

Los Angeles Unified School District
School Plan for Student Achievement

2018-2019

Implementation

CHATSWORTH CHS (1858301)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President
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SCHOOL IDENTIFICATION

School Name: CHATSWORTH CHS (1858301)

Local District: NW

| CDS Code | County | | District | | | | | School | | | | | |
|----------|--------|---|----------|---|---|---|---|--------|---|---|---|---|---|
| | 1 | 9 | 6 | 4 | 7 | 3 | 3 | 1 | 9 | 3 | 1 | 7 | 0 |

For additional information on our school programs contact the following:

Principal: GUY, TIMOTHY D

E-mail address: tguy@lausd.net

SPSA Designee: SOLARES, NOE

Position: ADVSR, CTEGORCL PGM

E-mail address: ncs8787@lausd.net

School Address: 10027 LURLINE AVE, CHATSWORTH, CA 91311

School Telephone Number: 8186783400

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan for Student Achievement (SPSA) and recommend this plan for implementation.

MARGARET KIM



06/22/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

| | | | | | |
|---|------------------------------------|---|---|---------------------------|----------------------------------|
| Local District Superintendent or designee | MARGARET KIM <i>Typed Name</i> | <input type="radio"/> Revision Required | <input checked="" type="radio"/> Approved | | 06/22/2018 <i>Signed Date</i> |
| Local District EL Compliance Coordinator | DEBRA HIRSCH <i>Typed Name</i> | <input type="radio"/> Revision Required | <input checked="" type="radio"/> Meets Federal Requirements | <input type="radio"/> N/A | 06/19/2018 <i>Signed Date</i> |
| Local District PACE Administrator | GONSALO GARAY <i>Typed Name</i> | <input type="radio"/> Revision Required | <input checked="" type="radio"/> Meets Federal Requirements | <input type="radio"/> N/A | 06/18/2018 <i>Signed Date</i> |
| Local District Title I Coordinator | KAREN O RILEY <i>Typed Name</i> | <input type="radio"/> Revision Required | <input checked="" type="radio"/> Meets Federal Requirements | <input type="radio"/> N/A | 06/18/2018 <i>Signed Date</i> |

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

| Committees | Date(s) of recommendation | Chairperson |
|---|---------------------------|----------------|
| | | Typed Name |
| English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required) | 03/20/2018 | Amelita Moreno |

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

04/03/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Vahan Minassian

 Typed name of SSC chairperson

 E-Signature of
 SSC chairperson

04/10/2018

 Date

GUY, TIMOTHY D

 Typed name of school principal

 E-Signature of
 School principal

04/10/2018

 Date

2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

| | Allocation: | Original | Second | Third |
|--|--------------------|-----------------|---------------|----------------|
| <input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school. | Amount: \$ | 849,630 | 83,820 | 0 |
| <input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE | Amount: \$ | 0 | 0 | 0 |
| <input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities. | Amount: \$ | 13,970 | 0 | 0 |
| <input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197 | Amount: \$ | 0 | 0 | 0 |
| Total amount of categorical funds allocated to this school: | \$ | | | 863,600 |

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Chatsworth Charter High School (CCHS) will be a distinguished campus where students will graduate college prepared and career ready. Chatsworth Charter will be an educational institution where students interests are the priority and where professionals are committed to providing every student with the opportunity to reach his or her maximum educational potential in a clean, safe, respectful, and nurturing environment.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Chatsworth Charter is committed to foster an atmosphere where everyone is encouraged to share cultural backgrounds to promote growth, responsibility, and appreciation of our diversity. Students attending Chatsworth Charter will obtain the skills, confidence, and attitudes necessary to be life-long learners and positive contributors in their communities.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:
The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

History and Background

Community

Chatsworth Charter High School (CCHS) Home of the Chancellors, is located north of the Santa Monica Mountains, 33 miles northwest of downtown Los Angeles, in the northern west portion of the San Fernando Valley. As a Los Angeles Unified School District Affiliated Charter since 2013-14, Chatsworth Charter High School fosters support and shares the community value of social and academic success for all. The community consists of a public library with recent updated facilities and technology, large and small industrial warehousing and manufacturing facilities, an office center, social services locations and county courthouse and varying sizes of apartment complexes, condominiums, and single-family homes. Business types include Domestic and Internationally owned companies that employ and encourage all community members from every socioeconomic group. The Chatsworth neighborhood council comprised of all stakeholders in the area, encourages this wonderful community to shine brighter.

Open since 1963, Chatsworth Charter High School is on thirty-eight acres of central Chatsworth once covered with orange and lemon groves. Chatsworth Charter High School has been able to grow with and support the community. Over the years students have accomplished and persevered through many moments to achieve their goals. The preparation and opportunities for student to shine are fostered from all Faculty and Staff. With dedication, collaboration and rigorous instruction, Chatsworth Chancellors have attained many successes, such as City Titles in Sports, Academic Decathlon awards, Shakespeare Festival accolades, Media Production contest triumphs, and Scholarships for both academics and extracurriculars to major Ivy league, Public and Private Universities. With the education and foundational skills students graduate with from Chatsworth, Chancellors have gone on to build Businesses, star in Motion Picture films, play on Professional Championship sports team, go to the Olympics, support families and support their community. To grow and sustain our success our stakeholder groups meet monthly to best accommodate Parent, Faculty, Staff, Students and other members. Groups include: English Learner Advisory Committee, School Site Council, School Leadership Team, Instructional Leadership Team, Parent Teacher Student Association, Booster Club, Latino Parent Association, African-American Parent Association, All Valley African-American Association, and others that support band, drama, teams and student clubs. The community shines brighter when Chancellors succeed.

Other stakeholder groups include business and community partners with: American Red Cross, California State University Northridge, Chatsworth Chamber of Commerce, Urban Education Partnership, UCLA Reprise Theater, Dekker Design, Kaiser Permanente Hospital, Ludwick Family Foundation, Holy Cross Hospital, STAR Student Poll Worker Program, Pierce College School of Nursing, Mission Valley Community College, Sunrise Assisted Living, CAC Fabrication, Rotary Club, Kiwanis Club, Huntington Learning Center, CPR for Life, Earthbound Center and West Valley Occupational Center.

Chatsworth Charter High school, a four-year comprehensive high school and a Title I school, includes students from local public and private feeder schools, immediate enrollment area, neighboring communities and students desiring an informative, engaging and competitive education. The Parents and Students desire academic rigor and quality instruction from the school they attend. All stakeholder groups come together to meet the needs of the community and successfully provide the skill set to the students to be college and career ready. Students at Chatsworth take six classes daily and the year is divided into two semesters. The immediate area in and around Chatsworth includes more than 20 elementary and middle schools. Chatsworth Charter High School is privileged to service them and others. The percentage of families applying and eligible for free or reduced lunches has been increasing by an average of two percentage points a year for the past twelve years.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Chatsworth Charter High School is a comprehensive high school with grades nine through twelve. It is configured into four Small Learning Communities: Humanitas Academy of Education and Human Services, G.A.M.E academy(Gaming, Arts, Media and Entertainment). , Medical and Health Science Careers Academy, and the Freshman Academy.

Academies:

All academies provide a strategy to cohort and monitor gains of students as they complete and go beyond the graduation requirements. Each academy prepares students to achieve the student learning outcomes. An Academy consists of a cohort of students, counselor, and several teachers from all departments, collaborating on a common themed curriculum.

The Gaming Arts & Media Entertainment (GAME) provides opportunities for practical real-world applications in game design and creative media ventures through performance, collaboration, and production in artistic and technological fields. Whether its designing, choreographing, producing film, art, computer programming and digital imaging; Chatsworth Charter High School GAME academy provides resources for Students to become well-prepared for college and careers in an array of media. Graduates will emerge as strong community citizens who are collaborative workers and self-directed individuals in an ever-changing, technological society. Teachers prepare students to be critical thinkers, effective communicator and problem-solvers while students improve their ability to analyze and evaluate information, use technology, apply research techniques and create unique solutions to real world problems. GAME is a link learning program that strives to support students understanding and practice of skills needed for careers in the Arts, media and entertainment fields.

The Humanitas Academy of Education and Human Services is a collaborative environment where students engage in interdisciplinary project-based learning. Students connect to the classroom and local community through real life experiences, hands on learning, community partnerships and peer interaction. Humanitas teachers empower students by providing those opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. Student will gain skills needed to become collaborative workers and self-directed community citizens. Humanitas Academy graduates are critical thinkers who have a strong sense of identity, value learning and see opportunities for personal growth. In the Humanities the students work towards becoming proficient effective communicators of solutions to issues and news that effect the community growth for all.

The Medical Careers and Sciences Academy provides a rigorous curriculum that uniquely prepares students to be community citizens who are college and career ready. Students are exposed to a broad range of medical careers. A thoughtfully designed curriculum, guest speakers, job shadowing, student research, and field trips provide the students the opportunity to make informed choices regarding a career in the medical profession. Medical academy students are self-directed to better their environment and neighbors collaboratively. Work study program through the local hospital collaboration; students learn on the job skills for several positions around the hospital. Becoming an effective communicator helps Medical academy students exceed proficiency. Through Link Learning, students train and practice the skills necessary for hospital careers.

The Freshman Academy provides classes for all freshmen with a consistent cohort of teachers. The Academy has two counselors to meet the needs of the student's college and career planning. The supportive environment created in these classes helps students build the solid foundation for success in their education. The students experience a collaborative environment and staff engagement with standards based curriculum, social emotional learning strategies and foundational knowledge of the learning outcome skills. To prepare students for the pathway choice they enroll in for the future, freshmen academy builds knowledge and capacity for the skills needed to become effective communicators in a collaborative work environment. Every year a group of upper classmates participate in Link Crew which is a group to help the students adjust to the schedule, curriculum, and demands of becoming successful at high school. This action encourages responsible citizenship by making a connection with students and a system of community.

