together create curriculum as well as assess student learning. A great deal of time and discussion are devoted to analyzing subject-specific indicators of successful student learning.</p> <p>GHS teachers have implemented a variety of processes by which students can receive multiple forms of feedback on their assignments. These include: tutorial sessions (often student-teacher, one-on-one); Aeries grading portal; turnitin.com grade and peer review programs; Google Documents; Edmodo; Schoology; and Dropbox. Teachers in all disciplines emphasize the importance of academic integrity, and GHS maintains and enforces a strong Plagiarism and Academic Honesty Policy.</p> <p>In many courses, writing is performed during the block schedule instructional period to assist students with instant feedback and to guarantee the integrity of their work. Formal assessments occur on campus in a structured environment rather than online or at home.</p> <p>Some problems and assignments are hosted on Quizlet which students can access from home and at school.</p> <p>English Literacy Strategies (ELS) and Mathematics Strategies for Success (MSS) courses offer concurrent support in addition to students' core ELA and Mathematics courses.</p> <p>Students are required to enter a CAHSEE class if they do not pass the CAHSEE exam. Mathematics/World Languages courses build on conceptual learning each year: ("C" or above students move into next levels.) Teachers address gaps in understanding to help students make progress.</p>	<ul style="list-style-type: none"> • Teacher Rubrics determine varying levels of performance. • AVID helps students monitor their own grades, growth, and performance. • All parents and students receive Aeries account login passwords and are encouraged to access their grade information regularly. • Daily tutorial sessions and record keeping. • Turnitin.com maintains a database of student work and can also be used for grading feedback. • "Math Talks", quizzes, warm-ups

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS has established a state and local assessment process that best supports our students. Discussion occurs each year surrounding the testing process to make sure it is student centered and impacts instruction as minimally as possible. GHS teachers and staff have made great strides in evaluating data and using it to reform instruction. Teachers work collaboratively to verify that students' grades, results, and performance levels align with the expected learning outcomes.</p>	<ul style="list-style-type: none"> • GHS Testing Calendar • Staff release time • Performance Tasks • Calibration time

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS teachers and staff work to make sure the assessment process matches instruction and is a meaningful part of each student's education. Work will continue on analyzing the assessment data and using those results to reform instruction. We also use assessments and student achievement data to identify supports needed for struggling students so that we can provide all learners with a meaningful and appropriate education.</p>	<ul style="list-style-type: none"> • Illuminate • Staff release time • Testing process • Intervention process

D2. Assessment and Accountability 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.

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. 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.*

Findings	Supporting Evidence
<p>Teachers in many departments use daily homework and reading comprehension quizzes to check for understanding of material and concepts. They also give summative assessments in the form of unit exams and final course exams.</p>	<ul style="list-style-type: none"> • Daily and weekly quizzes and regularly scheduled assignments.
<p>All subject areas use various assessments, including essays, projects, research papers, oral reports, and unit quizzes to evaluate student performance and understanding.</p>	<ul style="list-style-type: none"> • Assignments given in class and posted on Aeries and turnitin.com as well as teachers' websites.
<p>Students took the <i>Smarter Balance</i> test pilot during the 2013-2014 academic year.</p>	<ul style="list-style-type: none"> • Department "pull out" days during which Performance Tasks are created, refined, and discussed. Performance Task samples and student responses.
<p>The Testing Office maintains testing protocols and is overseen by Administration. The Testing Office is a secured location with double locking doors to maintain the security of testing materials. Only the Principal, Testing Technician, and Assistant Principal have access to this location.</p>	<ul style="list-style-type: none"> • Testing data, including room schedules and proctor signatures.
<p>GHS has passed CAHSEE, SAT, and CST audits in relation to testing security and integrity of the testing system.</p>	<ul style="list-style-type: none"> • Assigned staff who follow checklists to monitor testing procedures and account for all documents and sign appropriate affidavits.
<p>All staff members involved in testing are trained in the proper protocol prior to each examination. Proctors are selected based on student involvement in testing and prior experience in the testing process.</p>	

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>GHS has worked to align curriculum and materials to the CCSS. Many courses have also been approved as A-G courses, and College Board has approved all of our AP level courses.</p> <p>Materials are selected based on their alignment with CCSS, NGSS, new AP designs, and A-G content.</p> <p>Collaboration and integration occurs within each department to discuss alignment with the CCSS and the GHS Student Learning Outcomes. Assessments have been revised or created to meet these standards.</p> <p>In 2014, GHS began the ERWC course to validate twelfth grade students as college ready for the California State University system and some Community Colleges.</p> <p>Teachers and Staff take time to reflect on AP, CST, CAHSEE, EAP, and Performance Task data to make sure students are prepared to master these standards of learning.</p> <p>Students complete a Senior Project during their final semester to prepare them for college-level research and analysis.</p>	<ul style="list-style-type: none"> ● Curriculum/Performance Task development during Summer Work and Late Start meeting feedback. ● Creation of GHS Student Learning Outcomes to reflect Common Core Standards. ● Completed Senior Projects demonstrate a proficiency in entry-level college writing and analysis. ● State, AP, and local scores determine the efficacy of the instruction/curriculum/assessments. Teachers and students review scores as planning tool.

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>The core subjects at Glendora High School use standards-based curricula to target specific learning outcomes. Each department continually reflects on the efficacy of its courses and programs and adjusts accordingly to improve its practices.</p> <p>Teachers review the prompts and objectives regularly to adjust them to suit students' needs.</p> <p>ELD classes address students' readiness for test taking by</p>	<ul style="list-style-type: none"> ● Teachers and Department Chairs deem these assessments effective based on interpretation of the learning outcomes/scores. ● Late Start meetings in respective departments and

providing supplemental learning materials.

The Special Education Department customizes its instruction based on each IEP (time, reading, aides, etc.)

release days to work on curriculum and Performance Tasks.

- IEPs digitally created, stored, and shared.

