

SELF-STUDY FINDINGS

ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES.

A.1.1 To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

Glendale High School (GHS) recognizes the importance of having an overarching vision, a focused mission, worthy values and clear goals that ultimately lead to measurable results. GHS revises its vision, mission, values, goals, Expected School-wide Learning Results (ESLRs) and Student Learning Outcomes (SLOs) each year through its Instructional Leadership Team (ILT), which consists of administrators, department chairs, classified staff, students and parents.

FINDINGS	EVIDENCE
<p><u>Glendale High School Vision</u></p> <p>Glendale High School Provides an Environment:</p> <ul style="list-style-type: none"> • <i>That promotes success in meeting or exceeding standards.</i> • <i>That coordinates efforts to support individuals not yet meeting standards.</i> • <i>Where dignity and respect are demonstrated in every interaction.</i> • <i>That values learning above all else</i> <p>GHS’s vision is revisited annually by the ILT, and this vision drives all that GHS does.</p> <p><u>Mission</u></p> <p>Glendale High School has a mission statement, which reads:</p> <p><i>“We are a community of learners dedicated to excellence.”</i></p> <p><u>GOALS</u></p> <p>With its vision and mission in mind, GHS has established goals, which are:</p> <ul style="list-style-type: none"> • Comprehensive curriculum • Engaging instruction • Compassionate school culture • Positive connections • Secure environment • Unified community 	<ul style="list-style-type: none"> • Vision Statement • Mission Statement • Values • Goals • ESLRs (Expected Schoolwide Learning Results) • SLOs (Student Learning Outcomes) • Instructional Focus Statement • ILT (Instructional Leadership Team) • Parent, teacher, and student surveys • Counselor surveys • Data Director • CDE • SARC (School Accountability Report Card) • Flashlight Award – Center for Excellence in school counseling and leadership (CESCSAL) • APEX • Bridge



<p><u>Expected School Wide Learning Results</u></p> <p>Glendale High School will prepare its graduates to be:</p> <p>Critical Thinkers:</p> <p>Who make connections across all academic disciplines to meet the California State Standards.</p> <p>Communicators:</p> <p>Who read, write, and listen reflectively and critically.</p> <p>Responsible Citizens:</p> <p>Who are accountable for their actions within the community.</p> <p>Goal Setters</p> <p>Who complete all graduation requirements and develop a plan to meet their goals beyond high school.</p> <p><u>Student Learning Outcomes</u></p> <p>GHS provides a rigorous and relevant standards-based curriculum and expects its graduates to:</p> <ul style="list-style-type: none"> • Demonstrate a mastery of California State Standards and/or Frameworks for all courses of study • Integrate critical reading, thinking and problem solving skills as a means to collect, organize, interpret, analyze and apply information to make decisions and solve problems • Utilize speaking, writing and technology as tools for expression • Demonstrate the ability to work independently and collaboratively • Evaluate decision-making processes and justify conclusions <p>GHS promotes a caring, respectful community and expects its graduates to:</p> <ul style="list-style-type: none"> • Demonstrate tolerance for diverse peoples, cultures and perspectives 	<ul style="list-style-type: none"> • Lit for Success • Vocational Programs in construction, cosmetology and foods • ROP • Process for putting students into certain classes • Course descriptions • Common Formative Assessments • Pacing guides • Administrative “walk-throughs” and peer observations • District, School and Teacher Web sites and newspapers • Department content specific writing prompts • Increase number of a-g courses (Title I audit) • Graduation rate • a-g completion rate • Discipline data • SMARTe goals • Support Personnel Accountability Report Card (SPARC) • Single School Plan for Student Achievement (SSPSA) • SAT & ACT results • AP exam passage rate • AP class enrollment • CAHSEE passage rate • Link Crew • Rachel’s Challenge • CST data • APEX credit recovery • CAHSEE prep classes • ELD program • AVID program • AVID data
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- Possess knowledge of the heritage and traditions of American society
- Conduct themselves with integrity in the classroom, in extracurricular programs and in the community

GHS supports all students through a wide variety of opportunities and expects graduates to:

- Take ownership of their own learning and advancement
- Demonstrate social commitment through active community involvement
- Recognize the importance of physical, mental and emotional health

GHS maintains a safe and orderly campus and expects its graduates to:

- Assume personal responsibility and make informed, ethical choices
- Abide by standards of moral and ethical behavior

Instructional Focus

As part of its work with Focus on Results, GHS has developed an instructional focus statement which is posted in every classroom and which is consistently evident in instruction. This Instructional Focus statement reads:

“All GHS students will show growth in the ability to think critically through a focus on non-fiction writing, using the following as measures: annual CST scores, course grades and content specific writing prompts.”

Through an emphasis on expository writing, which requires the reading and analysis of non-fiction materials and the application of sophisticated critical thought, students are encouraged to embrace the core values.

Research

Research shows that making rigor accessible to more and not just a select group helps all students achieve:

<http://www.pathwaystocollege.net/pdf/rigor.pdf>

- a-g requirement posters in classrooms



Such research factors into GHS's vision, mission, values, goals and desired outcomes, and it supports the GHS community's belief that all students have the potential and should therefore have the opportunity to achieve excellence.

Due to this attempt at an ever-increasing rigor, GHS has recently narrowed its course offerings, making more challenging classes available to more students, and it has opened up advanced classes and strived to assure that students complete a-g requirements.

In anticipation of the 2009-2010 academic year GHS modified its course offerings and the ways in which students are enrolled in courses so that rigor is not just a "value" but also a practice. This modification did not lower overall achievement.

In 2007-2008, students took a total of 626 AP exams. In 2009, students took a total of 932 exams.

In 2008 the AP exam passage rate was 45%, and in 2009 it was 44%.

Data

Data regarding student achievement is at the center of GHS's on-going evaluation of its efficacy. Data helps to evaluate outcomes, and it works to determine course offerings.

Data is accessible to all staff via the electronic tool Data Director, which is maintained by school and district personnel, and through the California Department of Education.

In addition to numeric data, GHS obtains anecdotal data. Yearly, GHS surveys students and families so that their perceptions and desires may be considered in the development of GHS's offerings.

Student Need

At GHS, there are numerous programs offered to help students arrive at excellence regardless of learning style or present ability.