3. Indicate student enrollment figures:

Chatsworth Charter High School students come from our attendance area and from other parts of the San Fernando Valley, the greater Los Angeles area, and a few from outside the district. Our enrollment has been declining for the last seven years due to a variety of factors that contributed to waning enrollment at CCHS, including highly regarded charter schools nearby, a declining number of school-aged children in the community and to the opening of new high schools in the area. This enrollment-drop is similar to the district which saw its enrollment declined from 612,296 to about 522,028 over the same period. Chatsworth Charter High School enrollment-drop is illustrated below:

Enrollment History

| School Year | Number of Students |
|-------------|--------------------|
| 2010-2011 | 2,955 |
| 2011-2012 | 2,726 |
| 2012-2013 | 2,482 |
| 2013-2014 | 2,327 |
| 2014-2015 | 2,200 |
| 2015-2016 | 1,996 |
| 2016-2017 | 1,921 |
| 2017-2018 | 1,851 |

Statistics extracted from LAUSD MyData Fall 2017

Enrollment by Grade

| Year | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|-----------|---------|----------|----------|----------|-------|
| 2010-2011 | 658 | 737 | 780 | 780 | 2,955 |
| 2011-2012 | 664 | 626 | 673 | 763 | 2,726 |
| 2012-2013 | 565 | 632 | 601 | 684 | 2,482 |
| 2013-2014 | 592 | 545 | 583 | 607 | 2,327 |
| 2014-2015 | 539 | 578 | 521 | 562 | 2,200 |
| 2015-2016 | 507 | 524 | 479 | 486 | 1,996 |
| 2016-2017 | 495 | 497 | 462 | 467 | 1,921 |
| 2017-2018 | 469 | 471 | 460 | 461 | 1,851 |

Statistics extracted from LAUSD MyData Fall 2017

Enrollment by Program

| Program | No. of Students | Percent |
|-------------------|-----------------|---------|
| Gifted Program | 303 | 16.4% |
| English Learners | 228 | 12.3% |
| Migrant Education | 5 | 0.3% |
| Special Education | 283 | 15.3% |
| Travel Program | 35 | 1.9% |

Statistics extracted from LAUSD MyData Fall 2017

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

Chatsworth Charter High School current Title I status is school-wide, which allows all students to receive Title I services. Chatsworth Charter High School was first classified as a Title I school nine years ago, during the 2008-2009 school year when only 52% of the families qualified for the federal free or reduced lunch program. In 2015- 2016 academic year the percent of families qualifying for such program increased to 65%. For the 2017-2018, the poverty indicator is at 69.4%. LaUSD MyData

5. Identify language, racial and ethnic make-up of the student body:

Students at Chatsworth Charter High School listed thirty one different languages as their home language. These are the languages spoken at home by our students:

| | | |
|-------------------------|-----|-------|
| ARABIC | 22 | 1.2% |
| ARMENIAN | 11 | 0.6% |
| BENGALI | 1 | 0.1% |
| CAMBODIAN | 3 | 0.2% |
| CANTONESE | 1 | 0.1% |
| CHIU CHOW | 1 | 0.1% |
| ENGLISH | 766 | 41.7% |
| FARSI | 18 | 1.0% |
| FILIPINO | 40 | 2.2% |
| FRENCH | 1 | 0.1% |
| GERMAN | 1 | 0.1% |
| GUJARATI | 3 | 0.2% |
| HEBREW | 1 | 0.1% |
| HINDI | 1 | 0.1% |
| HUNGARIAN | 3 | 0.2% |
| ITALIAN | 1 | 0.1% |
| JAPANESE | 1 | 0.1% |
| KOREAN | 28 | 1.5% |
| MONGOLIAN | 2 | 0.1% |
| OTHER | 4 | 0.2% |
| PASHTO | 12 | 0.7% |
| PUNJABI | 8 | 0.4% |
| ROMANIAN | 1 | 0.1% |
| RUSSIAN | 2 | 0.1% |
| SPANISH | 848 | 46.2% |
| SWEDISH | 1 | 0.1% |
| THAI | 7 | 0.4% |
| TONGAN | 2 | 0.1% |
| TURKISH | 1 | 0.1% |
| URDU | 5 | 0.3% |
| VIETNAMESE | 39 | 2.1% |
| LAUSD my Data Fall 2017 | | |

| Enrollment by Ethnicity | 2017-2018 | |
|-------------------------|---------------|---------------|
| ETHNICITY | # of Students | % of Students |
| Ame. Ind/ Alask | 4 | 0.2% |
| ASIAN | 156 | 8.4% |
| BLACK | 108 | 5.8% |
| HISPANIC | 1,190 | 63.0% |
| WHITE | 307 | 16.6% |
| FILIPINO | 83 | 3.3% |
| PACIFIC ISLANDER | 3 | 0.2% |
| Overall | 1,851 | 100.0% |
| LAUSD My Data Fall 2017 | | |

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Chatsworth Charter High School utilizes all the means of communication available to share individual student performance results with parents. Our teachers are using Schoology to post students' academic progress in real time. Teachers, parents and students are using Schoology to communicate with each other. In addition, individual student academic results are distributed through letters via mail for example; progress report grades every five weeks and a final report at the end of each semester. In some cases phone calls are made to selected parents by teachers or counselors when academic concerns arise due to low performance in course classes' tests or state assessments results. School meetings are also employed as grounds for sharing personal student academic results where parents are informed of their student's academic progress and/or graduation progress. Individual student academic assessment results are also discussed in parent-counselor meetings when students are not making adequate academic gains or when students are academically at risk of not meeting educational goals.

CCHS parents are provided with different support options in English and in Spanish to help with the interpretations of individual academic results from school, District, and State assessments. Various parent-meeting are conducted throughout the year such as PHBAO, Back to School Night, Parent-Counselor, Parent-Teacher, Coffee with Principal, School Site Council, etc. to share academic results with parents in a way they can understand. In some cases, individual conferences are arranged with counselor or teachers when a more thorough explanation is needed.

CCHS will contract the Parent Engagement Academy, Parent Institute for Quality Education, or similar company, to provide a series of workshops to build parent capacity in topics that include: the CA Dashboard, the A-G requirements, and helping parents understand the college system.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Reed |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

Linked Learning

In an effort to offer students a quality education and meaningful career pathways, two Small Learning Academies, Medical and GAME, adopted the Linked Learning career pathways approach.

California Partnership Academy(CPA)

The Engineering and Design Tech Academy utilizes CPA to offer machine shop as a career pathway for students in the academy. Another CPA pathway is Culinary Arts which is open to all students from all the academies as an elective course.

Career Technology Incentive Grant(CTIG)

Students in the Humanitas Academy have the option to expand their knowledge in the field of humanities by participating in the Careers for Children pathway.

Future Academic Programs

Chatsworth Charter High School is in a planning stage to bring in the near future a Dual Language program with an emphasis in Korean. CCHS has formally submitted on February 5, 2017 an application for an Engineering & Technology Theme STEAM Magnet to begin serving ninth grade students first then expand to other grades each year after that. If approved, the new magnet program at CCHS will open for the 2019-2020 school year.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its School Plan for Student Achievement:

CCHS is proud of the 2015 Self-Study Report, which truly revealed the strengths and weakness of our academic programs. The six-year WASC accreditation validates CCHS' ongoing commitment to provide every student with a high-quality education.

The Visiting Committee saw the action plan as user friendly and attainable with current existing resources. The committee further commented that "It is believed that strong leadership, teacher buy in, and a laser-like focus toward continued improvement will lead CCHS to success."

2015 Visiting Team Comments & Recommendations:

1. Professional development on the effective creation of CCSS aligned common collaborative formative assessments is needed.
2. Develop CCSS aligned common best practices and analyze assessment data to identify instructional program strengths and weaknesses as well as identify specific remediation needs.
3. There is a need for all staff to evaluate and assess the impact of instruction on student learning.
4. Professional development is needed to assist teachers to gather, analyze, and use assessment results to target instruction based on student needs.
5. Develop and implement a clear discipline matrix that is shared with all stakeholders

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

| Who was involved? | What happened? | Date(s) |
|---|---|--|
| <input checked="" type="checkbox"/> School Site Council | <p>School Experience Survey participation rate was discussed for Fall 2017 window. SSC suggested to promote the Survey during PHBAO night to improve parent participation.</p> <p>Student attendance data was presented. Our school reduced the lost revenue due to absences. Data regarding our students meeting our A-G requirements was presented and discussed.</p> <p>Comprehensive needs assessment was discussed at the Feb 6 and March 6 SSC meetings. CPA informed SSC that teachers were requesting technology equipment such as laptops, active panel boards, LCD projectors and chromebooks. There is a need to continue with our Class Size Reduction teachers and our Pupil Services and Attendance counselor.</p> <p>Data regarding the number of students being reclassified and our reclassification rate was discussed.</p> <p>On April 6, 2018, SSC accepted and approved the ELAC recommendation to approve the 2018-2019 categorical budgets and 2018-2019 draft SPSA.</p> | 11/14/2017, 04/06/2018, 01/09/2018, 02/06/2018, 03/06/2018 |

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee | <p>Reclassification:</p> <p>The Community of Practice (CoP) teachers composed of designated and integrated ELD teachers are concentrating on preparing ELs to take the listening and reading sections of the ELPAC, which is replacing the CELDT in March.</p> <p>Last month of October, the teachers and the Instructional Coach are focusing their efforts on helping EL students get ready for two tests: RI and CELDT (which will be administered for the last time) with special emphasis on two focus groups:</p> <p>Focus group 1: 38 students who have passed the CELDT last year and need to pass the RI this month. These students need not take the CELDT this month.</p> <p>Focus group 2: 11 students are very close to the required RI lexile score of their grade level and are taking the CELDT this semester.</p> <p>ELD teachers are now using the new curriculum Edge for levels 1-4.</p> <p>On March 20, the Title I coordinator discussed the budget allocation for the 2018-19 school year. English learners Coordinator distributed handouts to parents to rank the importance of the items that should be recommended to the SSC for the budget. ELAC recommended that the SSC approve the 2018-2019 categorical budgets and the 2018-2019 draft SPSA.</p> | <p>11/01/2017, 01/17/2018, 03/30/2018</p> |
| <input checked="" type="checkbox"/> WASC Focus Groups | <p>Committee met to discuss PD presentation of the WASC process to be delivered on PD 8/22/17. Met 9/6/17 to plan PD to Analyze and use SBAC results to inform instruction based on student needs.</p> <p>On March 20, staff members met in groups to discuss the WASC recommendations and the school action plan. Staff indicated that there was a need for hiring more teachers to reduce class size.</p> | <p>08/17/2017, 09/05/2017, 03/20/2018</p> |
| <input checked="" type="checkbox"/> Other: Professional Development | <p>Faculty and Staff met in groups to discuss, analyze and use SBAC results to inform instruction based on student needs. English, Social Studies, Electives and World language analyze English Data. Math, Science, PE and Health analyze math data. English and other group found that the claim Listening and Speaking needed the most intervention.</p> <p>Math and others group found that the claim communicating reasoning was an area of need for intervention.</p> | <p>09/12/2017</p> |
| <input checked="" type="checkbox"/> Other: Instructional Leadership Team | <p>Discusses finding from PD on sbac data and department meetings. ILT finds that a framework to support students success in the listening speaking and communicating reasoning claims must be implemented. English and social studies will focus on Talk moves using constructive conversation framework.</p> <p>Math and Science will utilize constructive conversation framework to meet the needs of raising communicatiing reasoning skills.</p> | <p>09/26/2017, 10/24/2017, 02/27/2018</p> |
| <input checked="" type="checkbox"/> Departments | <p>English dept analyze data and concluded Talk moves strategies will help students in intervention. math dept analyze data and focused on academic language. Other dept meet to support academic language strategies.</p> <p>CPA met with the Math, English and Social Studies to ask about their needs in term of technology in the classroom.</p> | <p>10/10/2017, 11/14/2017</p> |
| <input checked="" type="checkbox"/> Other: Social Emotional Committee | <p>SEL committee analyzed the school experience survey, grade distribution, referral rates, attendance, fail rate and A-G graduation requirements. SEL committee met to plan strategies to reduce the number of referrals and increase our attendance rates.</p> | <p>10/16/2017, 12/15/2017, 03/02/2018</p> |

| | | |
|--|---|------------|
| <input checked="" type="checkbox"/> Other: Faculty Meeting | CPA informed the faculty that the new budget allocation would be coming shortly and offered to take requests for any technology needs so that he could include it in the budget to be presented to the SSC for approval | 03/06/2018 |
|--|---|------------|

Los Angeles Unified School District
2018-2019 School Plan for Student Achievement

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | CA Dashboard |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

Percentage of students who are on track to graduate the beginning of Spring 2018:

% Tier 3: Missing 5+ % Tier 2: Missing 3-4 % Tier 1: Missing 1-2 % On-Track # of Students
 10% 7% 2 3% 59% 1,841