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>Teachers have informal surveys and discussion with current and past students regarding their preparation for subsequent courses as well as post high school life. Feedback is often shared with department members and staff and used to revise curriculum.</p> <p>Students have multiple methods of receiving feedback and many opportunities to respond to it. These methods include grade reports, teacher discussions, peer-review and evaluation, collaborative group work, in-class discussions, and written comments. Students are encouraged to ask questions in the learning process to solicit feedback from their teachers and peers. Students can attend tutorials to receive additional instruction or to receive clarity regarding assignments or improvement. The school culture encourages students to spend more time analyzing their mistakes and planning future learning.</p>	<ul style="list-style-type: none"> • Informal teacher surveys and discussions • Test reflection and discussion. • Discussion of specific tests, including SATs and PSATs (“scores back night”), EAP writing readiness. • Tutorial attendance and participation. • Peer-review and reflective assignments. • Advisory days (twice a year) that allow students and teachers to reflect on learning, grades, and progress.

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>In the last few years there has been a marked transition from CST results and Standards Based Learning to SBAC piloting and the CCSS. Assessment data have been in flux during this transition; however, core departments have developed common assessments and Performance Tasks to gauge student learning and respond accordingly to these results. Teachers have been given time to calibrate exams and compare them with released SBAC information. Illuminate is used to store these results.</p> <p>The Mathematics and Science Departments have created common assessments that are shared department-wide. Teachers adjust instructional practices based on scores and student outcomes. Teachers discuss student deficiencies and areas of need and respond to them.</p>	<ul style="list-style-type: none"> • Creation of Performance Tasks and analysis of their results. Grouping students based on individual needs as determined from assessment. Flexibility in modifying curriculum and approach to meet students' needs. • Determine the most common errors in a given assessment and reteach as needed. • Provide opportunities in some subjects (ELA) for revising written work.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Monitoring students' progress occurs on multiple levels for students at GHS. All stakeholders have access to the Aeries student information system. Parents and students can log onto Aeries and review assignment scores and overall grades. Teachers can input grades and send emails through Aeries to notify students and parents of concerns. Counselors and Administrators can review student data and target individuals (D and F students, for example) who need special attention.</p>	<ul style="list-style-type: none"> • Aeries gradebook • Advisory Period (twice a year) • Departmental meetings and discussions at respective grade and subject levels. • Vertical and horizontal

Within each department, teachers meet at grade or subject levels to discuss texts, materials, and implementation of standards-based instruction. At the individual level, teachers work with classes to achieve proficiency and beyond, and frequently target students who require additional or differentiated instruction.

Quizzes/tests yield appropriate measurements for meaningful feedback based on individual student performance.

articulation amongst teachers.

- D/F check by Counselors and Administrators
- Tutorial period for multiple opportunities for instruction and to make-up missing work

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS teachers, administrators, and staff are constantly looking to refine and improve curriculum and ensure it is meeting the Student Learning Outcomes. Teachers, staff, and administrators recognize that student and parental inclusion is necessary to maintain and nurture a successful learning environment.</p>	<ul style="list-style-type: none"> • Staff meetings and professional development seminars • Encouragement of parents to attend Back to School Night, College Fair Night, Eighth Grade Parent Night, and Freshman Parent Night. Monitoring of Aeries and progress reports. Follow-up emails and phone calls to keep parents involved.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Adjusting to Common Core standards and testing will take time to analyze feedback from the Smarter Balance Consortium as well as from state and local agencies. GHS has begun an analytical process to review this information and will continue to do so as more data becomes available.</p>	<ul style="list-style-type: none"> • Student Performance Task results • Department release days to evaluate and discuss student work

D3. Assessment and Accountability Criterion

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.

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>The Glendora Unified School District and Board have promoted a process of change in assessment and monitoring by promoting Performance Tasks as monitoring guides in order to prepare for the <i>SmarterBalance</i> Assessment. Furthermore, the Administrative team reports data and progress to the Board in regular presentations. GHS leadership, teachers, and department chairs meet with the PTA throughout the year to share updated information. Local business and industry are involved with several school functions, including sponsorship and fundraising regarding various programs (boosters, etc.), the Senior Awards scholarship program, Democracy in Action, and many others.</p>	<ul style="list-style-type: none"> • Staff has provided education about Common Core to students through courses and Advisory. • PTA meetings, presentations, and minutes. • Board meetings and minutes. • Senior Awards scholarship disbursements. • Democracy in Action working with elementary students.

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform 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 school wide learner outcomes.*

Findings	Supporting Evidence
<p>Glendora High School implements a variety of methods and measures to inform <i>all</i> stakeholders about student achievement. These include: attendance at and presentations</p>	<ul style="list-style-type: none"> • School Board presentations • Information posted on

during PTA meetings; the District and GHS websites; Aeries portal for stakeholders; Community Outreach press releases for business and industry; news and media sources about teacher/student projects; newsletters from GHS and the District; *The Tartan Shield* (student newspaper); and the School Accountability Report Card. In the future, Common Core scores will be used to inform all parties of progress. Once a year GHS reports a summary of the prior year to the School Board which includes goals, testing data, and co-curricular news.

pertinent community websites/printed publications.