GHS offers a special class to students who are in danger of not passing the California High School Exit Exam (CAHSEE). The CAHSEE classes help students acquire the information and test-taking skills necessary to successfully pass the CAHSEE exam. In 2009, the tenth-grade passage rate for ELA was 77% and for

- Parent survey results
- Student survey results
- Staff survey results



math was 84%. While there was a slight drop in English from the previous year, there has been an upward trend over the last five years.

GHS offers special classes to enhance literacy, for example, Bridge and Literacy for Success classes. Such classes target students who are functioning below grade level and offer additional support so that they may catch up to their peers.

The Bridge Program has expanded in the 2009-2010 school year to include a junior class. There are a total of 4 Literature for Success classes devoted to Bridge Students. An additional 2 Literature for Success classes serve additional underachieving students within in the school.

The program is very effective for many of these struggling students. Yet, an area of growth that needs further attention is support for 10th grade and 11th grade students in math who continue to fail these classes regularly.

In addition to maintaining data on specific programs so that we might evaluate their effectiveness, GHS monitors its API. Based on the API of the last several years, GHS is on an upward trajectory. In 2008, GHS's API was 740, and in 2009 it increased to 754. This fourteen point increase indicates that GHS is on the right track.

Special attention is given to students who appear to be falling through the cracks. Two groups that require special focus (according to the 2009 AYP) are students with special needs and Latinos. Because of this particular need, we have set-up a new program wherein Special Education teachers collaborate with mainstream English teachers to ensure that the students are getting ever closer to "proficiency" on the English CST.

To address the needs of the Hispanic population, we offer Bridge, AVID, Literacy for Success, the Latina empowerment conference, tutoring, and field trips.

Student Life-long Learning

Students are encouraged and expected to become life-long learners. In 2009, 20% of our graduates went on to four-year universities, and 58% went on to two-year colleges. There was a combined total of 78% going on to higher learning.



Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. Use of data and research to drive course and program offerings and instruction 2. Increasing rigor 3. Increasing number of students taking AP classes and passing AP exams 4. Special offerings such as CAHSEE Prep, Bridge, Literacy for Success and other programs that enhance opportunity 5. Collaboration among special and mainstream education teachers 6. Collaboration among administrators, counselors and teachers in the creation of a successful enrollment procedure so that more students have access to rigor 7. Surveys of students and families so that their perceptions and beliefs are taken into account 8. Close collaboration in the yearly revision of GHS's vision and mission 9. Collaboration in the creation of this WASC document 	<ol style="list-style-type: none"> 1. Continued and improved use of data to determine which programs are especially effective 2. Continued use of collaboration to develop successful programs and strategies that deliver results 3. Staff development opportunities that focus on inclusion strategies so that students don't fall through the cracks 4. Communication to the entire staff, not just the ILT, the core driving documents (vision, mission, goals, etc) yearly and clearly

A.1.2 To what extent is the school's purpose supported by the governing board and the central administration and further defined by Expected School-wide Learning Results and the academic standards?

GHS's vision, mission, values and goals are in alignment with those of the Glendale Unified School District (GUSD); they are reflected in the ESLRs; and they are in accordance with the academic standards. GUSD provides a variety of staff development opportunities to assist teachers in the development of data-driven and standards-based curricula. The District also celebrates the achievements of GHS in a monthly newsletter called the *Staff-O-Gram*.

FINDINGS	EVIDENCE
<p><u>School Board Support</u></p> <p>An active and supportive school board works closely with the superintendent and other administrative staff to ensure that all teachers and support staff are focused on student involvement and achievement.</p>	<ul style="list-style-type: none"> • GUSD Web site • GHS Web site • GTA Web site • District headquarters • Employment contracts • Professional



The Board members are chosen through public election. Current members are listed on the District Web site. Board members visit classrooms regularly, they are involved in extra-curricular activities, and they reach out to the community to build partnerships with businesses and grant-making foundations.

Administrative Support

The District Superintendent sets the mission statement for the District, which is:

“With a vision toward the future and a commitment to excellence, Glendale Unified School District provides quality teaching, ensuring that all students become responsible citizens who possess the knowledge and skills necessary to succeed in an ever-changing world.”

The District and GHS missions are in alignment as they both encourage students to become engaged citizens who are committed to excellence.

GHS’s commitment to social responsibility and excellence is evident in their instructional focus, which is

“All GHS students will show growth in the ability to think critically through a focus on non-fiction writing, using the following as measures: annual CST scores, course grades and content specific writing prompts.”

With the emphasis on critical thinking and expository writing, students are likely to succeed in many different fields.

The central administration is conveniently located and is readily accessible to GHS staff and students.

The District celebrates the achievements of GHS in a monthly newsletter the *Staff-O-Gram*.

In order to meet State requirements, the District is offering financial compensation for teachers to complete their CLAD certification.

Development Center (PDC)

- Content standards
- Teaching standards
- Professional development opportunities, including access to Masters programs
- BTSA
- SARC
- Staff-O-Gram
- Data Director
- CDE
- School Board meeting minutes



<p><u>Correlation with the Standards</u></p> <p>The GHS vision, mission, values, goals and desired outcomes, which are in alignment with those of the GUSD, all revolve around the state-developed academic standards.</p> <p>GHS and the GUSD work together to adopt appropriate, standards-based texts, and they collaborate (along with the GTA) on the development of a teacher-evaluation process that ensures that all teachers are using the adopted materials and that all students are receiving grade-level appropriate, standards-based instruction.</p>	
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Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. GHS’s mission is in alignment with the District’s mission 2. GUSD has an active and accessible school board 3. GUSD supports GHS by offering staff development, continuing education, BTSA and other programs as needed 4. The District celebrates GHS in its monthly <i>Staff-O-Gram</i> 5. The collaboration between GHS and GUSD is evidenced in GHS’s increasing API 	<ol style="list-style-type: none"> 1. Improve number of students scoring at or above the proficiency level on the CST in all subject areas 2. Improve critical thinking and writing skills across the curriculum for all students 3. Encourage students to take challenging courses and to apply themselves fully 4. Increase the number of graduating seniors who meet the a-g minimum entrance requirements for CSU’s and UC’s



A.2.1 To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

In furthering its efforts to support the educational programs of all schools, the GUSD Governing Board establishes and communicates its vision, mission, goals and priorities via the District Web site. These driving documents are designed to clarify the Board’s overall support of the school’s mission to help all students achieve excellence.