Data from LAUSD MyData, A-G on track to graduate, Spring 2018.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

We have a high rate of students failing math classes, particularly Algebra and Geometry. We need to provide support for our credit recovery and intervention programs to reduce the number of students who are missing classes prior to entering their senior year. After school tutoring is provided after school but we need to make sure that the students who are failing take advantage of this program. There is a need to building parent capacity to understand the A-G requirements and the support that is offered to students during and after school. We need to identify tier 3 students early on so that we can have strategic intervention plans for those students.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

The credit recovery programs which includes: Saturday school, Winter Plus, Edgenuity online course work and students taking courses in conjunction at Stoney Point Continuation High School and at Pierce Community College.
 After school tutoring is offered on Mondays, Wednesdays, and Thursdays to students who need help with Math, English, Science or Social Studies.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

Increase the number of students that are on track to graduate from 59% the beginning of the Spring 2018 to 65% the beginning of Spring of 2019.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Percentage of students who are on track to graduate the beginning of Spring 2018:

| | | | | | |
|----------------------|-----------------------|-----------------------|------------|---------------|-------|
| % Tier 3: Missing 5+ | % Tier 2: Missing 3-4 | % Tier 1: Missing 1-2 | % On-Track | # of Students | |
| 10% | 7% | 2 | 3% | 59% | 1,841 |

Data from LAUSD MyData, A-G on track to graduate, Spring 2018.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

We have a high rate of students failing math classes, particularly Algebra and Geometry. We need to provide support for our credit recovery and intervention programs to reduce the number of students who are missing classes prior to entering their senior year. After school tutoring is provided after school but we need to make sure that the students who are failing take advantage of this program. There is a need to building parent capacity to understand the A-G requirements and the support that is offered to students during and after school. We need to identify tier 3 students early on so that we can have strategic intervention plans for those students.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

The credit recovery programs which includes: Saturday school, Winter Plus, Edgenuity online course work and students taking courses in conjunction at Stoney Point Continuation High School and at Pierce Community College.
After school tutoring is offered on Mondays, Wednesdays, and Thursdays to students who need help with Math, English, Science or Social Studies.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

Increase the number of students that are on track to graduate from 59% the beginning of the Spring 2018 to 65% the beginning of Spring of 2019.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

| Strategies | | |
|---|---------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| Categorical Program Advisor (CPA), Title I coordinator will be funded to implement the Title I program. CPA will be responsible for: <ul style="list-style-type: none"> • coordinating and planning demonstration lessons and best practices for all content areas teachers • planning, developing, implementing, monitoring and assessing academic programs for all at risk students. • planning designing and implementing staff professional development. CPA also: <ul style="list-style-type: none"> • plans, coordinates, designs parent activities. • gathers, organizes, interprets and disaggregates all sources of student performance data available. • attends all SSC meeting and is responsible for meeting all Title I compliances. | 08/01/2018 06/30/2019 | Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation. |
| Title will acquire a Secondary Counselor to reduce the counselor case load. The Secondary counselor will provide supplemental services for students, especially those at risk of not meeting graduation requirement, ELA proficiency, Math Proficiency, and 96% attendance. The secondary counselor will: <ul style="list-style-type: none"> • assure suitable student matriculation in A-G and other required classes • assist in the collection and analysis of data relative to attendance behavior and student academic achievement • communicate with parent, teachers, administrators and students about issues affecting student graduation • meet with students individually to develop a four year graduation plan • monitor student graduation progress | 08/01/2018 06/30/2019 New | Principal, APSCS, Categorical Program Advisor will be monitor the success of the program by looking at the progress of students who are on track to graduate by the Spring of the graduation year. |
| Administration Team, Out of the classroom support staff (Title I, Title III, TSP) and counselors will provide two training-day during Professional Development(PD) for all teachers and other support staff, throughout the school year, on issues affecting CCHS graduation rate; especially the issues affecting the subgroups with the lower graduation rates. The training will include the following: <ul style="list-style-type: none"> • Teacher PD on A-G graduation requirements, college and career readiness and UC and CSU requirements • Building capacity on accessing student data from MYDATA, GETDATA, DATAQUEST, SBAC, A-G on track, and CAASPP • How to communicate with parents more effectively • How to use data to identify at risk students in their classes, identify and support their academic needs and to assist them on completing their A-G graduation requirements. | 08/01/2018 06/30/2019 New | Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of A-G requirements posted in the classroom in a area that would be visible to all students. |
| CPA Differential will be funded to allow time to perform Title I related responsibilities such as planing professional development and creating data reports for teachers for intrsuctional planning | 08/01/2018 06/30/2019 New | Administrators will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation. |
| Categorical Program Advisor (CPA) X Time will be funded to allow time for the CPA to perform Title I Related responsibilities such as planning professional development and creating student data reports for teachers for instructional planning. | 08/01/2018 06/30/2019 New | Principal will provide assistance and guidance and evaluate performance to assess impact on student learning. |
| Budget | | |

| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
|-----------------------------|---------------|--|-------------|--------|----------------|------------|------|-----------|
| CE-ESSA T1 Schools(7S046) | | 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days) | 30401818 | N/A | 110161 | 115,775 | 1.00 | 100 |
| CE-ESSA T1 Schools(7S046) | 1000 | 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days) | 30401810 | N/A | 117360 | 115,775 | 1.00 | 100 |
| CE-ESSA T1 Schools(7S046) | 2100 | 11681 - CRD DIF CAT PRG ADV | N/A | N/A | 11681 | 1,516 | 0.00 | 100 |
| CE-ESSA T1 Schools(7S046) | 1000 | 14692 - COORD X (NON-TUTOR) | N/A | N/A | 14692 | 3,115 | 0.00 | 100 |

Focus Area:

Effective Classroom Instruction

Academic : 100% Graduation

| Strategies | | |
|---|--------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>Administrators, Instructional Coach, CPA and TSP coordinator will ensure that the teaching strategies listed below are implemented in the classroom with their support in facilitating lesson delivery or assisting teachers with their planning to support all struggling students at risk, from all underachieving subgroups who are failing any A-G courses, but prioritizing graduating seniors. The focus will include:</p> <ul style="list-style-type: none"> • Improving and implementing strategic and data driven lessons. For example, if a Mathematics Interim Assessment results review identified Concepts and Procedures as an area in which students showed deficiency, a lesson plan addressing this topic should be implemented. • Developing and using strategies that are research based on meeting academic subgroups needs in all course subjects, but especially in Language Arts and with EL students. Example, constructive conversations by the TSP advisor. • Developing engaging lessons that are meaningful and relevant to student interest • Implementing inclusive lessons by using differentiated instructions • Enhancing instruction by incorporating technology • Developing and implementing alternative assessments to accommodate multiple student learning styles, for example adding based project assessments. <p>Encourage teachers to provide students with effective and enriching Common Core lessons plans to support all underperforming students by increasing teacher attendance at professional development conferences that emphasize Common Core best practices.</p> | 08/01/2018 06/30/2019 | Administrators , Instructional Coach, CPA and TSP coordinator will review, at the end of every PD session, teachers' PD evaluation forms to assess effectiveness of PD. Also, classroom visitations will be conducted to check for evidence of differentiated instruction implementation. |
| Acquire one Class-Size-Reduction Social Science, one CSR Science, and one CSR Math teacher, along with the necessary sub days for each CSR Teacher, to lower teacher-student ratio and increase differentiated instruction, academic focus and rigor, and close the achievement gap and to increase graduation rate. | 08/01/2018 06/30/2019 | The principal and/or administrative designee and the CPA will monitor the classes supported by CSR-Teachers and evaluate its effectiveness by review district's mark reports, SBAC results and any other reliable data sources and compare to other classes without support to measure efficacy. |

Budget

| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
|-----------------------------|---------------|---|-------------|--------|----------------|------------|------|-----------|
| CE-ESSA T1 Schools(7S046) | 1000 | 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days) | 30036077 | N/A | 13579 | 111,682 | 1.00 | 100 |
| CE-ESSA T1 Schools(7S046) | | 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days) | 30434610 | N/A | 13643 | 111,682 | 1.00 | 100 |
| CE-ESSA T1 Schools(7S046) | 1000 | 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days) | 30424351 | N/A | 13644 | 111,682 | 1.00 | 100 |
| CE-ESSA T1 Schools(7S046) | 1000 | 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | N/A | N/A | 10562 | 4,303 | | 100 |

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

| Strategies | | |
|--|--|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>We will provide additional support efforts based on data analysis to give all students who are not on track to graduate, especially students in subgroups that have been identified as needing additional support (Special Education, and EL students) a fair opportunity to complete graduation requirements. Using this data, we will develop strategic after school intervention programs and implement effective instructional strategies in the classroom.</p> <p>The following intervention support will be provided to all students struggling to complete A-G graduation requirements:</p> <ul style="list-style-type: none"> • Tutor Teacher X Time to allow teachers outside of their basic assignment to conduct after school tutoring will be funded for students in need of extra individualized assistance. Students will have the opportunity to get clarification on content concepts, ask individual questions, get homework help, get help completing assigned projects, etc. Classes will be available for students demonstrating lack of Math and ELA proficiency which affects their ability to pass their classes. Two math and one English intervention classes will be open for 20 students in each class. Students participating in the program will be identified and/or referred by counselors, teachers, TSP, Title III coach, CPA or any other school supportive staff right after the 10 week progress report card and parents will notified by the CPA. • Saturday School will be established for credit recovery and/or intervention. Class offering will be based on the | <p>08/01/2018 06/30/2019</p> | <p>Administrators, Counselors, CPA, TSP, and school supportive staff with the assistance of teachers will analyze student data to identify student academic gains or setbacks. Periodic and at the end of the intervention programs Success-evaluations will be conducted by administrators counselors, CPA, TSP, and school supportive staff by using student grade reports, SBAC results, and on-track graduation reports. Also, administrators and CPA will supervise, monitor progress and evaluate Saturday School effectiveness. Both will work Saturday School to revise attendance, make classrooms visits to ensure Common Core effective instruction is being implemented, support teachers, call parents when necessary, and check grades every four weeks to evaluate student academic progress.</p> |
| <p>Funding will be provided to pay for five counselors to work two days (62 hours @\$79, rounded to \$5,000.00) to meet with at risk students and parents of at risk students, before school starts, to discuss their progress towards 100% graduation.</p> | <p>08/01/2018 04/16/2018 New</p> | <p>APSCS, CPA and counselors will monitor the effectiveness of the program by tracking the number of parents and students that meet with the Counselors.</p> |

| Budget | | | | | | | | |
|-----------------------------|---------------|-----------------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 3110 | 14690 - COUNS X (NON-TUTOR) | N/A | N/A | 14690 | 5,000 | | 100 |

Academic : 100% Graduation

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

***Required if any Focus Area above is addressed.**

| Strategies | | | | | | | | |
|--|---------------|--------------------|-------------|----------------------------------|----------------|--|-----|-----------|
| Strategies, Actions and Tasks | | | | Action Begin & End Date Status | | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible | | |
| <p>CCHS will join forces with parents in assisting all students, including students from Special Education and English learners to move towards meeting our goal of 100% graduation. The Administration Team, counselors, Title I, TSP coordinators and school parent representatives will provide parents with:</p> <ul style="list-style-type: none"> • A series of parent workshops covering A-G requirements, CA Dashboard and financial aid for college. • Parent computer classes to help them access school information in Schoology. • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help students at risk of not graduating • Powerpoint presentations to educate parents about CCHS SPSA goals, and WASC self-study report relative to graduations rates • A multiple and effective communication system by utilizing Connect-Ed, individual phone calls, letters, Remind.com, emails, the school marquee, flyers, and the CCHS website to keep parents informed of upcoming important events • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students <p>In addition, CCHS will contract with the Parent Engagement Academy to provide a series of workshops for parents to build parent capacity so that all our parents can become active participants in their children's education. When parents get involved students obtain high grades and test scores, have better school attendance, demonstrate more positive attitudes and productive behavior, graduate at higher rates and have a greater rate of enrollment in post-secondary education. This will contribute to moving towards our goal of 100% graduation.</p> | | | | <p>08/01/2018 06/30/2019</p> | | <p>Principal, other administrators, Counselors, CPA, and TSP will collect meeting agendas, minutes, and sign-ins to check parent attendance. Parent participation logs will be in use by school staff to check effectiveness. CPA will develop a parent survey for data analysis to measure the effectiveness in meeting improved goal of 100% attendance.</p> | | |
| Budget | | | | | | | | |
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Los Angeles Unified School District
2018-2019 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

| LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal: | |
|--|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | CA Dashboard |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input checked="" type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |

1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

Proficiency levels for SBAC ELA:
 Spring of 2016 58%
 Spring of 2017 66%.