- AVID longitudinal study
- Back to School Night (August)
- Currently under development

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
GHS reaches out to the local community in several ways, many of which are currently evolving. These programs include Senior Projects, developing internship partnerships, and community service requirements for campus clubs (National Honors Society and others). In addition, GHS staff hosts presentations concerning changes at GHS and presents various items of information to the Board three times a year.	<ul style="list-style-type: none"> • District and community presentations • Senior Project research and interview requirement. • Senior Awards • NHS Awards • Volunteer hours required by campus clubs.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
GHS has worked to communicate student progress and changes at GHS in a variety of ways. Increasing communication assists all students and parents in understanding the significance of CCSS.	<ul style="list-style-type: none"> • District and community presentations

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: *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.*

Findings	Supporting Evidence
<p>Over the past six years with the advent of Common Core State Standards, many opportunities for new professional development have arisen. The District Office and GHS have allocated budgets to support this investigation into the changes and how best to put these changes into practice. These opportunities include ELD conferences, ERWC (Expository Reading and Writing Courses, sponsored by California State University), Performance Task creation and revisions, and the use of online grading programs (including Aeries, Turnitin.com, and others). Several teachers have attended Common Core seminars through the Los Angeles and San Diego Counties Offices of Education. Teachers from core departments have received AVID training as well. Several presenters have offered staff development, including Sue Beers. In the summer of 2014, the District Office began utilizing math Teachers on Special Assignment (TOSA) to help with the transition to CCSS and the Integrated Math program.</p>	<ul style="list-style-type: none"> • Conferences and trainings • Release time to investigate and create curriculum. • Late starts and Department meetings, Summer curriculum work and creation of student learning outcomes. • AP Training • SVMI (Silicon Valley Mathematics Initiative) • Sue Beer's Training • AVID Training • County Office Trainings • Technology Training • TOSAs

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>As the nation transitions to CCSS, GHS, similar to many schools, is trying to find the best processes and method to</p>	<ul style="list-style-type: none"> • District and Site funding • Targeted Conferences

initiate these changes. The District Office and GHS Administration acknowledge these changes and have been committed to providing teachers the support they need. Time and money have been spent on researching the best and most effective ways to provide support and training for teachers so they can guide our students through this transition. The GHS Leadership team has encouraged staff to attend conferences and have offered support (release time, conference funding) when asked for additional training. Special attention has been given to Staff wanting to investigate CCSS, ERWC, AP Changes, Technology and NGSS. As more solid data becomes available, further resources will be allocated to support these areas.

Ten Late Starts each academic year provide Staff and Administrators with opportunities to focus on specific issues such as: schoolwide academic performance, creation of new curriculum, sharing of best teaching practices, and discussion and planning regarding areas of need.

In addition to Late Starts, departments and individual teachers can request release days to focus on designing and revising Performance Tasks, grading of District assessments, and Common Core outcome planning and discussions.

- Additional AP courses added: Physics C, Environ. Science, Psychology training.
- Communicate information to parents via Aeries Portal.
- Communicate with students on performance via Aeries, in person during class time, and during tutorial blocks.
- Planning days to collaborate on curriculum development.

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS has worked with the data available to teachers and students to provide support and time to alter what is needed. Particular support has been given to AP teachers of courses going through redesigning: these teachers have been given updated materials and have received release time to collaborate and prepare for significant curricular changes. GHS has been proactive in seeing the changes coming with CCSS and NGSS and has worked to get out ahead of the changes with training sessions, and the creation of Performance Tasks and Student Learning Outcomes. Work will need to continue and additional time must be devoted to modify curriculum as SBAC data becomes available. Time to review and investigate CCSS and NGSS aligned materials will also be needed.</p>	<ul style="list-style-type: none"> • Release days, late starts. grading days • Common Core trainings • CCSS/Integrated 1 training • TOSA’s

**Category D. Standards-based Student Learning: Assessment and Accountability:
Areas of Strength**

Glendora High School teachers, staff, and leadership are dedicated to educating every student. Teachers and staff implement multiple strategies within the classroom to address students' learning needs. Teachers share feedback with students in traditional ways—graded papers—as well as more technological ways: Aeries Grade Portal and turnitin.com. Students are frequently given opportunities to revise their work or retake exams to improve and enhance their learning. There are several structured programs in place (Late Starts, Release Days, Department Chair meetings, Faculty Meetings, conference opportunities, and schoolwide discussions) that allow teachers time to meet, discuss, reflect upon, and evaluate whether teaching and learning have been effective. There is a culture of reflection upon the success of certain practices and a continual examination and discussion of curricula. Site administrators encourage collaboration and support teachers who engage in innovative practices. Teachers develop and implement Performance Tasks and modify them to reflect CCSS. An effective testing process is in place on campus and will be continually modified to assure testing integrity and proper protocols.

**Category D. Standards-based Student Learning: Assessment and Accountability:
Areas of Growth**

The shift to Common Core has freed many teachers from any perceived obligations to “teach to the test.” Overall expectations of student self-reliance have begun to rise alongside Common Core expectations of multiple problem solving steps. These higher expectations will continue to challenge students and parents to grow as well. Ongoing discussions about best teaching and assessment practices need to continue at all levels. Discussions of grading calibration and departmental uniformity have begun over the last two years and will also continue. GHS will need to finalize a process for analyzing student data under the new SBAC testing system.

As the Glendora High School population continues to grow and evolve (to include more socio-economically and ethnically diverse students), the learning environment likewise will need to evolve to continue to meet these students' needs. Budget constraints over the past few years have limited material changes. Technology on campus (computers, printers, internet access and usability) is dated and often only intermittently reliable. Teachers are frustrated by slow internet connections and the occasional crashing of the entire server system. This needs to improve to assist the assessment program and practice of online testing for our students.

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

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *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.*

Findings	Supporting Evidence
<p>Glendora High School and Glendora Unified School District involve family, business, industry, and the community at large in being active partners in learning and teaching processes throughout the year. Registration invites parents, students, counselors, and families to learn about and discuss school programs and individual courses. The student handbook and planner includes organizational information (school calendar, school rules, etc.) that lays out the course of study throughout the year. Teachers meet with hundreds of families at the Back-to-School Night event. Freshman parent orientation invites incoming students and their parents to attend informational seminars hosted by the administrative team and counselors who explain GHS's culture and discuss the high level of expectations established for <i>all</i> students. Counselors and Administrators work with parents and individual students to help each learner develop a Four Year Plan of success for his/her career at GHS. The online Aeries portal allows teachers, parents, students, counselors, staff, and administrators to access key student information to stay abreast of and keep informed about current developments (grades, credit achievement, outstanding requirements, attendance, and other data) regarding student performance.</p> <p>Glendora High School has an active PTA that meets regularly to discuss school activities, fundraise for events, and offer input regarding the current and future vision of the high school.</p> <p>"All call" messages are sent out by the GHS Principal and</p>	<ul style="list-style-type: none"> • Registration program agendas • Student Planner and yearly revisions • Freshman orientation publication materials • Four Year Plan handouts and guidelines • PTA newsletter and meeting minutes • Glendora Education Foundation minutes, publications, and website • IEPs documented and shared digitally • "Best Buddies" event pictures and advertisements • Terrific Tartans Bulletins • Teen Summit Programs • College Going Culture posters and promotional

District Office personnel to keep parents informed of scheduled activities as well as emergencies that occur.