FINDINGS	EVIDENCE
<p><u>School Board Policies and Bylaws</u></p> <p>The Glendale Unified School District Board of Education, in all of its dealings, is focused foremost on the district’s core mission. In the District bylaws, it states that a trustee should “<i>Keep learning and achievement for all students as the primary focus.</i>”</p> <p>This focus on <i>community, life-long learning and excellence</i> works to ensure that students ultimately achieve well-rounded success.</p> <p>The District’s mission and goals support the school’s ESLRs and are established after careful thought and review of relevant data.</p> <p>In an effort to clearly and effectively communicate progress, the District reports to all stakeholder organizations, such as school administrators and parent groups, its findings and newly adopted priorities. The School Accountability Report Card (SARC) is a central vehicle by which key information is communicated.</p> <p>Each year the GHS administrators and ILT review the District goals and priorities along with relevant school-wide data to determine the areas of emphasis for the new school year. These areas of emphasis are communicated to the staff before school begins in August. Preliminary drafts of GHS’s ESLRs are developed during a series of ILT meetings.</p> <p>Student performance data and information outlined on the School-wide Action Plan, the Single Plan for Student Achievement (SPSA) the Local Educational Agency (LEA) Plan and other relevant documents serves to support the decisions that are made.</p> <p>The Instructional Leadership Team refines the ESLRs and the SLOs and presents them to the District Board of Education for final approval.</p>	<ul style="list-style-type: none"> • District Mission Statement • District Goals and Priorities • School Board Bylaws • School Site Council minutes • Single Plan for Student Achievement • SARC • Parent survey results • Student survey results • Data Director • Office of Assessment and Evaluation • GHS ESLRs • GHS SLOs • Staff meeting agendas • ILT agendas • SSC agendas • STAR results • CAHSEE results • Core academic standards



Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. GUSD and GHS Web presence which communicates some of the driving documents, including vision, mission, goals, priorities, etc 2. Variety of communication methods: Web site, mass phone calls, snail mail, e-mail, postings, <i>Staff-O-Gram</i> 	<ol style="list-style-type: none"> 1. Too many similar yet distinct mission statements on the GUSD Web site 2. Too hard to get to the driving documents (vision, mission, goals, etc) on both the GUSD and GHS Web sites 3. Unclear how frequently and by whom the GUSD core docs (vision, mission, goals, etc) are updated 4. No clear and pointed method of communicating on a yearly basis the driving documents that affect all stakeholders

A.2.2 To what extent does the governing board delegate implementation of these policies to the professional staff?

The Glendale Unified School Board fully recognizes that in order to achieve its goals and meet its priorities, appropriate responsibility and support must be given to the schools. The District communicates its mission, values, and goals to the schools.

FINDINGS	EVIDENCE
<p><u>The GUSD School Board’s Priorities</u></p> <p>The GUSD Board of Education on a yearly basis establishes/revises its priorities:</p> <p><i>“For many years, this Board, as part of establishing its yearly priorities, has affirmed its commitment to the essential priorities of improving student achievement and maintaining a safe learning environment. The Board recognizes that improving student achievement is a comprehensive K-12 effort, which encompasses all student groups and subject areas, and that maintaining a safe, orderly learning environment is critical to student success.”</i></p> <p>GUSD School Board Priorities for 2009 -</p> <p><i>A. Ensure in every classroom instructional practices that are high quality, research-based, consistent with the models of effective teaching and the California teaching standards and that support student success.</i></p>	<ul style="list-style-type: none"> • GUSD Mission • GUSD Goals and Priorities • GUSD calendar • GUSD Professional development offerings • GHS’s SPSA • School Clubs • Discipline and attendance policies • Teacher/Student/ Parent compacts • Emergency drill schedule • Emergency folders • Pre-school summer meeting



B. Use Board-adopted budgetary principles to maintain the fiscal integrity and stability of the District in way which best meets Board priorities and student needs.

C. Complete Measure K work as promised and determine what facility needs exist and what funding streams may be available to address these needs.

D. Evaluate Glendale 2010 Strategic Plan outcomes and begin 2010 Strategic Planning.

How the GUSD Priorities Impact GHS

Instruction

All teachers are expected to be familiar with the core content standards in their disciplines and to align teaching and assessments with those standards. District support in identifying standards and using assessment devices to effectively measure attainment of standards is ongoing. Workshops, Beginning Teacher Support and Assessment (BTSA) programs, articulations, pre-school orientation meetings, and professional development opportunities all support instruction.

The District makes every effort to ensure that all teachers are working within their areas of expertise and that they are highly qualified.

During the 2009-2010 school year the following is true of GHS staff:

- Total Teachers: 127
- Teachers with Full Credentials: 124
- Teachers with Intern Credentials: 2
- Teachers with Limited Assignment Permits: 0
- Teachers with a CLAD: 101
- Teachers with only a high school diploma: 3 ROP teachers
- Teachers with only a BA: 9
- Teachers with a BA plus 30 units: 42
- Teachers with an MA plus 30 units: 75
- Teachers with a doctorate: 4

Teachers are provided with non-student days before school starts and two days a month to be trained and to collaborate.

Several of these non-student days are dedicated to site-designated

- Progress reports
- Quarter and semester grades
- PTSA calendar and agendas
- Emergency action plans
- PTSA Web site
- District, School and Teacher Web sites and newspapers
- ELAC calendar
- ELAC minutes
- DLAC calendar
- DLAC minutes
- Teacher certification and assignment records
- District and site-level late-start agenda
- California Standards for the Teaching Profession

- State, District and School exams

- BTSA minutes
- GATE-PAC minutes
- ASB Legislative visits
- Interclub Council minutes
- School Site Council minutes
- Booster Club minutes
- Televised School Board meetings
- Modernization schedule and plans



staff development programs.

New teachers are provided with BTSA mentors; periodic sub-days to facilitate training and mentoring processes, as well as regular site-specific “New Teacher Meetings” to allow for reflection and discussion with senior teachers and administrators on issues ranging from classroom management to fire drill procedures.

All teachers are expected to work within the guidelines of the California Standards for the Teaching Profession. This document includes standards for creating and maintaining effective learning environments, engaging and supporting all students in learning, and planning and designing learning experiences for all students.