For SBAC claim 3 Listening:
 Spring 2017 Demonstrating effective communication skills, 22% of students are above proficiency level.

SBAC results by Language Classification:

| Language Classification | % Not met/Nearly Met Standard | % Meets/Exceeds Standard | # with Scores |
|-------------------------|-------------------------------|--------------------------|---------------|
| ENGLISH ONLY | 27% | 73% | 195 |
| IFEP | 23% | 77% | 73 |
| LEP | 90% | 10% | 20 |
| RFEP | 43% | 57% | 138 |
| UNKNOWN | 0% | 100% | 3 |
| Overall | 34% | 66% | 429 |

LAUSD MyData Spring 2018

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

For Fall of 2017, 33% of Freshmen, 28%of Sophomores are receiving D and F. Students are showing difficulty improving communicating skills in ELA. More student-student interaction is needed to increase their communication skills. After school tutoring is offered to the students but only the motivated students take advantage of this opportunity. The LEP students who take the SBAC test are the ones who have not passed the Reclassification criteria and therefore the scores are very low. Typically the LEP students have been in the program for two to four years. The rate for the LEP students very likely will not increase because once the LEP student is successful, they Reclassified and that's where you see the improvement for that particular group of students.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A - There was no measurable objectives in the ELA.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A - There was no measurable objective in the previous plan.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Increase proficiency SBAC levels from 66% in the Spring of 2017 to 70% in the Spring 2019. |

Increase the SBAC claim 3 Listening: Demonstrating effective communication skills, from 22% proficiency in the Spring 2017 to 27% proficiency in the Spring 2019.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

| Strategies | | |
|---|---|---|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| Professional Development Teacher X- Time will be purchased to provide training to ELA/ELD teachers before the beginning of the school year and after the regular work day to support all students who are not meeting ELA/ELD proficiency. The training will focus on data analysis to support implementation of differentiated instruction and effective First Teaching (Tier I and Tier II Core Instruction). In response to the need identified by the SBAC scores: Conduct professional development workshops: 1. Use of multimedia such as videos and power-point documents in training students to develop listening and note-taking skills. 2. Use of Constructive Conversation protocol and Accountable Talk Moves in responding to the multi-media presentations | 08/01/2018 06/30/2019 New | English Department Chair and Instructional Coach Increase the SBAC claim 3 Listening: Demonstrating effective communication skills, from 22% proficiency in the Spring 2017 to 27% proficiency in the Spring 2019. |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

| Strategies | | |
|---|---|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| 1) Use of strategies, graphic organizers, mind maps, abbreviations, and symbols to write notes not only for reading but also for listening or viewing activities 2) Continue to use Constructive Conversation and Accountable Talk Sentence Starters in responding to discussion questions based on pictures, infographics, presentations, and readings in regular and integrated ELA, Social Studies, Science, and Mathematics. Constructive Conversation also has specific placemats for problem solving in mathematics, analyzing primary and secondary documents in social studies, inquiry discussion in science, | 08/06/2018 06/30/2019 New | Principal, Assistant Principals, Department Chairs and Instructional Coach will do classroom observations to observe the strategies being used in the classroom. |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|--|--|---|
| <p>Title I will fund 13 curricular trips @ \$370. (Rounded to \$5,000) to provide additional opportunities for students to complete the research for their projects and extend the instruction beyond the physical setup of a classroom and expose students to first hand experience that curricular trips to museums, universities, and work places can provide. Curricular Trips will be provided to students in order to extend the curriculum for core content areas beyond the classroom. Trips will be aligned to the CCSS standards and will allow for teachers to plan for interdisciplinary projects for all grade levels.</p> <p>English Language Arts (7 buses) CCSS Research to Build and Present Knowledge Standard # 8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation Universities: Westmont College, Pepperdine University, UCLA, UCSB, UCI, UCR, Pepperdine, USC, Loyola Marymount, CSLB, CSUN, CSLA, Mount Saint Mary's, English Language Arts</p> <p>Social Studies (6 buses) CCSS Writing standard 8, Research to Build and Present knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. . Museums and libraries: Ronald Reagan Library, Chatsworth Library, Huntington Library and Museum, Gene Autry Museum , Japanese American Museum, Museum of Tolerance, William S. Hart Museum , Skirball Cultural Center, Natural History Museum. – Manzanar Center</p> | <p>08/01/2018 06/30/2018 New</p> | <p>Principal, Assistant Principals, Department Chairs and Instructional Coach will ask teacher to provide student feedback to evaluate the effectiveness of the field trips in engaging the students and providing experiences that makes them understand concepts that were taught in the classroom. Effectiveness will also be assessed by student reflections or curricular trips and student work based on their experiences.</p> |

| Budget | | | | | | | | |
|-----------------------------|---------------|--------------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 1000 | 50174 - CURRICULAR TRIPS | N/A | N/A | 50174 | 5,000 | | 100 |

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

| Strategies | | |
|--|--|---|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>Tutor Teacher X-time to pay math, English, science and social studies teachers to provide intervention to students after school on Mondays, Wednesdays and Thursdays for an hour. Students will be provided with individualized assistance. Students will have an opportunity to get clarification on content and concepts, ask individual questions, get homework help, get help in completing assignments, etc. With an average of 80 hours per month that will total about 800 hours. 800 hours @ a \$79.00 rounded to \$60,000)</p> | <p>07/01/2018 06/30/2019 New</p> | <p>Categorical Program Advisor will monitor the attendance to tutoring by collecting the sign-in sheets. Assistant Principal, CPA, counselor and department chair will assess the effectiveness of the program by monitoring the grades of the students attending tutoring.</p> |

| Budget | | | | | | | | |
|-----------------------------|---------------|---------------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 1000 | 10376 - TUTOR TCHR X TIME | N/A | N/A | 10376 | 66,135 | | 100 |

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Academic : English Language Arts

***Required if any Focus Area above is addressed.**

| Strategies | | |
|---|--|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>CCHS will join forces with parents in assisting all students, including students from Special Education and English learners to move towards meeting our goal of 70% proficiency. The Administration Team, counselors, Title I, TSP coordinators and school parent representatives will provide parents with:</p> <ul style="list-style-type: none"> • A series of parent workshops covering A-G requirements, CA Dashboard and financial aid for college. • Parent computer classes to help them access school information in Schoology. • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help students at risk of not graduating • Powerpoint presentations to educate parents about CCHS SPSA goals, and WASC self-study report relative to graduations rates • A multiple and effective communication system by utilizing Connect-Ed, individual phone calls, letters, Remind.com, emails, the school marquee, flyers, and the CCHS website to keep parents informed of upcoming important events • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students | <p>08/01/2018 06/30/2019 New</p> | <p>The principal along with the Title I coordinator and the Parent Engagement Academy will monitor the effectiveness of the program. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 70% proficiency.</p> |
| <p>An Active Panel Board (\$5,500.00: Promethean Active Panel Board V6 75" 4K) will be purchased to be used to present a series of workshops to parents. The Active Board will be housed in the parent center to build the capacity of parents. The workshops will include: A-G requirements, Common Cores State Standards, ELA SBAC Data, ELA Standards, LCFF-LCAP, CAASPP, the CA Dashboard, and other similar topics.</p> | <p>07/01/2018 06/30/2019 New</p> | <p>The principal along with the Title I coordinator and the Parent Engagement Academy will monitor the effectiveness of the program. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 70% proficiency.</p> |
| <p>We will contract with the Parent Engagement Academy (\$7,911.00; Vendor # 1000014539) to provide a series of workshops for parents with objectives that include: Learning about he A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc</p> <p>The parent workshops will also focus on ELA SBAC, test taking strategies, writing process, comprehension skills, academic vocabulary, complex text, questioning and other home-school strategies to support ELA SBAC Achievement.</p> | <p>08/01/2018 06/30/2019 New</p> | <p>The principal along with the Title I coordinator and the Parent Engagement Academy will monitor the effectiveness of the program. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 70% proficiency.</p> |

| Budget | | | | | | | | |
|--|---------------|-----------------------------|-------------|--------|----------------|------------|------|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Sch-Parent Invlmnt(7E046) | 2100 | 50035 - PROF X INDEP CONTR | N/A | N/A | 50035 | 7,911 | 0.00 | 100 |
| CE-ESSA T1 Sch-Parent Invlmnt(7E046) | 2100 | 40125 - NON-CAP EQUIP-OTHER | N/A | N/A | 40125 | 5,500 | 0.00 | 100 |

Los Angeles Unified School District
2018-2019 School Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

| LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal: | |
|--|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | CA Dashboard |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input checked="" type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |

1. List key findings related to Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. ***Required**

SBAC Results by Language Classification:

| Language Classification | % Not/Nearly Met Standard | % Meets/Exceeds Standard | # with scores | # Tested |
|-------------------------|---------------------------|--------------------------|---------------|----------|
| ENGLISH ONLY | 59% | 41% | | 191 |
| IFEP | 58% | 42% | | 73 |
| LEP | 100% | 0% | | 17 |
| RFEP | 71% | 29% | | 138 |
| UNKNOWN | 67% | 33% | 3 | |
| Overall | 64% | 36% | | 422 |

The proficiency rate increased from 27%the Spring of 2016 to 36% in the Spring of 2017. The data shows that we increased the proficiency rate but we have not decreased the number of student who have not met the achievement level, 40% in 2016, 39% 2017. For Math SBAC claim 3 Communicating Reasoning, 2017 13% of students reached the above standards level.