The Glendora Education Foundation raises hundreds of thousands of dollars each year to maintain and augment programs throughout the district. Over the years, GEF has supplemented funding for the arts, the School Resource Officer, AVID, technology, and many other programs.

Special Education teachers, regular education teachers, staff, administrators, parents, school psychologists, and students all work together to fashion IEPs that suit the needs of each student.

Three times a year, all EL designated families are invited to ELAC meetings held on the GHS campus. Issues are addressed that relate to EL students in efforts to connect their families to the GHS campus.

The GHS Workability program connects special education students with internships and on-the-job training to prepare for future workplace success.

The Best Buddies program pairs special education students with regular education students as “buddies” or mentors who assist them in various social events throughout the year. One highlight of the Best Buddies program is the “Best Buddies Prom”, which takes place each year in the Spring. The local community donates food and services to this event.

The Terrific Tartan Bulletin, which details all of the pertinent activities for the week to come, is distributed once a week to GHS Staff via email. Once a week, information is sent to the District and School Board relating to weekly activities.

Yearly, the Administrative team reports to the Board regarding school academic performance, activities, and future plans related to the GHS vision. A GHS student representative attends all Board meetings and offers K-12 information to the Board and community members in attendance.

The GHS ASB, in conjunction with the non-profit Glendora Teen Center, hosts an annual Teen Summit each Spring. This day-long seminar allows students to engage with adults and one another in an open, supportive environment that considers challenging topics such as: teen physical and emotional health and sexuality, addiction and substance abuse, bullying, and other relevant issues.

Over the last two years, Glendora High School has hosted town-hall style parent meetings each Spring and Fall regarding teaching and learning shifts in Common Core.

items

- Aeries Grade Portal
- Schoology, Remind 101
- Naviance
- Back-to-School Night
- Booster programs for sports and some organizations
- Personal websites for teachers
- College night
- 8th grade parent night

These meetings offer information and allow parents opportunities to ask questions about the new standards.

8th Grade Parent Night is a yearly event that welcomes incoming parents and students to Glendora High School by introducing them to counselors and course options.

Special Education hosts transitional IEP meetings for students entering and exiting (graduating from) Glendora High School. These meetings discuss goals and set clear guidelines.

The District has a College Going Culture Committee that meets regularly to discuss ways in which to promote college attendance for all students in the District.

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>During Free Enterprise week, local Business leaders, including Mr. Art Ludwick of the Rainbird Manufacturing Corporation, hold seminars and give lectures to upper grade students about creating successful business models.</p> <p>Social Science teachers organize Democracy in Action, a program that allows upper-level high school students to educate elementary students about democratic electoral processes. GHS students organize mock elections and discuss voting procedures with the younger students.</p> <p>Local restaurants and stores support GHS athletic and extra-curricular groups by sponsoring fundraisers that donate a portion of their profits back to these programs.</p> <p>Glendora High School uses a multi-prong approach to implementing community resources to support students' learning. The annual College Fair event is held each October. More than 60 colleges send representative to this fair to meet with students and parents. The fair also offers financial aid and application workshops free of charge. In addition to this College Fair, representatives from colleges throughout the nation visit the Career and College Center periodically during the year. Students can receive permission to attend college talks given by these representatives. Military recruiters offer the ASVAB test on site and provide students with results to help them decide on possible careers.</p>	<ul style="list-style-type: none"> • College Fair attendance notes and participant lists • Financial aid application dates • ROP field trip lists • Guest Speakers • Free Enterprise Week • Health classes use the SRO during Red Ribbon Week to speak to classes about drugs and alcohol and tobacco use • Workability • Junior AP English uses guest judges for speech contest • Citrus Community College field trip and priority registration for our students

Glendora High School has established a relationship with local community colleges—Citrus College and Mt. San Antonio College—to provide a priority registration, enrollment, and placement test field trip each Spring. Approximately 150 graduating GHS Seniors attend this trip to jump start their two year college careers. This successful program was instituted four years ago and continues to welcome more students each year.

The ROP program hosts field trips to various industrial and professional workplaces.

The Senior Awards program honors approximately 130 of the top performing Senior graduates with recognition and monetary scholarships. Every student invited to the ceremony receives monetary compensation, ranging from \$150 to \$5000 or more. These scholarship monies are primarily from local families and business owners who have made a commitment to invest in the future of our students.

The AVID program works in conjunction with the feeder middle schools to provide consistent study skills for the “middle” AVID student. AVID students also have opportunities to attend various college field trips, including some to the Midwestern and Eastern regions of the United States.

- A.P. Biology goes to Citrus Community College to use its BioTech labs
- Fundraising (discount cards, car washes, restaurant nights)
- Azusa Pacific University TAP students come in to assist students
- Guest clinicians in the music program to teach, perform (US Marine Corps, Citrus College)
- Recent GHS graduate came to speak to seniors about college applications

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Glendora High School communicates its schoolwide learner outcomes through a variety of media. The Aeries online grading portal provides all stakeholders with instantaneous access to student achievement data.</p> <p>Counselors, Administrators and Deans regularly communicate with parents and students targeting D and F lists to address the needs of at-risk performers.</p> <p>Administration reports to the School Board throughout the year reporting on goals, test results and changes at GHS.</p> <p>There are parent informational meetings and all calls to</p>	<ul style="list-style-type: none"> • Aeries Grade Portal • GHS website • District website • Twitter feeds (ASB, Principal, yearbook) • Video announcements on YouTube • Display cases in the District Office to

remind the community of significant events and notify them of emergencies.