Budget

The District maintained a reserve which has allowed them to maintain certain programs, including summer school for the 2008-2009 year, class-size reduction in ninth grade English and math classes for 2009-2010, certain intervention classes and after school programs. Due to the decreasing budget, this may not be true after the 2009-2010 school year.

- GUSD budget
- GHS budget
- Purchase order records

The District presents general funds to the school in the form of a unit budget. This budget (exclusive of categorical funds) is then divided up at the site level, based upon need and justification. Allocations are made to each department with consideration paid to total courses taught and general expenses associated with running programs within the department. Department chairs are able to meet with the management team to request additional funds if needed. Attention is also paid to school-wide areas of need as identified in action plans and school goals. Purchase requests are sent to purchasing where they are identified as to the specific guiding principle they are meeting. This helps to ensure that resources are expended in a manner that fully supports the District goals.

Facilities

In line with the district priority of a clean, safe and up-to-code physical environment, GHS has worked hard to facilitate speedy construction and maintain a safe place for people to work and students to learn. There are systems for graffiti removal, trash pick-up, recycling, student discipline and more.

- Electronic work order submission
- Tracking of all work orders



These systems have been developed by the administration with input from the ILT and School Site Council. The focus is on maintaining and improving the physical environment and the related school climate.

Implementation of these systems have been communicated to the stakeholders through summer meetings with teachers, bulletin announcements, PTSA meetings, Student/Teacher/Parent compacts and procedure forms as part of the registration and enrollment paperwork for parents and students.

Part of maintaining a safe environment is maintaining order. There is a two-year-old policy of no hats, hoods, cell phones, or iPods that is maintained throughout the school. This has led ultimately to a significant drop in the suspension rate. In 2007-2008, the number of students suspended was 341. In 2008-2009 it was less than half that.

Furthermore, there is a progressive discipline plan. Teachers are expected to follow a procedure (intervening methods, parent phone call or conference) before outsourcing discipline to the office. The office then uses a progressive method (student conference, parent conference, Saturday School, In-house Suspension, and Suspension) and even home-visits to ensure student safety and success.

Specific responsibilities, procedures, and expectations for Campus Supervisors are given and reviewed with the Campus Supervision staff by the administration at the beginning of each school year. Weekly meetings are held with Campus Supervision staff and the administration to update and review current and upcoming campus safety needs. The Campus Supervision staff also attends periodic staff development to maintain and improve their job skills and requirements, such as CPR training and drill procedures.

Emergency procedures and drills are conducted and reviewed on a regular basis. The updated emergency information along with any new procedures is distributed to the staff during the summer pre-school meeting.

Specific responsibility for assigning work routines and job priorities to the custodial staff is given to the principals by the District.

- Highly professional maintenance staff



School administration, staff, and the Associated Student Body (ASB) officers have made efforts to achieve cleanliness and order. Teachers and administrators work with all students to foster an atmosphere of tolerance and understanding at GHS.

Strategic Planning

The District will soon be involved in writing and implementing a new ten-year strategic plan. It is yet to be determined how this will involve the various stakeholders at GHS.

Communication of District Priorities and Stakeholder Involvement

The District supports the GHS in its efforts to communicate effectively with parents by the mailing home of semi-quarterly progress reports and semester grades and by notifying parents about pertinent school matters through an auto-dial phone message system.

The District provides each teacher and administrator a standardized e-mail address which can be accessed through the District Web site. This facilitates direct parent and teacher communication.

The District and GHS both have Web sites which allow parents and interested community members access to significant information regarding the programs and activities of GHS.

At the start of the 2009-2010 school year, GHS switched from ICUE to ZANGLE, which is a data base that helps admin and staff (both classified and certificated) keep careful track of student attendance, grades, schedules, test scores, personal information such as IEP's, health alerts and contact information, so that all stakeholders can have easy access to key information that not only drives instruction but that facilitates communication. Parents may also access certain areas of Zangle so that they may stay on top of student attendance and grades.

The Parent, Teacher, Student Association (PTSA) meets regularly to discuss school-related issues and concerns. The PTSA is active in supporting the school and its teachers in their efforts to offer as meaningful an education as possible.



PTSA meetings are held monthly at the school site in the evening. The PTSA maintains its own website and compiles a voluntary list of parent e-mail addresses in order to keep interested parents informed of upcoming school and PTSA events.

District and School Board officials provide reports and/or representatives at monthly PTSA meetings, which helps PTSA members stay abreast of district developments and provides them the opportunity to ask questions of the District.

The English Learner Advisory Committee (ELAC) provides parents of English Learners a voice in the development and maintenance of the various programs for English Language Learners (ELLs) such as clubs, tutoring programs, and course offerings in English Language Development (ELD).

The District also provides special programs during evenings where school administrators and counselors are available to speak to parents of eighth (incoming ninth) graders, as well as parents of students looking for guidance in the planning for college.

Parents of seniors are given specific guidance in evening meetings regarding the many problems and questions associated with the college application and admission process and financial aid.

The District actively invites all representatives to become involved in the decision-making process. With new textbook adoptions, the Superintendent appoints a representative committee to review and make recommendations for a new textbook adoption. Parent representatives are also invited to serve on this committee.

All stakeholders are involved in the English Learners Advisory Council (ELAC) and the Gifted and Talented Education Parent Advisory Council (GATE PAC). These groups hold evening meetings for parents of students involved in each program several times each year. Parents of English Learners send representatives to the District English Learner Advisory Committee (DLAC).

This year a GHS student is serving as the student representative on the GUSD School Board. She attends all meetings and provides reports on the activities, events and concerns of the students at GHS as well as representing the students of the GUSD.



<p>All regular School Board meetings are televised live on a local cable station.</p> <p>The school maintains the School Site Council, composed of administration, teachers, parents and students to discuss and vote upon school matters.</p> <p>The District recognizes and is grateful for the support offered by all involved, including active booster groups on campus. These groups offer expertise, volunteer hours, and some financial support for a wide variety of programs at Glendale High, including performing arts, academics and athletic competitions.</p>	
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Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. Dedicated and communicative board members, administrators and staff 2. Variety of methods of communication 3. Clear lines of responsibilities 	<ol style="list-style-type: none"> 1. Even more clear methods of communication. For example, the GHS and GUSD Web sites are not updated regularly enough and sometimes contain incomplete and even contradictory information 2. Keep minutes of all department meetings so that there is no break in the chain of communication from GUSD all the way to staff. Now it seems to stop at department chairs 3. Increase funding of VAPA programs



A.2.3 To what extent does the GUSD governing board regularly monitor results and approve the School-wide Action Plan, the Single Plan for Student Achievement and its relationship to the Local Educational Agency (LEA) plan?