Percentage of Freshman failing Fall semester Math: 50%
LAUSD MyData Spring 2018

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

50% of Freshmen, 49% of Sophmores, are receiving a D or F in Math class. Math teachers feel that students are coming to the ninth grade without the basic skills to succeed in math. More math intervention during the school day is needed because only the motivated students are showing up to after school tutoring. This data provides evidence of why 39% of students by the 11th grade SBAC test for 2017 are not meeting proficiency achievement level. Students are showing difficulty communicating their reasoning of math concepts. We have not decreased the number of studentS who have not met the achievement level, 40% in 2016, 39% 2017. For Math SBAC claim 3 Communicating Reasoning, 2017 13% of students reached the above standards level.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

We are on track in raising the number of students achieving proficiency levels in the SBAC. Spring of 2016 Juniors took English and the next day took Math summative assessments. For 2017 students had a two week break between the times they took the Summative tests. Chatsworth is providing an incentive program for students to take advantage of the tutoring after school to improve students grades in the Math course. Constructive conversation has been introduced school wide to support students ability to communicate reasoning.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Raise SBAC Proficiency level from 36% in 2017 to 40% in spring 2019.

Reduce the number of Freshman failing math from 50% in the fall 2017 to 45% in the fall of 2018.

For Math SBAC claim 3 Communicating Reasoning: Increase the percentage of students reached the above standards level from 13% in 2017 to 18% in 2019.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

| Strategies | | |
|---|-------------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| Professional Development Teacher X- Time will be purchased to provide training to math teachers before the beginning of the school year and after the regular work day and use the Tuesday Professional Development to support all students who are not meeting math proficiency in the following four areas: Supporting the implementation of intervention instruction (Tier III Core Instruction) 1) train teachers in the various levels of the TransMath curriculum 2) analyze progress tests results of the intervention curriculum | 08/06/2018 06/07/2019 | The Principal, Assistant Principals, Math Department Chair, CPA, TSP and Instructional Coach The above administrative and support staff will take the following steps to measure effectiveness: 1. Classroom visits to observe evidence of intervention program. 2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results. 3. Agendas, sign-in sheets and minutes from each training meeting will be kept to check participation. |
| Developing effective First Training differentiated instruction 1) develop concrete and visual representations of academic language to make the instruction more accessible to visual and kinesthetic learners. 2) use math manipulative such as Algebra Tiles to help kinesthetic learners access math instruction. 2) create debriefing, reflection questions, and exit tickets to help students become aware of their own learning. | 08/06/2018 06/07/2019 New | Assistant Principal in charge of Math, Department Chair, and Instructional Coach The above administrative and support staff will take the following steps to measure effectiveness: 1. Classroom visits to observe evidence of differentiated instruction. 2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results. 3. Agendas, sign-in sheets and minutes from each training meeting will be kept to check participation. 4) Student reflections and exit tickets |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|--|---|--|
| <p>In response to the need to improve the skill of communicating reasoning as shown by SBAC:</p> <p>Implementing the Constructive Conversation Protocol</p> <p>1) demonstrate, train math teachers, and implement the use of the constructive conversation protocol in problem solving.</p> <p>2) reflect on and improve on the use of the protocol</p> | <p>08/06/2018 06/07/2019</p> <p>New</p> | <p>AP in charge of the math department, Department Chair and Instructional Coach</p> <p>The above administrative and support staff will take the following steps to measure effectiveness:</p> <p>1. Classroom visits to observe evidence of the strategy.</p> <p>2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results.</p> <p>3. Agendas, sign-in sheets and minutes from each training meeting will be kept to check participation.</p> <p>4) Written student responses and reflection to constructive conversation activities</p> |
| <p>Analyzing SBAC Interim Assessment Block (IAB) results to give students feedback on how well they understand the information (math concepts) and what they need to improve. IAB have a double benefit because they provide feedback to students and also help guide teachers to better design instruction.</p> <p>1) provide teachers with class results of the IAB and summative SBAC.</p> <p>2) analyze results of the IAB results.</p> <p>3) plan reteaching of concepts and skills as identified by the assessment data.</p> | <p>08/06/2018 06/06/2018</p> <p>New</p> | <p>Assistant Principal in charge of Math, Department Chair, and Instructional Coach</p> <p>The above administrative and support staff will take the following steps to measure effectiveness:</p> <p>1. Classroom visits to observe evidence of reteaching cycle.</p> <p>2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results.</p> <p>3. Agendas, sign-in sheets and minutes from each training meeting will be kept to check participation.</p> |
| <p>Toshiba Contract; \$10,000 to pay for the maintenance contract for printers and photocopiers in school to allow teachers to have uninterrupted access photocopying equipment for materials and documents needed to support instruction and prepare their lessons.</p> | <p>08/01/2018 06/30/2019</p> <p>New</p> | <p>CPA, Instructional Coach and Assistant Principal will monitor the effectiveness of the user of the copiers to supplement the resources to implement the different teaching strategies by getting feedback from teachers and tracking the number of copies teachers make.</p> |

| Budget | | | | | | | | |
|-----------------------------|---------------|-----------------------------|-------------|---------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 2100 | 50003 - OTH NON INSTRL CONT | N/A | Toshiba | 50003 | 10,000 | | 100 |

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|----------------------------------|---|
| <p>Student math literacy is a school-wide responsibility; therefore, every CCHS staff member will be involved in helping all students obtain math proficiency, especially significant at-risk subgroups. An instructional coach that will focus on areas like literacy especially in math will be employed to:</p> <ul style="list-style-type: none"> • Provide PD to all teachers both during school and after school on effective classroom instruction that increases math proficiency of all students by incorporating five mathematical proficiency strands that should be guiding the teaching and the learning of CCHS mathematics. • Math teachers will receive training on how to incorporate the five mathematical proficiency strands when developing and delivering their lessons. Effective instruction will include: 1. Conceptual understanding- comprehension of mathematical concepts, operations, and relations. 2. Procedural fluency- skill in carrying out procedural flexibility, accurately, efficiently and appropriately. 3. Strategic competence- ability to formulate, represent, and solve mathematical problems. 4. Adaptive reasoning- a capacity for logical thought, reflection, explanation, and justification. 5. Productive disposition- habitual inclination to see math as sensible, useful and worthwhile. • Develop protocols for standards-based projects to accelerate math literacy • Specially Designated Academic Instruction that serves the math needs of under-achieving students in math • Develop protocols for lesson study teams to observe best classroom practices through student work and colleague classroom visits to improve effective classroom instruction. The protocols will be established based on student performance data to address the academic needs of all underachieving students. <p>Counselors are key role players in supporting effective classroom instruction that benefits all students, but more importantly, they benefit those students at risk of not meeting the math proficiency targets. Starting after the five-week progress report, counselors will provide after school supplemental support through the following activities:</p> <ul style="list-style-type: none"> • Program students, who need extra math support, into double math blocks during the ninth-grade year. • Counsel students on the systematic instruction approach. • Explain self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. • Meeting with struggling students in math and helping by setting goals, keeping on task, checking their work as they go, remembering their own progress, being alert to confusion or distraction, and taking corrective action. | <p>08/01/2018 06/30/2019</p> | <p>The Principal, Assistant Principals, Math Department Chair, CPA, TSP and Title III coordinator will take the following steps to measure effectiveness:</p> <ol style="list-style-type: none"> 1. Classroom visits to observe evidence of differentiated and effective first teaching in action. 2. Monitor the percentage of students meeting standards on the interim assessments, student grades, and SBAC results. 3. Agendas, sign-in sheets and minutes from each training meeting will be kept to check participation |
| <p>Counselors are key role players in supporting effective classroom instruction that benefits all students, but more importantly, they benefit those students at risk of not meeting the math proficiency targets. Starting after the five-week progress report, Counselor X Time will be funded to work above and beyond regular school hours to cater working parents, providing them supplemental support through the following activities:</p> <ul style="list-style-type: none"> • Program students, who need extra math support, into double math blocks of specific classes during the ninth-grade year. • Explain self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions. • Meeting with struggling students in math and helping by setting goals, keeping on task, checking their work as they go, remembering their own progress, being alert to confusion or distraction, and taking corrective action. | <p>08/01/2018 06/30/2019</p> | <p>Administrators, Title I, Title III and TSP coordinators will make classroom visits, check student marks, interim assessments, and other student data available to monitor progress. Also APSCS and counselors will monitor the class-size ratios and make sure that classroom reduction in math classes occurred.</p> |
| <p>A Class Size Reduction Math Teacher will provide RTI2 Tier 1 math intervention to students to increase math proficiency and improve CCSS scores by providing individualized and differentiated instruction in a smaller-class setting.</p> | <p>08/01/2018 06/30/2019</p> | <p>The principal and/or administrative designee and the CPA will monitor the classes supported by CSR-Teacher and evaluate its effectiveness by review district's mark reports, SBAC results and any other reliable data sources and compare to other classes without support to measure efficacy.</p> |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|---------------------------------|---|
| Four CSR Sub-days will be funded for the CRS Math Teacher to provide benefited absence, such illness and/or personal necessity. | 08/01/2018 06/30/2019 | The principal and/or administrative designee and CPA will monitor, review meeting agendas, sign-in sheets, final meeting products and implementation of instructional lessons. A pre/post class grades review will be done to measure effectiveness of collaboration meetings. |
| Supplemental resources such as technology will be purchased to build technology capacity to increase math mastery for students lacking math proficiency by transforming traditional classroom and instructional methods to an engaging digital content world that promotes strategic and differentiated instruction. The following supplemental technology resources will be funded: Active Panel boards (\$11,000.00; 2 at \$5,500.00 each) will be purchased to enhance effective instruction delivery. The Active Panel boards transform linear traditional teaching into multidimensional teaching that improves math literacy by enabling the differentiated instruction needed to meet the Individual academic needs of students facing learning difficulties in math. They also increase math literacy sources by bringing the online to library to the classroom. Students become more engaged through an interactive lesson where multiple students can participate by completing tasks on the Active Panel board. Students can also project on the Panel Board the work they are doing on their personal electronic devises. | 08/01/2018 06/30/2019 New | Math department Chair, Instructional Coach, CPA and Assistant Principal will monitor the effectiveness of the use of the equipment in the classroom by looking at the fail rate in math classes and the interim assessments results in addition to classroom observations of the use of the equipment in the instruction. |

| Budget | | | | | | | | |
|-----------------------------|---------------|-----------------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 1000 | 40124 - NON-CAP EQUIP CLSRM | N/A | N/A | 40124 | 11,000 | | 100 |

Focus Area: Interventions During and After the School Day and Other Supports Academic : Mathematics

| Strategies | | |
|--|--------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| The Categorical Advisor, together with the counselors, TSP Coordinator, and Instructional Coach will collect, analyze, and interpret student marks from the ten-week progress report, academic alerts form MYDATA, student mini-cums, SBAC interim assessment results and other sources of student performance data available to develop academic intervention programs beyond the school day to assist all at-risk students reach math proficiency. The following intervention support will be provided to all students struggling in reaching math proficiency: The above support staff and teachers will create a system in which at risk students are encouraged and required to attend tutorials after school, monitored for attendance, and given incentives for progress made. Incentives may include but not limited to improved grades, recognitions for improvement, etc. | 08/01/2018 06/30/2019 | Administration, CPA, and TSP will monitor and evaluate the progress and effectiveness of the intervention programs every ten weeks and report the findings to SSC members. |
| Select Department Teachers will be paid outside of their basic assignment under Teacher X Time Direct to analyze data, and planning for department meetings to support student academic achievement in the core content areas. Activities will take place after school the month of October 2017 after 5 progress reporting marks. | 08/01/2018 06/30/2019 | Administrators and CPA will collect agendas and minutes to evaluate effectiveness of Department Meetings to assess impact on student learning. |

| Budget |
|--------|
|--------|

| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| | | | N/A | N/A | | | | |