The Superintendent's report details the vision, goals, and achievements of the teachers and staff dedicated to the students' success. A number of community meetings are hosted throughout the year, including School Site Council, monthly PTA meetings and newsletters, booster club meetings, and several recognition ceremonies (National Honor Society, Scholar/Athlete Awards, College Fair Night, and many others).

Over the past two years, the Administrative team has hosted Common Core meetings with parents to allay concerns about the new standards and to explain how instructional approaches have evolved to meet the requirements of CCSS.

showcase student work

- New marquee
- Advertising- football program, basketball calendar, Band-O-Rama program

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>GHS makes significant effort to communicate with its stakeholders. Through the ConnectEd all-call system, parent meetings, reports to stakeholders, online and social media, every effort is made to keep our site, parents, and community members informed.</p> <p>Glendora is extremely fortunate to have tremendous support from our community. With this support GHS made it through one of the most difficult budgetary times in recent California history. Our students receive thousands of dollars every year through our Senior Awards Program which is funded through donations from community members.</p> <p>The co-curricular programs of GHS have strong booster and parent groups to support those programs. Parents work tirelessly to support our students inside and outside of the classrooms by sharing their myriad of resources.</p>	<ul style="list-style-type: none"> • ConnectEd • PTA Newsletter • Twitter, Facebook and Instagram accounts • Booster/Parent Clubs • Senior Awards

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS Teachers and Staff always hope for increased participation from our parents and community members in the academic area. Continual efforts will be made to find ways to incorporate their support and involvement, especially as students go through the transition to CCSS instruction and SBAC testing.</p>	<ul style="list-style-type: none"> • Social Media • Parent Meetings

E2. School Culture and Student Support Criterion

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.

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Glendora High School has a crew of campus aides who circulate through the campus to ensure safety. The School Resource Officer works closely with the Glendora Police Department and GHS Staff to identify and address any safety or risk issues (current drug concerns, violence, etc.)</p> <p>There are established responsibilities for staff in case of natural disasters or other emergencies. Drills take place to train staff and students about the critical responses required in case of emergencies.</p> <p>There are consistent policies for attendance and discipline. These policies are enforced fairly across the campus. Teachers and staff are encouraged to offer feedback to address inadequacies in these systems.</p> <p>The tenor of the faculty and office staff is professional and cordial. Staff members respect one another and the students, which creates a productive learning environment.</p> <p>There is a culture of support throughout the staff, despite being a large campus of over 100 employees.</p> <p>Lightspeed software reduces access to inappropriate internet content, which shields all stakeholders. All students sign an online agreement at the beginning of each school year.</p> <p>Appropriate staff is trained in CPI (Crisis Prevention Intervention), especially regarding our Special Education student population.</p> <p>Despite massive cutbacks over the last six years, custodians follow a consistent maintenance schedule with minimal staff and work tirelessly to keep the campus maintained and clean.</p> <p>The administrative office is professional and open to feedback</p>	<ul style="list-style-type: none"> • Great California Shake-out • Late start staff training with Officer Caldwell • Lock-down drill • Different schedules for adult programs on campus • Off-Campus lunch privileges reserved only for juniors and seniors • Firewall to block inappropriate websites • Staff trained in CPI to handle violent behavior • Graduation behavioral rules for students and parents

and suggestions. Administration listens respectfully and places student learning as the highest priority on the campus.

There are two School Psychologists and a Program Specialist who provide support for implementing behavioral plans.

Custodians respond to emergency needs in a timely fashion when notified by administrative staff or teachers.

The Glendora Police Department holds articulation meetings with the whole district throughout the year (generally two meetings a year, depending on the issues at hand).

The school establishes clear expectations for student behavior for graduation and strongly discourages senior pranks and end-of-the-year misbehavior with a zero-tolerance policy in the final quarter of the year.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>The established curriculum meets the needs of the majority of students, though there is continuous discussion of evolving classes and introducing new and innovative approaches.</p> <p>The District and GHS emphasize preparing students for four year college opportunities. There are also programs in place (priority registration) to encourage students to prepare in advance to attend Citrus Community College and Mt. San Antonio College (the local community colleges).</p> <p>Stakeholders meet regularly to establish and share IEP information in efforts to communicate clearly each student's customized plan. Teachers are clearly informed of their students' accommodations and medical requirements. Teachers are also active participants in discussions about student performance. The least restrictive environment remains the primary goal for all special education students. There is a designated counselor who focuses her attention primarily on the needs of the special education student population. Students have access to Designated Instructional Services (DIS counseling) according to their needs.</p> <p>The Tutorial study block provides students with access to their teachers and time to make up missed assignments and to</p>	<ul style="list-style-type: none"> • Link Crew • College Wall • A- G requirements posted throughout campus • Most courses are college prep and above • Advisory Day • Daily Tutorial • Students can access multiple areas of campus for assistance (Counseling, Registrar, College and Career Center, Library, Computer Labs) • Transgender bathroom accessibility

receive additional help with their learning.

The Link Crew program connects incoming freshman students with junior and senior students in a mentoring relationship that allows freshmen to acclimate to the new school.