District approval and monitoring of the School-wide Action Plan, the Single Plan for Student Achievement and the Local Educational Agency Plan occurs both at the beginning and at the end of each school year. The District is actively involved in the WASC self-study process from which the School-wide Action Plan emerges, through representative participation in various capacities. Further District involvement in GHS areas is sought on an on-going basis, as needed.

FINDINGS	EVIDENCE
<p><u>School-Wide Action Plan and Single Plan for Student Achievement</u></p> <p>The school’s action plan comes out of the WASC process and involves a yearly monitoring of the API.</p> <p>Once stakeholders have identified areas of concern and need, a plan for dealing with those areas is developed.</p> <p>The governing board is informed of the plan and of any progress that is made via monthly meetings.</p> <p>Our School-wide Action Plan becomes a part of our Single Plan for Student Achievement which is presented annually to the District for approval.</p> <p><u>Local Educational Agency (LEA) Plan</u></p> <p>GHS’s LEA Plan is revised yearly, along with the Single Plan for Student Achievement, by the School Site Council and takes into account data that is compiled and analyzed yearly, such as the API, AYP and various exam passage rates. It also takes into account current educational practices and issues involving staff development and parental involvement.</p> <p>GHS uses as part of its process surveys and tools available at: http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.</p> <p><u>Role of the School Site Council</u></p> <p>The main purpose of Glendale High's School Site Council is to adopt the Single Plan for Student Achievement (SPSA),</p>	<ul style="list-style-type: none"> • School-wide Action Plan • Single Plan for Student Achievement • LEA Plan • Associate principal records • Assistant principal records • School board meeting minutes • SSC meeting minutes • GHS 2004 WASC Self-Study report • API and related data • General and specific (Title I, Gate, AP, etc) budgets and expenditures • Parent/Student/Teacher Surveys



<p>the Safe School Plan, the LEA Plan and to set and monitor the budget for all Categorical programs.</p> <p>The SSC makes recommendations and develops, modifies and implements the operation of the SPSA.</p> <p>Annually, the SSC reviews the SPSA's effectiveness to determine the quality of programs based upon the academic success of students.</p> <p>If the GHS SSC deems that certain course offerings and educational services such as AVID, the ELD program, AP classes, the Bridge Intervention program, reduction in Math and English class sizes, etc., will increase student achievement, then teacher salaries and materials are funded, as needed and appropriate, through categorical (Title I, ELD, and GATE/AP) monies.</p>	
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<p style="text-align: center;">Strengths:</p> <ol style="list-style-type: none"> 1. District support in all areas 2. Active, engaged and supportive PTSA 3. Staff in-service days and collaboration days 4. Active and involved Booster Clubs 	<p style="text-align: center;">Growth Areas:</p> <ol style="list-style-type: none"> 1. Increased communication between and among all involved organizations and individuals 2. Increased integration of all stakeholder entities 3. Focused and relevant staff development opportunities
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A 3.1 To what extent do the school leadership and staff make decisions and initiate activities that focus on all students achieving the Expected School-wide Learning Results and academic standards?

The leadership and staff at Glendale High School work very closely together to create and implement the various governing documents and programs that lead ultimately to student achievement. The following bodies are all involved in the decision-making process: District staff; School Board members; site administrators; department chairs; the GHS ILT, which includes admin, staff, department chairs, a student rep, and a parent rep; PTSA; BTSA; GTA; ASB; SSC and others.

FINDINGS	EVIDENCE
<p><u>Key Stakeholder Bodies</u></p> <p>Instructional Leadership Team (ILT)</p> <p>The ILT is made up of representatives from all facets of GHS. The ILT meets monthly and makes all major decisions regarding the various academic and extracurricular programs at GHS. The ILT meets once a month and is comprised of department chairs, administrators and counselors.</p> <p>School Site Council (SSC)</p> <p>The School Site Council (SSC) exists primarily to create the SPSA and affiliated plans and to devise and monitor the categorical budget. The SSC meets monthly and includes representatives from the District and the School, including some members of the ILT.</p> <p><u>Affiliated Activities and Programs</u></p> <p>8th Grade Parent Night</p> <p>Assistant Principals, counselors, classified support staff and Department Chairs provide increased support to students, parents, and teachers to keep up with the demands of graduation and college entrance requirements. The Associate Principal and Principal, with the input of Department Chairs, make decisions building a master schedule that benefits students.</p> <p>Counselors visit the middle schools to discuss high school course offerings at the high school for all incoming 9th grade students and also host 8th grade Parent Night to support the transition to high school. Students are given a list and</p>	<ul style="list-style-type: none"> • Master schedule • Instructional Leadership Team meetings (admin and dept. chairs) • Administrative meetings • Department meetings • Faculty meetings • SSC meetings • Course description guide • Counselor classroom visits • Yearly meetings between counselors and students/families • Course requests • 8th grade Parent Night • Middle school student tours of GHS • Counselor-generated student surveys



explanation of graduation requirements and typical college-entrance requirements (including the “a-g” requirements for UC and CSU).

District policy mandates that ninth-grade students be enrolled in English, Math, P.E, Science, and Health. A student and his family choose a sixth subject depending on interest and under the advisement of a counselor. Academic levels (e.g., English or Honors English, biology or geosciences) are determined by criteria articulated in the Course Description Guide.

Academic Advisement

The Four-Year Plan counselors meet yearly with each student and his or her family to discuss in depth the student’s progress toward meeting his or her graduation requirements and toward fulfilling any prerequisites as they might relate to post high school aspirations.

At Pre-Registration, students are given a list and description of courses and a Course Request Form to discuss with their parents. Students are instructed to obtain their parents’ signatures on the form and return it to the Counseling Office. Counselors visit the middle schools in March to discuss high school and provide pre-registration materials to the students and parents.

Gifted and Talented Education (GATE) and Advanced Placement (AP)

There is a GATE organization of students, staff and parents that meets every other month to discuss concerns related to the various GATE and honors programs. This team raises funds for programs, materials and field trips that benefit GATE and GATE hopeful students.