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : Mathematics*
***Required if any Focus Area above is addressed.**

| Strategies | | |
|--|--------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| CCHS will join forces with parents in assisting all students, including students from Special Education and English learners to move towards meeting our goal of 45% proficiency in mathematics. The Administration Team, counselors, Title I, TSP coordinators and school parent representatives will provide parents with: • A series of parent workshops covering A-G requirements, CA Dashboard and financial aid for college. • Parent computer classes to help them access school information in Schoology. • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help students at risk of not graduating • Powerpoint presentations to educate parents about CCHS SPSA goals, and WASC self-study report relative to graduations rates • A multiple and effective communication system by utilizing Connect-Ed, individual phone calls, letters, Remind.com, emails, the school marquee, flyers, and the CCHS website to keep parents informed of upcoming important events • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students We will contract with the Parent Engagement Academy to provide a series of workshops for parents with objectives that include: Learning about he A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc | 08/01/2018 06/30/2019 | Administration Team, Title I, Title III, TSP coordinators and school parent representative will work together on developing the action plans and implementing, monitoring and evaluating them. Effectiveness of the actions will be measured by a parent survey at the end of school year, and parent sign-ins. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 45% proficiency in math. |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Los Angeles Unified School District
2018-2019 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | CA Dashboard |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input checked="" type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. ***Required**

| English Learner Enrollment History | | | | |
|------------------------------------|------------------|--------------|---------|--------------|
| School Year | English Learners | Reclassified | Percent | Reclassified |
| 2015-2016 | 186 | 22 | 12.0% | |
| 2016-2017 | 210 | 33 | 16.0% | |
| 2017-2018 | 234 | 42 | 18.0 % | |

This reclassification rate is higher than the average of reclassification in comparable High Schools in the District

RI DATA

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Although the data indicates the growing number of LTEL students with disabilities, showing 49%, 60%, and 74% of all LTEL students with learning disabilities respectively since the school year 2015-16, the reclassification has increased from 12% in 2015-16 to 18% in 2017-18.

The English Learner enrollment is steadily increasing year after year whereas our overall school enrollment rate has dropped. Despite not meeting the Districts reclassification goal we are very proud of our progress during the past three years and reclassifying the most in a comparable high school with 18% .

We also have an influx of new students coming to the program with limited education background and no critical foundation skills in English and Math.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

For the last three years, the school has met its goal of increasing the reclassification rate over the previous year by at least 2 percentage points since 2015-16. This is at least 10 % over the previous year. To achieve those goals, designated and integrated ELD teachers developed thematic units incorporating both content and the new Common Core ELD standards in the school year 2015-16,. ELD teachers were also trained in the use of the Constructive Conversation, a Common Core aligned strategy that uses prompt and response starters to guide students in constructing their answers to a discussion questions through a series of steps from creating, clarifying, fortifying, to negotiating their answers. We have an instructional coach that supports the EL program by providing professional development in integrating language and content standards into their units of study, using concrete and visual strategies in helping students understand concepts, and preparing students for the upcoming RI and ELPAC tests.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Increase the reclassification rate by two percentage points from 18% October 2017 to 20% October 2019.

Increase the reading progress of ELs as measured by the RI from an average of 160 lexile points November 2017 to 170 lexile points in November 2018

Increase the number of English Learners with specific learning disabilities reading at the 600 lexile level or higher from 35 in November 2017 to 45 in November 2018

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

| Strategies | | |
|---|--------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| CCHS Instructional Leaders, but primarily the EL Instructional Coach jointly with the TSP coordinator, will plan and deliver PD for all teachers and support staff on issues affecting EL classification rates and finding solutions to help all ELs achieve reclassification. The PD will focus on, but not be limited to: <ul style="list-style-type: none"> • Educating all teachers and supporting staff on the EL program; learning the English language acronyms, criteria for EL reclassification, identifying EL in their classes, etc. • Present data showing the grades, EL assessments results, Lexile reading levels of LE students. • training teachers and supportive staff on transitioning from CELT to ELPAC • Training teachers and supportive staff on how and where to obtain new EL material and how to use them effectively. • Introduce and implement the following approaches: <ul style="list-style-type: none"> “I do it,” “We do It,” “You do it together,” and “You do it alone” sequence of activities • Show teachers how to plan for: Before, During, and After lesson planning to allow front-loading of key concepts and academic vocabulary before students are given group, literacy-based and procedural activities. • Instruct teachers how to use the model “Constructive Conversation” protocol to allow all students to participate in group discussions involving visuals, info-graphics, video, and complex written text | 08/01/2018 07/30/2019 | Administrators, CPA, TSP Coordinators, and EL Instructional Coach will use student 10 and 20-week student marks, ELA interim assessments, and EL assessments results to evaluate the PD actions' efficacy |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Focus Area: Effective Classroom Instruction *Academic : English Learner Programs*

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|--|----------------------------------|---|
| <p>CCHS Instructional Leaders, but primary the EL Instructional Coach jointly with the TSP coordinator, will provide training and collaborative planning time for all teachers, but primarily for teachers working with EL the majority of the day to develop interdisciplinary units using the thematic and Inquiry-based approach: Big Idea, Essential Questions, Use of multiple texts including visuals, infographics, and video, analytical and constructive discussions, text-based questions, and culminating projects and activities. After success is accomplished in small scale, these instructional activities will be implemented school-wide with additional focus groups or communities of practice in either departments or small learning communities.</p> <p>CCHS Instructional Leaders, but primarily the EL Instructional Coach jointly with the TSP coordinator, will provide training for all teachers on how to implement effective instructional practices for teaching EL focusing to increase EL literacy by:</p> <ul style="list-style-type: none"> • Using Explicit Skill Instruction- which refers to task-specific, teacher-led instruction that overtly demonstrates how to complete a task • Using systematic frontloading of key academic language in all content areas • Implementing concept-based teaching in mathematics (and other content areas) taught in the context of real-life situations and using multi-modalities. • Using the teaching technique "I do it," "We do it," "You do it together," and "You do it alone" to model and guide the teaching of concepts and developing of skills. • Employing Constructive Conversation, in which students are provided language scaffolding in group academic discussions • Integrating foundational skills elements into the ELD lesson planning to address gaps in this area • Using sentence starters and paragraph frames to guide spoken and written responses • Integrating explicit teaching of grammatical structures as students learn the core content and as they analyze readings and write essays • Modeling of responses in academic discussions and academic writing • Providing students with multiple opportunities for revision and editing of formal written assignments as well as multiple options for written expressions for students with learning challenges • Continuing the use of thinking maps and other semantic or visual organizers. | <p>08/01/2018 07/30/2019</p> | <p>First of all, Administrators, CPA, TSP Coordinators, and EL Instructional Coach will conduct informal classroom observations to verify that teaching techniques learned in the training are being implemented, then they will use student 10 and 20-week student marks, ELA interim assessments, and EL Assessments results to evaluate the PD actions' efficacy</p> |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Focus Area: Interventions During and After the School Day and Other Supports Academic : English Learner Programs

| Strategies | | |
|---|----------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>Administrators, together with the counselors, TSP and EL instructional coach and Categorical Program Advisor(CPA), will collect, analyze and interpret student marks from the ten-week progress report, academic alerts form MYDATA, student mini-cums, SBAC interim result, EL assessment results and any other source of student performance data available to develop academic intervention programs beyond the school day to assist all ELs at risk of not meeting the required criteria for reclassification. The following support intervention will be provided to all students struggling to reclassify:</p> | <p>08/01/2018 07/30/2019</p> | <p>EL Instructional Coach TSP Coordinator</p> |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|--------------------------------|--|
| After-school tutoring will be provided for students in need of extra individualized assistance. Students will have the opportunity to get clarification on content concepts, ask individual questions, get homework help, get help completing assigned projects, etc. | 08/01/2018 07/30/2019 | |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Required Academic : English Learner Programs

| Strategies | | |
|---|--------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>CCHS will join forces with parents in assisting all students, including students from Special Education and English learners to move towards meeting our goal of 20% reclassification rate. The Administration Team, counselors, Title I, TSP coordinators and school parent representatives will provide parents with: • A series of parent workshops covering A-G requirements, CA Dashboard and financial aid for college. • Parent computer classes to help them access school information in Schoology. • Evening meetings such as back-to-school night, PHBAO and Carnival of Knowledge to build and improve parent-school articulation to increase graduation rates • Parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help students at risk of not graduating • Powerpoint presentations to educate parents about CCHS SPSA goals, and WASC self-study report relative to graduations rates • A multiple and effective communication system by utilizing Connect-Ed, individual phone calls, letters, Remind.com, emails, the school marquee, flyers, and the CCHS website to keep parents informed of upcoming important events • Individual counselor-parent/student meetings to review graduation progress for all seniors • Individual counselor-parent/student meetings to review graduation progress and develop four-year graduation plans for all students.</p> <p>We will contract with the Parent Engagement Academy (\$8,000.00; 100 parents trained at \$80.00 per parent) to provide a series of workshops for parents with objectives that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc</p> | 08/01/2018 07/30/2019 | Administrators, CPA, EL Instructional Coach, TSP coordinator and some selected teachers will use perception and student data and parent survey responses, sign-ins and meeting agendas to quantify parent participation in the provided parent activities. Feedback, evaluation forms, and attendance sign-ins will be collected by the CPA and the community representative for data analysis to measure the effectiveness in meeting improved goal of 20% reclassification rate. |
| <p>Non-Capitalized equipment. The purchase of an Active Panel (\$5,500.00) that will be located in the Parent Center. The Active Panel will be used by the parent representative and the Parent Engagement Academy. to provide training to parents in topics that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc. The Active Panel will be used during PHBAO night, coffee with the principal and other parent meetings.</p> | 08/01/2018 07/30/2019 | Administrators, CPA, EL coordinator and parent Representative will use parent attendance sign-ins, parent feedback to evaluate the effectiveness of the Active Panel in achieving our goal of 20% reclassification rate. |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Los Angeles Unified School District
 2018-2019 School Plan for Student Achievement

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

| LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal: | |
|--|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input checked="" type="checkbox"/> | School Accountability Report Card (SARC) |
| <input type="checkbox"/> | CA Dashboard |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |

1. List key findings related to parent, community, and student engagement based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. ***Required**

2016 School Experience Survey Questions:

1. I feel safe at my school.
Students - 79% Teachers - 93%

2. I feel safe in the neighborhood around my school.
Students - 85% Teachers - 98%

3. Overall safety.
Students - 80% Teachers - 95%

This tells us that students have a different perception about our school climate and culture than our staff. It is also very concerning that students and staff feel safer in the community around the school than in the school.