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>At Glendora High School there is a congenial and positive attitude amongst administration, educators, and staff. There is frequent informal cross-curricular collaboration on campus. The administrative team communicates a high degree of professional respect towards the faculty and staff. Teachers report consistent professionalism as well as “open door” policies when responding to or dealing with different levels of administration.</p> <p>There are strong faculty relationships with teachers advising more than 100 clubs on campus. There is a mutual, professional respect shared amongst faculty advisors and club presidents.</p> <p>Link Crew forges early relationships with freshman students, encouraging them to get involved and to participate in the school culture in every way possible.</p> <p>The Glendora High School Yearbook, the <i>Bellendaine</i>, is engaged with every student activity, taking photographs, as well as interviewing and surveying students and staff.</p> <p>PALs is a program dedicated to honoring students and teachers. PALs organize the Renaissance program, honors teachers of the month and recognizes “most inspirational teachers.”</p> <p>The student senate honors Teacher of the Month. The senior class selects a most inspirational teacher to be honored at graduation. Individual senior athletes select a teacher to be honored as their Most Inspirational Teacher (MIT).</p> <p>The student-run <i>Tartan Shield</i> newspaper is published once a month and distributed across campus. The paper reports on school activities, local issues, sports, and offers editorial views on local as well as international topics.</p>	<ul style="list-style-type: none"> • Teachers attend 504 meetings, IEPs, ISTs with regularity • Faculty Advisors of Clubs • <i>Bellendaine</i> Yearbook

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>There is an overall atmosphere of respect and collegiality on the GHS campus. The local community is highly involved in recognizing student academic and extra-curricular achievement. There are multiple safety plans as well as staff dedicated to creating and maintaining a secure learning environment. An abundance of clubs and student civic engagements reveal how involved GHS students are in the community and how committed they are to making a significant difference in improving their lives and the lives of others. Parents support the school culture in countless ways: Band and Athletics boosters, PTA grants and scholarships, School Site Council, College Going Culture Committee, and The Glendora Education Foundation are just a few examples of local sponsorship and engagement. The block schedule and tutorial allow for multiple student/teacher interactive learning opportunities. School leadership prioritizes student learning and encourages teachers to be innovative and to collaborate. Late Starts, Department release days, and professional development days afford faculty opportunities to expand and augment their professional skills.</p>	<ul style="list-style-type: none"> • Decreasing number of tardies and discipline issues resulting from block schedule format • Club lists and activities • Senior Awards Program • Athletic League Recognition Programs • Sakiyama and Ludwick Support Programs • Rotary Scholarships • PTA Scholarships and Teacher Grants • Numerous Booster Clubs • Glendora Education Foundation

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>In a recent survey, 84.3% of students, 88.2% of parents, and 93.5% of staff reported that they strongly agreed or agreed that GHS was a safe campus. However, GHS is continually looking for ways to increase communication and support for students and staff. Every effort will be made to make sure that all students and staff feel safe and supported while at school, creating an atmosphere conducive to learning.</p>	<ul style="list-style-type: none"> • Survey Results • Positive feedback

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
<p>In a time of reduced budgets, there is adequate personalized support. Each student has the same counselor all four years. Counselors help students and parents design their individualized Four Year Plans, support students with academic and personal needs, and work with staff and students to create an atmosphere of caring and support on the GHS campus.</p> <p>Students with IEPs receive customized instruction and accommodations to meet their instructional needs, including DIS counseling when necessary. A Workability specialist helps find employment for special education students. There are numerous instructional aides who are a critical link within the classroom to assist teachers with special needs students. Several one-on-one support aides and language translators work closely with our special education and ELD populations to assist them in performing in the least restrictive environment.</p> <p>A school nurse is available to assist students with chronic and acute medical conditions.</p> <p>There are three part-time school psychologists (split amongst campuses) and one program specialist who work with stakeholders to diagnose students' learning needs and customize appropriate learning plans to address these needs.</p> <p>Local businesses offer internships to students, especially those connected with ROP support programs. The Teen Summit each Spring allows students open, frank discussions about topics that concern them and their peers.</p>	<ul style="list-style-type: none"> • Every special education student has an individualized transition plan(ITP) from 8th to 9th and every year thereafter, and ultimately an exit ITP • Social Model Recovery partnership with the district to assist students and families with issues • Designated counselor helps students with IEPs transition to Citrus (DSPS center) • Workability placement statistics • Special Education accommodations tailored to students' specific needs • One-on-one aides for certain students • Teachers receive more detailed information about ELD students

Student-led programs such as Link Crew and PALs work on campus to establish social connections between disparate groups of students and publicly recognize student and teacher achievement.

Mt. San Antonio College and Citrus College articulate with GHS in several critical ways: they provide priority registration, research resources (for students completing Senior Projects), and on-campus representatives who help students navigate registration and placement within the community college system.

GHS works closely with a non-profit drug counseling program to provide family referrals to students who are suspended for violations of drug/alcohol policies.

The College and Career Planning class (CCP) was created in the last six years to provide students with computer literacy skills and to introduce them to the basics of college entrance requirements.

Direct Connections

Indicator: The school demonstrates direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>Glendora High School is a large, thriving campus that hosts approximately 2500 students and over 100 staff. Despite its large size, GHS connects its community members in countless ways. AVID reaches out to the “middle” student who might otherwise not receive the necessary mentorship to seek higher education. Many teachers have received AVID training, and AVID instructional practices (such as the taking of Cornell Notes) are used across campus by teachers in many disciplines. The CCP course provides all incoming freshman students a common ground for researching colleges and developing basic computer literacy.</p> <p>The yearly College Fair and numerous on-campus college representatives provide students with information about attending colleges that best suit their career and professional</p>	<ul style="list-style-type: none"> • A-G posters in every classroom • AVID field trips • College speakers • College visits • Advisory day • Free Enterprise • Naviance • Priority Registration Programs at Citrus Community College and Mt. San Antonio

interests.

Through regular communication and articulation with the counseling department and College and Career Center, Citrus College and Mt. San Antonio College inform our students about local resources and opportunities that can help them achieve their desired certification or general education to prepare them to transfer to a four-year institution.

The Senior Project interview requires students to collaborate with an expert in their topic of choice. Currently the Senior Project is expanding to include more local business and community members.

Designated Instructional Services counseling is available for special education students who qualify. District and school psychologists work as key team members in meeting the diagnostic and instructional needs of our special population students.