English Language Development (ELD)

In order to ensure that students achieve the ESLRs and academic standards, Glendale High School provides differentiated instruction to address the needs of all students. For English Learners, this includes five levels of ELD classes and SDAIE strategies as much as possible in all academic subjects, and access to the entire curriculum.

Special Education needs are addressed in “pull-out” SDC and RSP classes and in general education classes with a Resource

- IEP meetings
- 504 meetings
- Beginning of the year list of students who require modifications and accommodations

- AB 1802
- Intervention meetings

- Weekly meetings
- Newspaper articles
- On-campus visibility
- Job placement
- Counseling



<p>teacher and/or instructional aide present. Each student is monitored by a Special Education case carrier.</p> <p>Accommodations for students with 504 Plans are identified by case carriers, and all pertinent information including necessary modifications and accommodations are communicated to the teachers before and throughout the year via an initial report and subsequent and continuous e-mails.</p> <p>Intervention Classes and Programs</p> <p>Special skills instruction is made available for students who have not passed the CAHSEE. As part of GHS’s Bridge Program, (a supplemental reading course). Literature for Success as an additional support for students who do not qualify for special education but score two years below grade level on standardized tests. In addition, students are also enrolled in an Algebra I course with peer tutors for extra support. Teachers provide extensive after-school tutoring in all subjects. Counselors monitor student progress and help to coordinate all necessary interventions.</p>	
<p><u>Strengths:</u></p> <ol style="list-style-type: none"> 1. An administration that is open to collaboration 2. An involved staff 3. Ever-improving system of communication 	<p><u>Growth Areas:</u></p> <ol style="list-style-type: none"> 1. Increase the technology expertise of teachers to improve communication



A 3.2 To what extent does the school leadership and staff annually monitor and refine the school-wide action plan based on analysis of data to ensure alignment with student needs?

The School-wide Action Plan is reviewed and revised annually. As part of the process, data on student achievement is carefully monitored and integrated. This plan is then combined with the Single Plan for Student Achievement.

FINDINGS	EVIDENCE
<p>Schoolwide Action Plan</p> <p>This plan comes out of the WASC self-study process and combines with the Single Plan for Student Achievement to guide the schools course offerings and programs.</p> <p>Single Plan for Student Achievement (SPSA)</p> <p>According to the California Department of Education SPSA handbook, <i>“The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.”</i></p> <p>In the spirit of its intent, the GHS Single Plan for Student Achievement (SPSA) is revised yearly and in alignment with State mandates, District priorities and the GHS vision, mission, goals, ESLRs and SLO’s. The school’s emphasis has been to incorporate the Expected School-wide Learning Results into every aspect of the educational process. This is evident in the SPSA.</p> <p>The SPSA calls for the strategic allocation of time and resources in the continued effort to increase student success. To this end, specific programs have been implemented or are being developed, such as: peer tutoring; support classes embedded into the regular school day (CAHSEE, Bridge, AVID, ERW, LIT FOR SUCCESS, ELD) and SDAIE strategies are employed in content classes. The progress of these programs is evaluated by administrators, counselors, teachers and parents and annual adjustments are made.</p>	<ul style="list-style-type: none"> • GHS vision, mission, goals, ELSRs and SLOs • SPSA • Administrative team meetings • Faculty meetings • Staff meetings • School Site Council meetings • Parent, student and faculty surveys • Input from parents, students, District personnel, and community • Data regarding student achievement • Counseling for at-risk students • Tutoring schedule • Special courses like AVID and BRIDGE • Community agency counseling schedule • ILT meetings



Communication of the SPSA with Stakeholders

The SPSA is a living document that is articulated and evaluated on an ongoing basis in a variety of forums with the participation of representatives from all stakeholder groups. Correlation of data with the goals of the SPSA is examined in administrative meetings. Information is then disseminated to the appropriate groups.

Relevant information is discussed at various meetings involving the entire faculty, department chairs, School Site Council members and parent groups. In these meetings, ideas are shared as to how GHS might improve student success. The findings are disseminated to all stakeholders in the form of meeting minutes and any additional appropriate means.

Staff Development and Education

Bi-weekly staff and department meetings and semi-annual staff development days are offered at GHS. At these meetings, data is a focus. Relevant data is distributed by administrators and other leaders, (it is also available daily via Data Director and Zangle) so that teachers may gather and analyze important information that will steer their instruction. New teacher meetings are held regularly to help beginning teachers (and teachers new to GHS) evaluate their approach, hone their methods, and develop strategies for facilitating student attainment of ESLRs and SLOs.

Student Assessment and Parent Communication

All teachers communicate expectations to students and parents through written course guidelines and syllabi at the beginning of each term. Teachers typically provide grading rubrics for projects, reports, and presentations. Many maintain Web sites, and all provide mailed progress reports every five weeks to keep parents apprised of student performance. More frequent evaluation is available to interested students and parents through weekly progress reports that summarize behavior, test scores and work ethic.

Parent conferences and Student Study Team (SST) meetings are held for at-risk students in order to inform parents and develop interventions. Families are given annual notification of student performance on standardized assessments along with instructions for interpreting those scores. State standards are communicated to parents in all subject areas and are posted on the GHS Web site.

- Course guidelines and syllabi
- School Web site
- Email
- Snail mail
- New teacher meetings
- Course guidelines
- Pacing guides
- Grading rubrics
- Research, laboratory and presentation assignments
- Parent conferences, SSTs
- Grade reports and progress reports
- Summer information mailer



Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. GHS Student-of-the-month program 2. Clubs and sports 3. High attendance rate 4. Community service requirements 5. Peer tutoring program 6. CAHSEE, AVID, ERW and other special classes 7. Vocational programs, such as construction, cosmetology and foods 8. Excellent communications between Special Education and main-stream teachers 9. Increased use of data to guide instruction 	<ol style="list-style-type: none"> 1. More critical analysis of pertinent data 2. More (efficient use of) collaboration time to facilitate the sharing of data and best practices 3. Assessment, modification and development of effective intervention programs (and of classroom strategies that might ultimately eliminate the need for some of these programs) 4. Enhanced new teacher programs

A.4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Glendale High School is strengthened by the quality of its teaching staff. Dynamic, well-trained and enthusiastic team players, who are committed to achieving excellence, are the standard for the school. New teachers are given a variety of support measures to help ensure their success. Programs such as Beginning Teacher Support and Assessment (BTSA) and mentors provide assistance when needed. Experienced teachers enthusiastically embrace their role as support personnel for those just entering the profession. Informal mentoring, departmental collaboration, inter-school articulation, and faculty-designed and/or facilitated workshops are just a few of the collegial activities that take place at GHS.