| Referral Reasons | # Referrals | % Referrals |
|--|-------------|-------------|
| 1.4a - SEXUAL ASSAULT* | 1 | 0.64% |
| 1.4b - SEXUAL BATTERY* | 1 | 0.64% |
| 2.2 - KNIFE OR OTHER DANGEROUS OBJECT | 1 | 0.64% |
| 2.5 - ASSAULTED/BATTERED SCHOOL EMPLOYEE | 2 | 1.27% |
| 3.11 - IMITATION FIREARM | 1 | 0.64% |
| 3.12a - HARASSED/THREATENED PUPIL RACE/COLOR/NAT'L ORIGIN (GR. 4-12) | 1 | 0.64% |
| 3.12b - HARASSED/THREATENED PUPIL DISABILITY (GR. 4-12) | 1 | 0.64% |
| 3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12) | 1 | 0.64% |
| 3.12d - HARASSED/THREATENED A SCHOOL DISTRICT PERSONNEL (GR. 4-12) | 8 | 5.10% |
| 3.13 - SEXUAL HARASSMENT (GR. 4-12) | 3 | 1.91% |
| 3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY) | 2 | 1.27% |
| 3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE | 1 | 0.64% |
| 3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS | 1 | 0.64% |
| 3.1a - CAUSED PHYSICAL INJURY | 4 | 2.55% |
| 3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY | 25 | 15.92% |
| 3.1c - THREATENED TO CAUSE PHYSICAL INJURY | 9 | 5.73% |
| 3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ OR ALCOHOL | 29 | 18.47% |
| 3.21a - BULLYING/CYBER A PUPIL BASED ON SEX | 1 | 0.64% |
| 3.21b - BULLYING/CYBER A PUPIL BASED ON RACE/COLOR/NATIONAL ORIGIN. | 1 | 0.64% |
| 3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS. | 8 | 5.10% |
| 3.21e - BULLYING/CYBER SCHOOL PERSONNEL | 7 | 4.46% |
| 3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE | 4 | 2.55% |
| 3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY | 9 | 5.73% |
| 3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY | 2 | 1.27% |
| 3.6 - POSSESSED OR USED TOBACCO | 9 | 5.73% |
| 3.7 - OBSCENITY/PROFANITY/VULGARITY | 23 | 14.65% |
| 3.8 - DRUG PARAPHERNALIA | 2 | 1.27% |

LAUSD MyData Spring 2018

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

There is different perception that students and staff have in regards to their safety on campus due students constantly looking at postings on social media such a videos of fights and threats. Some of the videos of fights are from previous years or at different school but it gives the perceptions that there are always fights at school. The social media threats happen for different reasons such seeking attentions or thinking that it would be funny to see the reaction of other people have in seeing those threats; however, the fear is real. We also have a small number of motivated students who are participating the the decision making of the school, but we need to be more inclusive and reach out to all students. We also need to increase the participation of students completing the school experience survey.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

We need to encourage more students to participate in the decision making process at our school by motivating them to participate in the different committees such as the Discipline Review Team, the School Site Council, the Chatsworth Charter Leadership Team, and others. Students need to know that we are willing to listen to their concerns. We need to increase the participation of all stake holders in completing the School Experience Survey. We need to increase the staff participation by having them complete the surveys during our staff development days. For our students, we will have students complete the survey during an advisory period. For our parents, we will recruit parent volunteers to be available in the Parent Center to assist other parents in completing the Survey online. We also need to target the students who are engaging in personal conflicts by using Restorative Justice practices.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Decrease the number of discipline referrals (3.1b) Attempted to Cause Physical Injury from a total 24 in the Fall 2017 to less than 20 in the Fall of 2018.

We will increase the student response participation rate in the School Experience Survey from 29% in 2018 to 60% in 2019.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement *Required Parent And Community

| Strategies | | |
|---|----------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>The community rep will hold parent workshops and present data on the SES. The community rep will assist parents, students, and staff with completion of the SES. Research shows that parental involvement is more important to student success than family income and education.</p> <p>Administrators, counselors, coordinators, parent representatives, and school supportive staff will plan and implement school activities that promote parent involvement and school functions/events that strengthen parent-school staff partnership to improve their children's education.</p> <p>Parent Representative in collaboration of the CCHS Parent Center, CPA, and Administration Team will:</p> <ul style="list-style-type: none"> • Plan and conduct orientation-day before the first day of school for nine grade students and their parents to familiarize them with the school grounds, and behavior and educational expectations. • Participate in Parent Teacher Student Association (PTSA) to support parent and school programs and activities. • Plan Coffee With the Principal to allow parents opportunity to meet with the school's principal to discuss updates, educational programs, policy changes, and concerns. • Encourage parents to be involved in decision making counsels and committees such, CILC Chatsworth instructional Leadership Committee, English Learner Advisory Committee (ELAC), School Site Council (SSC), etc. • Be available for parents to help them develop strategies for supporting their child's success inside and outside of the classroom. • Serve as liaison between parents and school staff by building communication bridges and arranging parent-teacher meetings. • Develop a program to encourage English for parents who speak a language other than English to become involve with the school and their children's education. • Help the college counselor plan a Parent University Night to educate parents about college applications. • Host "College Nights" to inform parents of college and university requirements and to discuss scholarship and financial aid programs. • Parent workshops on how to support student learning at home, achievement in high school, and preparing their students for college. | <p>08/01/2018 06/30/2019</p> | <p>Feedback forms and evaluations will be collected to measure the effectiveness of the community reps efforts in supporting completion of the SES. The principal and/or administrative designee will review daily sign-in sheets and Parent Center activity logs.</p> |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Focus Area: Student, Staff, Parent Communication *Required Parent And Community

| Strategies |
|------------|
| |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|----------------------------------|---|
| <p>CCHS acknowledges effective and positive communication as one of the main elements needed for a fruitful student-parent-school staff-community relationship that supports quality student learning. Administrators, counselors, coordinators, parent representative, and school support staff will build a two-way bridge communication based on the following principles:</p> <ul style="list-style-type: none"> • Respect among/between parties- school leaders will listen to students, parents, community members and staff • Conversations have to be positive- using constructive language when discussing issues affecting student learning • Contact parents, students and staff to share good news or to celebrate successes and not only with unpleasant communications • Communicate district and school rules and consequences in clear and easy-to-understand manner • Have productive and responsible articulation/conversations by keeping the student learning, safety and well-being the center of the communication. <p>We will also contract with the Parent Institute for Quality Education, Parent Engagement Academy, or similar company to provide a series of workshops for our parents.</p> <p>The community rep will provide workshops to parents and students on the SES. The community rep will provide technology (computers, laptops, chrome books, etc.) for parents and students to complete the SES. The community rep will make available the computer lab, auditorium, library, and classrooms for the parents and students to complete the SES.</p> | <p>08/01/2018 06/30/2019</p> | <p>Administrators, counselor, CPA, and other support staff will conduct parent, student, and staff school experience survey and use district's Experience Survey to evaluate their feelings with respect to CCHS</p> |
| <p>Administrators, counselors, coordinators, parent representative, and school support staff will build a two-way bridge communication using the following means:</p> <ul style="list-style-type: none"> • Connect-Ed messages to all parents • Letters mailed to and from all parents • Phone calls to and from all/individual parents when needed • School website to post important information and upcoming events • Emails to and from all community members • School flyers to invite school community to events and meeting • Marquee announcements • Group and/or individual meetings, conferences, etc. | <p>08/01/2018 06/30/2019</p> | <p>Administrators, counselor, CPA, and other support staff will conduct parent, student, and staff school experience survey and use district's Experience Survey to evaluate their sentiments with respect to CCHS.</p> |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

Los Angeles Unified School District
2018-2019 School Plan for Student Achievement

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:

| | |
|-------------------------------------|---|
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input type="checkbox"/> | CA Dashboard |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |
| <input type="checkbox"/> | ELPAC |
| <input type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | CA Dashboard |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |

CHATSWORTH CHS (1858301) 2018-2019

| |
|--|
| <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Experience Survey |
| <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Reading Inventory (RI) |
| <input type="checkbox"/> N/A |

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

According to MyData,there was a dramatic drop in the attendance rate from the prior year due to the UTLA strike. For the 2017-2018 we had a 70.2% attendance proficiency rate compare to on 14.1%, this year, this represents a 56.1% drop in our attendance proficiency rate. Unfortunately, our chronic absenteeism went up 24.9% from the previous year. On the other hand, the CA School Dashboard shows that all subgroups in our school are in the blue on the 2020-201 CA Dashboard Suspension Rate Indicator 5X5 Performance Table.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Our attendance proficiency rate took a nose dive this year due to the UTLA strike. The month to month attendance rate comparison from the previous year stayed the same for the months leading up to the strike.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

School will have incentives for student who maintain good attendance and for students who improve their attendance. Will have parent conferences to address chronic absences. Will work with our Booster Club and our PTSA to provide free items to raffle for students who maintain perfect attendance during specific period of times. Will change the final exam schedule to minimize the absences during the last day of each semester. Will provide incentive for student to report to school on days prior to long breaks such as Thanksgiving and Spring Break.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A

State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

We will increase the attendance proficiency rate of student with 96% or higher attendance from 66.9% the 2016-2017 year to 72% the 2018-2019 year.

We will decrease the chronic attendance rate from 14.8% the 2016-2017 year to 12% the 2019-2020 year.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

| Strategies | | |
|---|--------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| Intensive research studies on the effects of student attendance and behavior show a strong correlation between poor attendance and/or negative behavior leads to low academic success. CCHS views all stakeholders as potential partners in improving the social/emotional, safety and attendance of everyone at CCHS. CCHS leaders will plan and provide Professional Development opportunities that included the following: <ul style="list-style-type: none"> • Disaggregate, explain, interpret and analyze student data on referrals, attendance, suspensions, expulsions and parent and student survey results. • Using the presented student data to formulate an action plan(s) for improvement. • Presentation(s) for all teachers and staff to promote acceptable classroom behavior • Presentation(s) for all teachers and staff to promote proficient and advanced attendance as defined by LAUSD • PD for reviewing district and school behavior policies that include rules and consequences to develop a clear discipline matrix, which was recommended by the WASC visiting team. (WASC#5) | 08/01/2018 07/31/2019 | Administration team will make sure that all student performance data is shared and discussed with all school stakeholders during school and P.D. meetings, checking that data analysis is part some agenda meetings. |
| CCHS will fund 2 (8hr) days of a PSA Counselor to run attendance reports and monitor student attendance by gathering, reviewing and reporting it to all teachers and staff. PSA Counselor will track and meet with parents and students with chronic absenteeism to inform them about the academic and legal consequences of having excess truancies. PSA will promote good student and staff attendance by: <ul style="list-style-type: none"> • implementing School-wide efforts to train all school staff to recognize at-risk students • offering parent workshops to educate parents in issues relating to poor attendance • planing and developing incentive programs to promote good student attendance • planing and developing a system to refer chronic attendance students to other school professional to assist them with their issues • working with the probation and school officers to monitor students with chronic absenteeism | 08/01/2018 07/31/2018 | Administrators, CPA and PSA will generate monthly student and staff attendance reports to measure percent growth by analyzing and comparing previous to current student attendance data. |

| Budget | | | | | | | | |
|-----------------------------|---------------|---|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 3110 | 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days) | N/A | N/A | 12103 | 48,397 | | 100 |

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports 100% Attendance

| Strategies |
|------------|
| |

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|----------------------------------|--|
| <p>Intensive research has been done on the effects of student attendance and behavior, revealing a strong correlation between poor attendance and/or negative behavior leading to low academic success. CCHS views all stakeholders and members of the community as potential partners in improving the social/emotional, and safety of everyone at CCHS. CCHS leaders will implement a positive and preventative approach by establishing a caring atmosphere and a sense of community.</p> <p>2(8hrs-day) School psychologist will be funded to work with parents and/or students, who lack self-discipline, have emotional issues and have mental health needs to enhance character, integrity, ethic and self-esteem. Psychologist, support Staff and school Dean(s) will</p> <ul style="list-style-type: none"> • Conduct assemblies for students, emphasizing the rewards of good behavior versus the consequences of bad behavior • Conduct assemblies for students, explaining school and district policies, rules and consequences • Train teachers and students on Restorative Justice practices • Equip teachers with skills to develop effective classroom management | <p>08/01/2018 06/30/2019</p> | <p>Administrators, psychologist and CPA will review and compare student data from previous and current referrals, suspension and expulsions to measure effectiveness of the psychologist interventions</p> |
| <p>CCHS will purchase 2(8hrs-day) nurse to support all students by providing health-related services, student small group health counseling, parent training on health issues affecting students, transmittable disease control, staff-in-service and social welfare referrals.</p> | <p>08/01/2018 07/30/2019</p> | <p>Administrators, nurse, psychologist and CPA will review and compare student data from previous and current referrals, suspension and expulsions to measure effectiveness of the Nurse interventions</p> |

| Budget | | | | | | | | |
|-----------------------------|---------------|--|-------------|--------|----------------|------------|------|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| CE-ESSA T1 Schools(7S046) | 3110 | 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days) | N/A | N/A | 13222 | 48,270 | | 100 |
| CE-ESSA T1 Schools(7S046) | 1000 | 12106 - ITIN NURSE (6 Hrs / 2 Days) | N/A | N/A | 12106 | 46,312 | 0.00 | 100 |

Focus Area: Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports 100% Attendance
 *Required if any Focus Area above is addressed.