College

- Ongoing development of Senior Project community panels

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Underperforming and at-risk students are assigned MSS (Mathematics Strategies for Success) and LSS (Literary Strategies for Success) courses that are concurrent with their Math and ELA classes. These classes give students additional opportunities to hone their skills in a supportive learning environment.</p> <p>ELA and Math CAHSEE intervention classes provide students with additional practice to refine their core skills.</p> <p>GHS has ten Late Start meetings built into the academic calendar that are designed to address instructional needs as they arise. Teachers and Department Chairs frequently work together during these blocks to discuss pertinent instructional issues and to devise approaches to challenges.</p> <p>Staff meetings occur throughout the year to discuss calendar</p>	<ul style="list-style-type: none"> • MSS and LSS classes • CAHSEE intervention class • Two Math coaches (TOSAs) • Common Core standards posted (in some rooms) • Science articulation with middle schools • English Language Arts articulation with elementary and middle schools

needs and issues that originate.

Teachers meet with students during the Advisory block three times a year to discuss individual student achievement.

Teachers have engaged in interdisciplinary Instructional Rounds with colleagues. Teachers then discuss amongst themselves what they witnessed and how connecting colleagues can strengthen instructional practices.

During and after the block scheduling implementation phase, groups of teachers had opportunities to visit other high school campuses with alternative schedules.

The block schedule was implemented after three years of discussion, debate, and research. The primary reason for shifting to a block schedule was that it parallels a college schedule, allows classes more time to delve into complex tasks during one period, and contains a built-in “tutorial” period that allows students and teachers to interact daily on an individual basis.

Teachers may request collaboration time out of the classroom (receiving release days) to develop curriculum and innovate planning with colleagues.

When necessary, counselors, administrators, teachers, and parents convene to conduct ISTs and to fashion strategies to target students’ academic and interpersonal needs.

- Ongoing developing and refining of Performance Tasks for each department

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., 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.*

Findings	Supporting Evidence
<p>Special Education students are assigned case carriers who share information and modification requirements with regular education teachers. Teachers attend IEPs and are essential contributors to students’ academic success in special education.</p>	<ul style="list-style-type: none"> • Tartan Tutorial • IST documentation • 504 Plans • IEPs
<p>EL students are administered the CELDT test annually and placed into the EL English class based on the results of this examination. When necessary, appropriate translators attend</p>	<ul style="list-style-type: none"> • D and F Lists • LSS

English classes with EL students to assist them in understanding and completing lessons.

GHS maintains an IST process that brings together students, parents, teachers, counselors, and administrators to help at-risk students identify areas of need and to designate appropriate support services to meet these needs.

In addition to IEP and IST meetings, GHS holds 504 meetings to address the learning needs of students with designated medical conditions. Teachers, counselors, and parents are active partners in customizing 504 plans to help students maximize their learning capacity.

Intervention pathways have been created in English and Math to help students who are struggling in the CP curriculum. Middle School staff identifies at-risk students who are then placed in the CP class with an additional support class, LSS and/or MSS. If this is not the proper placement for these students, pathways have been created to allow them access to more appropriate curriculum while meeting their graduation requirements.

Counselors, deans, and administrators call in students on the “D” and “F” lists to discuss ways in which they can improve their academic performance.

Counselors, deans, administrators, teachers, and staff engage in a “Seek and Serve” process to assess social, emotional, and academic needs of struggling, at-risk students.

The AVID program begins at the middle schools and allows students access to AVID support at GHS, including: AVID-trained teachers, tutors, college field trips, and college admissions seminars.

Counselors, deans, and administrators hold a Scores Back Night to inform test takers (SAT, PSAT, ACT) about the significance of their results as well as further steps to take in applying to colleges.

Counselors and teachers regularly contact and counsel students about grades and assignments. Teachers contact parents and parents contact teachers regarding student progress.

Each student receives a planner at the beginning of the year to help him/her organize weekly assignments. The student planner also includes the Odd/Even block schedule calendar as well as notifications about holidays and special bell schedules (finals, etc.).

Perhaps the greatest area of concern in this regard is the lack of available computers. Actual computers are limited; the

- MSS
- Read 180
- CAHSEE Intervention
- EL Course
- Intervention pathways for math and ELA

available technology is dated and at times defective. The internet connection is slow and at times unreliable. The WiFi on campus is limited and restrictive. It has taken many different forms over the last few years; it is typically unreliable.

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
<p>GHS offers a Contract to Advance to students who show initiative but who do not meet the course pre-requisites to advance to honors, AP, or the next course in a sequence. Students and parents must sign the contract with administrative approval.</p> <p>There are multiple opportunities for students to take accelerated or repeat classes. These offerings include Mathematics and English Language Arts Summer School repeat courses. Seventh period (beginning at 2:45pm) ROP classes are offered throughout the academic year. Adult Education/Night School offers credit recovery for students who need to make up courses for graduation eligibility. The Independent Study Program offers credit acquisition for students who are unable to attend the traditional school setting.</p> <p>Advanced Placement course offerings continue to expand, and students are permitted to take AP examinations in courses not taught at GHS.</p> <p>There are a number of zero period offerings throughout the Master Schedule, including all core departments.</p> <p>Students with designated medical needs can receive home teaching from a credentialed teacher in each subject.</p>	<ul style="list-style-type: none"> • AP / Honors Contract • Home teaching • Independent study • Students can take upper division math classes at local community colleges • Ongoing efforts to facilitate access to outside programs for students to seek achievement beyond what we offer at GHS

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>The AVID program affects AVID students directly but also contributes to an academic environment of learning through AVID teacher training (many AVID trained teachers do not necessarily teach in the AVID GHS program) and an emphasis on student organizational skills (annotating, calendar planning and attending tutorial).</p> <p>During the annual College Fair, GHS hosts over 60 college representatives from around the country. Families with students at all levels (elementary, middle, and high school) can attend seminars about board exams, financial aid applications, and college admissions processes.</p> <p>Citrus College and Mt. San Antonio College offer priority registration to GHS students who participate in the articulation process.</p> <p>Each classroom posts A-G information. This information also appears on class registration cards.</p>	<ul style="list-style-type: none"> • The GHS Library remains open until 4 pm and the College Career Center is open until 3pm • The Tutorial block allows students and teachers additional time for instruction and organization • College visits by representatives (in the Career Center)