FINDINGS	EVIDENCE
<p>Qualified Staff</p> <p>Glendale High School strives to employ highly qualified teachers. Currently 96% of the teaching staff is fully credentialed. 57 % of teachers have a Masters degree or higher.</p> <p>Members of various departments are part of the hiring process to assure that each new member of the staff has the background needed to teach the various classes that are offered.</p> <p>Department chairpersons and administrators work together to build the master schedule. They strive to match classes with teachers based on teacher content-knowledge, experience and preference so that students may enjoy the best possible learning experience.</p>	<ul style="list-style-type: none"> • District personnel records • State Commission on Teacher Credentialing • SARC • Master Schedule



New Teachers

All new teachers (new to the profession) are required to belong to the BTSA program for their first two years. BTSA is also an induction opportunity to prepare and grant clear credentials. Furthermore, teachers new to the profession and/or new to GHS are provided support, information, training, and/or mentoring. New teachers on the staff are informally paired with other teachers in their departments willing to serve as mentors. BTSA support providers are usually teachers on the GHS campus. This allows for a free flow of information about GHS and GUSD that might not otherwise be attained.

Ongoing Professional Development

Glendale Unified School District runs a Peer Assistance Review (PAR) for all staff in the District. Additionally, BTSA meetings at night are open to other staff as well as BTSA participants. GUSD has also taken advantage of the state's buy back days for pre-service work at the beginning of each school year. Glendale designs the school portion of these days based on needs derived from our data analysis. The Staff Development Committee designs comprehensive staff development programs that will focus on a specific theme generated through analysis of relevant data.

Professional development is offered via a variety of methods and on several fronts. It includes summer institutes, SDAIE symposia, Writing Across the Curriculum events, Writing benchmark administration and scoring, Thinking Map training, Common Formative Assessment and Pacing Guide creation and more. Such professional development occurs on student-release days, upon special request and during particular bi-weekly collaboration days wherein students are let out early so that teachers may hone their craft.

Collaboration days are when Pacing Guides, Common Formative Assessments and Grading Rubrics are designed and when successful lesson plans and strategies are shared.

Teachers are encouraged to, and in some cases given release time to, observe one another. Teachers in need of a CLAD certificate are offered classes and/or stipends to complete CLAD requirements by the District.

- BTSA teacher logs
- List of support providers, such as mentors
- New teacher meeting agendas
- Department meeting agendas and minutes

- Collaboration day agendas
- BTSA seminar list
- BTSA teacher logs
- Adult education class catalog
- CST testing data
- Bell schedule
- Special Education agendas
- E-mail records



Experienced teachers enthusiastically embrace their role as support personnel for those just entering the profession or those new to GHS. Informal mentoring, departmental collaboration, inter-school articulation, and faculty and administrative workshops and socials are just a few of the collegial activities occurring at Glendale High School.	
Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. High percentage of teachers working within areas of primary credential 2. Early dismissal days for staff development and collaboration opportunities 3. BTSA Program for new teachers 4. Communication between special education and mainstream teachers 5. CLAD classes 	<ol style="list-style-type: none"> 1. Staff development in scaffolding, differentiation and classroom management based on current research and methods 2. Staff development in technology 3. 100% of teachers will be CLAD certified

A.5 To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student needs?

FINDINGS	EVIDENCE
<p>Leadership and Staff</p> <p>The leadership and staff at GHS continually strive to increase student achievement. The leadership stays informed of research and methods and shares this information with the staff.</p> <p>Teachers are kept informed of new developments and strategies regarding student learning through in-services, workshops, school-wide staff development, department meetings, conferences and district-wide committees.</p> <p>The leadership team at GHS fosters a productive atmosphere that allows for open discussions and critical analysis of student-performance. At the center of the discussion is student performance data on that is maintained on Data Director, Zangle and the CDE’s various Web sites. This data is used to fine-tune curriculum and instruction to meet the needs of all students.</p> <p>The District and GHS administration provide professional growth opportunities and time for curricular development within subject-specific areas. The site budget provides some funding for</p>	<ul style="list-style-type: none"> • District and GHS staff Development records • Summer meetings, collaboration days • Department meeting minutes



conferences, especially in the fields of foreign language, Latina enrichment, AP Summer Institute, government, Latin, and more.

BTSA

Beginning Teacher Support and Assessment (BTSA) provides ongoing training and support for new teachers. The District BTSA coordinator oversees the implementation of a State-approved new teacher induction program. This program seeks to assist new teachers, who hold preliminary credentials, in completing the requirements for a clear credential. Assigned support providers meet on a weekly basis for a minimum of one hour. There are professional learning communities which provide support within the areas of technology, classroom management, content strategies, special populations and overall pedagogy.

District Specialists

The District continues to offer educators ongoing professional development. Workshops are provided and led by specialists in areas of language acquisition and technology.

For example, Maggie Carter facilitates the administration and grading of ninth grade writing benchmarks so that English teachers can monitor student growth align their expectations and teaching methods.

Katie Warren, a teacher specialist who specializes in technology, offers leadership in the area of integrating technology into the curriculum. Katie assists teachers at GHS with the use of myaccess.com, the online essay-writing tool, and with digital storytelling and anything and everything having to do with the integration of technology into the curriculum.

Staff Development

Summer meetings, early-dismissal collaboration days, and all day meetings are set aside for the purpose of staff development. During these times, the staff explores topics such as Pacing Guides, Common Formative Assessments, articulation between the grade levels, standards-alignment, test prep, data analysis, the art of grading, strategies of best practices and more.

These meetings provide time for each department to set short- and long-term goals, analyze student performance and further develop and implement a standards-based curriculum and accompanying assessments.