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Glendora High School has an engaged student population that participates in numerous traditions associated with the school culture. On a recent Student Survey 91% of students stated they were involved in extra-curricular activities at GHS.</p> <p>GHS and the Glendora Community recognize the benefit of a strong extra-curricular program and every effort is made to ensure students have the ability to participate in whatever activities they would like. GHS is host to over 100 clubs, 17 men's and women's sports, and a strong, vast, and award-winning Visual Performing Arts Department.</p> <p>The Associated Student Body holds elections each year and</p>	<ul style="list-style-type: none"> • Action • Sportsmanship Conference • Themed Assemblies • Dances • Nutrition Activities • Music Fridays • PALs • Link Crew

sponsors many of the most attended extra-curricular events throughout the year: Assemblies, Dances, Nutritional Break Activities, Music Fridays, and ACTION are all activities that engage a majority of the student population.

ACTION is a unique event held in the Spring each year. At ACTION, the grade levels compete against one another in a series of competitions (tug-of-war, etc.). Each competition earns the grade level points. The fiercest rivalry is between the junior and senior levels. For students, ACTION is one of the most highly anticipated activities of the entire year.

Painting and repainting “the rock” located on the southeastern portion of the campus is another tradition students engage in to compete with one another during ACTION and other school activities.

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>In a recent student survey, 65.2% of students responding strongly agreed or agreed with feeling supported with issues related to their personal well-being (26.5% neither agreed nor disagreed). 62% strongly agreed or agreed with feeling supported with academics (24 neither agreed nor disagreed). 75.5% of respondents strongly agreed or agreed with the statement that Administrators were visible and helpful (18% neither agreed nor disagreed).</p> <p>Students have opportunities to express their views and engage in dialog through a variety of means: <i>The Tartan Shield</i> newspaper, published monthly, actively seeks students’ opinions on a wide range of issues both local and worldwide. The weekly video announcements (on Wednesdays) feature regular segments as well as “on campus” impromptu interviews of students and faculty. The student School Board Representative publicly reports K-12 activities and news to the Board.</p> <p>School Site Council involves parents, students, administrators, and teachers in evaluating programs and financial allocations of funds for key programs and innovations.</p> <p>The GHS PTA program is involved in many hands-on</p>	<ul style="list-style-type: none"> • Student Survey • Video announcements • <i>Tartan Shield</i> • Club Rosters • School Site Council minutes and budgets • Teen Summit agenda topics

activities throughout the community. PTA meets monthly and welcomes teacher presentations and discussions.

The Teen Summit is held annually in the Spring. Teen Summit gives students opportunities to discuss controversial issues affecting their lives (physical and emotional health) in a supportive, non-judgmental environment.

GHS hosts more than 100 clubs that engage in numerous civic, volunteering, and entertaining activities.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Teachers, staff, and administrators at Glendora High School collaborate to create a supportive learning environment in which every student receives an individualized learning plan to help ensure the success of his or her college and career readiness. There are several systems in place that address students' needs on multiple fronts, including: counselors who work with students and parents individually; three part-time school psychologists who assess students' learning needs; special education teachers who work with teams of regular education teachers, psychologists, and families to customize IEPs; 504 plans customized to meet students' needs; deans and administrators who counsel students about academic deficiencies; ISTs for students with emergent and chronic academic deficiencies; a Library and College and Career Center that provides students with a study space and hosts guests speakers from colleges throughout the year; Advisory blocks; Four Year Plans for all enrolled students; instructional, translational, and one-on-one aides to assist learning; a district-wide focus on college-going; a 90%+ enrollment rate in two and four year colleges; professional counseling and addiction referral programs; Teen Summit; Link Crew, and PALs. These numerous programs communicate to students that they are accepted and welcomed at Glendora High School.</p>	<ul style="list-style-type: none"> • IEPs • 504 Plans • IST Plans • Counselors • Updated College and Career Center • Naviance College Admissions Software • Four Year Plans

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>GHS has developed multiple approaches to support academic and college and career readiness. This support begins in the classroom by engaging students in meaningful learning</p>	<ul style="list-style-type: none"> • PALs • Link Crew

experiences that will enhance their effectiveness as thinkers and workers beyond high school. By building relevancy within classroom curriculum and making connections with real-world examples, teachers allow students to feel as if they are part of a wider learning community. Challenging students with inquiry-based assignments gives them time and space to explore profound questions and to prepare for the complexity that awaits them in the post-secondary workplace. GHS welcomes students outside of the classroom by offering extensive opportunities for club participation, volunteering, and to connect with the local community through extra-curricular activities. This will remain a critical focus on campus and staff will work with the District Office to ensure that there is adequate staff available to support our increasing student population.

- Four-Year Plans
- Campus Club Activities
- Volunteering Opportunities through Various Clubs

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

As reported in a recent survey of parents, students, and staff, overwhelming results show that stakeholders believe GHS to be a quality and supportive school. Of the parents and students who participated in a recent survey, 87.5% of parents and 86.7% of students strongly agree or agree with the statement that students receive a quality education at GHS. When asked if they believe GHS is preparing students for their future, 86.6% of parents, 80.7% of students and 95.9% of staff strong agree or agree. Systems and procedures are in place to ensure that students come first at GHS and that their academic and personal well-being is the foundation of the decision-making process at GHS. Strong support from parents and the local community make this campus goal achievable; Glendora's community involvement is the primary reason why we have multiple generations of students attending our campus, a powerful alumni support network, and so many GHS alumni working at GHS in lifelong careers.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

As Glendora High School grows in size and changes demographics, it is imperative that the systems and procedures in place to support students are evaluated and revised as necessary to continue to keep each student's well-being the focal point of GHS. Continual examination of staffing needs to be communicated with the District Office to verify it matches the needs of our campus. Academic goals and co-curricular offerings will also evolve to match the needs of our students.