- Classroom and program observation
- Teacher Specialist records
- Teacher evaluations
- District agendas
- District training records
- IEP attendance records
- Personnel records



District Articulation Meetings

Every year, department chairs from all middle and high schools meet with subject-specific facilitators to share common goals and develop strategies for increasing student achievement of the content standards. Glendale High School continues to meet with feeder middle schools as a part of the commitment to maintain an academically demanding and well articulated program. The goal is to supply students with the skills to meet and exceed the new challenges that high school brings. An example that illustrates this point is the new program Bridge. The district and school have adapted community-based classes to help lower functioning, special education students be successful. Before the school year begins, the special education teacher, counselor and administration meet from both the feeder schools and GHS to transition the students into high school.

CLAD/SDAIE Training

In order to meet the needs of ELL students and to meet various state requirements, the District offers CLAD/SDAIE classes at no or low cost to teachers in need of certification. These classes are separated into three domains: culture, language and literacy, and assessment.

Strengths:	Growth Areas:
<ol style="list-style-type: none">1. District BTSA support2. Staff development opportunities3. District-supported CLAD training	<ol style="list-style-type: none">1. Compile and maintain minutes of all department meetings2. Enhance the new teacher program3. Greater teacher involvement in the planning of collaboration days



A.6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

The allocation of resources is in accordance with both District and School goals and priorities.

FINDINGS	EVIDENCE
<p>Human Resources</p> <p>Teachers are employed and assigned as effectively as possible. Class size has been an issue during the past several years, but resources seem to be adequate and are utilized effectively in that regard. For example, Grade 9 English classes are currently at a manageable 25:1.</p> <p>Classes are scheduled foremost according to student need. Classes during Period 0 and Period 7 provide students with the opportunity to take classes before and after school.</p> <p>English teachers are given one grading day per semester to grade student essays.</p> <p>Special education teachers are given 10 IEP Days a year to develop and facilitate IEP meetings.</p> <p>New teachers are sent to two days of training through the District to familiarize themselves with the rules and regulations of the District and their respective school sites.</p> <p>There are bi-weekly collaboration days that are used to further train and develop the teaching staff.</p> <p>In addition to faculty meetings, each department holds monthly or at least semi-monthly collaborative meetings.</p> <p>Support staff is on site to provide additional assistance. Support staff includes: custodians, guidance counselors, psychologists, instructional aides, therapists, speech pathologists, ROP teachers, security officers, probation officers and campus police.</p> <p>GHS's Parent Teacher Student Association (PTSA) is very active and is instrumental in helping students achieve excellence in the areas of academics, sports, community service, college and vocational preparation. The PTSA helps to garner funds and also</p>	<ul style="list-style-type: none"> • Common facilities • Classroom facilities • Classroom walk-throughs • Lesson plans • Teacher evaluations • Master schedule • ROP course catalog • Support staff • Radios for admin, security, custodians and select staff • Security cameras • Bookroom inventory • Library inventory • Computer labs • Laptop carts • Sports uniforms, equipment and buses • Science labs • GATE and AP materials • ELL materials • Classroom survey • District funds • Student lab fees • PTSA • Grants • Booster clubs • Fundraising records • Title I funds for ELLs • GATE and AP funds • Non-reimbursed business expenses • Vending machines • ROP funding



to communicate with the community the many happenings at GHS.

School Site Council is another body through which students and the community may be involved in GHS's decision-making process.

Parent Student surveys via mail are a way that GHS keeps in touch with parents who are not always available to attend meetings or functions.

Materials

The materials at Glendale High School are sufficient, overall, to meet students' academic needs. The District does its best to support students are provided with a home set of textbooks in core subjects and where possible, supply full sets in the classroom. Updated textbooks are provided through State text adoption cycles and on a rotational basis for each of the subject areas.

Auxiliary classroom instructional materials are also sufficient to meet academic standards but are in need of improvement in all departments. These tools are available in the bookroom, the library and in various department offices, and include technological tools in all of the classrooms; the maintenance of a school library; computer labs; science labs.

Bilingual dictionaries are available for checkout and in ELD classrooms for many languages including Armenian, Spanish, Korean, Arabic, Tagalog, and Russian. Science, PE, practical arts, and fine arts classes have adequate equipment and supplies.

Facilities

Glendale High School's modernization is still in process with the completion date scheduled for the end of the coming summer.

Most classrooms are equipped with computers, printers, TV's, projector screens, over-head projectors, white boards (in some cases chalk boards), storage cabinets and student desks or tables. New electronic tools, such as Smart Boards, ELMOs and LCD projectors are being acquired. Most rooms have an adequate amount of room for the storage of materials.

- Special Education funds
- District, School and Teacher Web sites and newspapers, including the *Staff-O-Gram*, *The Explosion*, *The Nitrometer* and others
- Student store receipts
- ASB budget records



<p>Attendance records and report cards are created and kept electronically.</p> <p>We have two common-use computer labs that are used regularly. They are in need of upgrading. We also have laptop carts that may be used in classrooms.</p> <p>Progress is being made toward the prevention of littering, the removal of gum residue and the consistent recycling of bottles and cans.</p> <p>There are some areas that have been identified as needing improvement. Some classroom doors only lock from the outside. Teachers have expressed concern that during a lock-down, they would have to briefly exit their room in order to lock the door.</p> <p>Other teachers have expressed concern over how long it takes for work orders to be completed. Another area of concern is the lack of space available for students. Currently, Glendale High has over 3,000 students which is near capacity. Additionally, the campus is spread out and getting to and from class in a safe and efficient manner is a challenge.</p> <p>Financial Resources</p> <p>Community donations, grants, fundraising, PTSA, and booster clubs supplement academic and co-curricular programs.</p> <p>There are also vending machines that provide additional income. Title I funds are used for a variety of purposes, including but not limited to math and English class-size reduction; extended learning in the form of Period 0 and Period 7; summer school; AVID; CAHSEE classes; ELL instructional materials and tutoring.</p>	
Strengths:	Growth Areas:
<ol style="list-style-type: none"> 1. Classroom and home textbook sets 2. Supplementary teaching materials for teachers and classrooms 3. Computer accessibility for all students via the computer labs and laptop carts 4. Newly remodeled facilities (in progress) 5. A motivated and hard-working staff 	<ol style="list-style-type: none"> 1. Continued funding for technology updates (hardware and software) 2. Continued funding for auxiliary classroom teaching supplies 3. Increased funding for books – both adopted texts and library 4. Increased funding for maintenance and repair 5. Enhanced security for a large and labyrinthine campus