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date Status | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|--|--|
| <p>Research done on the effects of student attendance and behavior, revealing a strong correlation between poor attendance and/or negative behavior, which leads to low academic success. CCHS views all stakeholders and members of the community, especially parents, as partners in improving the social/emotional, and safety of everyone at CCHS. CCHS leaders will implement a positive and preventative approach by establishing an atmosphere of caring and a sense of community. CCHS leaders will build parent capacity leading to a holistically-oriented and family-centered campus by:</p> <ul style="list-style-type: none"> • Educating parents- through workshops that enhance student social and moral, self-discipline, self-esteem and emotional well-being. Workshops will address health and wellness, stress management, parenting teens, etc. • Informing parents about district and school behavior policies emphasizing rules and consequences and the discipline matrix, which was recommended by the WASC Visiting Team. • Instruct parents and urge them to implement the Restorative Justices Practices with their children as a preventive measure to destructive behavior • Improve and expand school-parent communication by using all communication channels available such as: phone calls, Connect-Ed messages, school newsletter, flyers, school website, letters, the school marquee, etc. • Using a parent friendly language when communicating information and, when possible, use translation to other languages | <p>08/01/2018 06/30/2019</p> | <p>CCHS administrators will implement parent surveys on school parent services to measure efficiency of Edlio.</p> |
| <p>We will contract with the Parent Engagement Academy, the Parent Institute for Quality Education or similar company to provide a series of workshops for parents with objectives that include: Learning about the A-G requirements, How the California University system works, Understanding the Common Core Standards, the CAASPP exam, Identifying STEM career, etc.</p> | <p>08/01/2018 06/30/2019 New</p> | <p>The principal along with the Title I coordinator and the Parent Engagement Academy will monitor the effectiveness of the program.</p> |

| Budget | | | | | | | | |
|----------------|---------------|--------------------|-------------|--------|----------------|------------|-----|-----------|
| Funding Source | SACS Function | Budget Description | Position No | Vendor | Budget Item No | Total Cost | FTE | Funding % |
| | | | N/A | N/A | | | | |

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

CCHS provides different types of opportunities for families and their students for post-secondary education and the workforce after graduation from high school.

INDIVIDUAL/GROUP COUNSELOR-STUDENT CONFERENCES

Counselors establish a colleges-going culture throughout the four years the students are at CCHS. They meet individually/group with student at least once a year to discuss A-G college requirements. They beginning by developing an Individual Graduation Plan(IGP) and review the progress on meeting them.

WORKSHOP NIGHTS

CCHS holds a series of College Workshops throughout the year to inform parents and students about

- A-G graduation and college requirements
- Selecting a two or four-year college and the application process
- College Fair days, community college and universities are invited to our campus to speak to our students about their programs
- FAFSA workshops
- College Center sponsors colleges assemblies for all grade levels to discuss college requirements

COURSEWORK

All chancellors are encouraged to enroll in our 18 Honors and/or our 18 AP classes. CCHS also offers the Avid Program as another mean to prepare students for college. Title I and other funding has been used to support the college-going culture by proving buses to various UC and CSU campuses. Students at CCHS can advance in their studies by enrolling in community classes and/or Regional Occupational Centers.

WORKFORCE

At CCHS nonacademic talents are valued, thus it provides opportunities for exploring career and technical programs. Our academic program includes Machine Shop, Computer Design, Culinary and Career with Children classes. Also, partnerships with local business that allow build fieldwork experience leading to potential work opportunities.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

CCHS follows the LAUSD Eight Key Features of School-wide Positive Behavior Support.

• ADMINISTRATIVE LEADERSHIP

At least one school administrator is an active participant on the School-wide Positive Behavior Intervention and Support (SWPBIS) Discipline Review Team and at least one element of the SWPBIS is on the all faculty meetings.

• TEAM BASED IMPLEMENTATION

The SWPBIS Discipline Review Team has representation from all stakeholders. Each member of this team knows their role and responsibilities a, they meet once a month and keep agendas and minutes.

• BEHAVIORAL EXPECTATIONS DEFINED

3-6 positively stated expectations are established and defined for all the common areas and they are clearly visible(posted) in most of the common areas.

• BEHAVIOR EXPECTATIONS TAUGHT

Students at CCHS learned about the behavior expectations through school assemblies and advisory lessons.

• ACKNOWLEDGE AND REINFORCE APPROPRIATE BEHAVIOR

In a most recent Rubric of Implementation document shows that guidelines and procedures are implemented throughout the school by 75% of staff.

• MONITOR AND CORRECT BEHAVIORAL ERRORS

At CCHS faculty and staff:

1. Clearly defined and agreed upon the written problem behaviors
2. Clearly articulate the process for behavior handled in the classroom and behavior referred out to Dean, Counselor or AP
3. Make sure that consequences for behavior errors are consistent, progressive and communicated to all stakeholders.

• DATA BASED DECISION MAKING

SWPBIS uses MISIS to keep track of office discipline referrals, suspension, opportunity transfer, and expulsions. This data is reviewed to make decisions in designing, implementing and revising school-wide behavioral plan. Discipline MISIS data is shared with stakeholders in various school meetings.

• FAMILY AND COMMUNITY COLLABORATION

A family/community member is a consistent member of the SWPBIS Discipline review team and updates and data relating to student discipline are communicated to all stakeholders through newsletters, open house, parent meetings etc. various times throughout the year.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

At CCHS all stakeholders are encouraged to participate in the development of the School-wide Program Plan. The process of developing the plan begins by forming new groups/committees and/or identifying existing groups/communities. School staff are asked or assigned to focus groups or committees such as WASC Focus groups, Academic Departments, Small Learning Communities, Linked Learning Pathways, Instructional Leadership Team(ILT), CCLC, SSC, Discipline, and Attendance committees, etc.

Parents, guardians, and member of the community are highly encouraged to participate in school committees and attend our parent school meetings. Parent invitations are done through newsletters, school website, Connect Ed. Phone calls, emails, in all school meetings (PTSA, Coffee with the Principal, SSC, CCLC, Booster Club and parent workshops) and back to school nights.

Once the parents have been informed of the all school meeting, clubs, and committees, they are invited to help in the development of the Schoolwide Program Plan by sharing and reaching out to other parents and by providing feedback on some areas of the plan. The Schoolwide Program Plan is on the agenda, discussed and addressed in most of the school meetings.

Student Performance Data is disseminated to all stakeholders for review. Key findings are then used for establishing new student academic goal and elaboration of a set strategic actions that will help achieve the established goals.

The school administrative team supported by other school instructional leaders are responsible for carrying out, monitoring, and assessing the School-wide Program.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school’s stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.”

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

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| |
|--|

Budget Summary

| Budget Item Description | Indirect | Commit. Item | CE-ESSA T1 Schools (7S046) FTE & Amount | CE-ESSA-T1 C&C Coach (7T124) FTE & Amount | CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount | T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount | Total FTE & Total Amount |
|--|--------------------------|--------------|---|---|--|---|--------------------------|
| 10376 10376 - TUTOR TCHR X TIME | <input type="checkbox"/> | 110004 | 0.00 66,135 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 66,135 |
| 10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | <input type="checkbox"/> | 110002 | 0.00 4,303 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 4,303 |
| 110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days) | <input type="checkbox"/> | 120021 | 1.00 115,775 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 115,775 |
| 11681 11681 - CRD DIF CAT PRG ADV | <input type="checkbox"/> | 190004 | 0.00 1,516 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 1,516 |
| 117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days) | <input type="checkbox"/> | 190001 | 1.00 115,775 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 115,775 |
| 12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days) | <input type="checkbox"/> | 120021 | 0.00 48,397 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 48,397 |
| 12106 12106 - ITIN NURSE (6 Hrs / 2 Days) | <input type="checkbox"/> | 120041 | 0.00 46,312 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 46,312 |
| 13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days) | <input type="checkbox"/> | 120021 | 0.00 48,270 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 48,270 |
| 13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days) | <input type="checkbox"/> | 110001 | 1.00 111,682 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 111,682 |
| 13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days) | <input type="checkbox"/> | 110001 | 1.00 111,682 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 111,682 |
| 13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days) | <input type="checkbox"/> | 110001 | 1.00 111,682 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 111,682 |
| 14690 14690 - COUNS X (NON-TUTOR) | <input type="checkbox"/> | 120024 | 0.00 5,000 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 5,000 |
| 14692 14692 - COORD X (NON-TUTOR) | <input type="checkbox"/> | 190004 | 0.00 3,115 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 3,115 |

| | | | | | | | | | | | | |
|-----------------------------|-------------------------------------|--------|------|----------------|------|----------|------|---------------|------|----------|------|----------------|
| 40124 | <input type="checkbox"/> | 440001 | 0.00 | 11,000 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 11,000 |
| 40124 - NON-CAP EQUIP CLSRM | | | | | | | | | | | | |
| 40125 | <input checked="" type="checkbox"/> | 440001 | 0.00 | 0 | 0.00 | 0 | 0.00 | 5,500 | 0.00 | 0 | 0.00 | 5,500 |
| 40125 - NON-CAP EQUIP-OTHER | | | | | | | | | | | | |
| 50003 | <input checked="" type="checkbox"/> | 580002 | 0.00 | 10,000 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 10,000 |
| 50003 - OTH NON INSTRL CONT | | | | | | | | | | | | |
| 50035 | <input type="checkbox"/> | 580030 | 0.00 | 0 | 0.00 | 0 | 0.00 | 7,911 | 0.00 | 0 | 0.00 | 7,911 |
| 50035 - PROF X INDEP CONTR | | | | | | | | | | | | |
| 50174 | <input type="checkbox"/> | 580012 | 0.00 | 5,000 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 5,000 |
| 50174 - CURRICULAR TRIPS | | | | | | | | | | | | |
| 40239 | <input type="checkbox"/> | | 0.00 | 33,986 | 0.00 | 0 | 0.00 | 559 | 0.00 | 0 | 0.00 | 34,545 |
| POTENTIAL FNDING VAR | | | | | | | | | | | | |
| 40261 | <input type="checkbox"/> | | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 |
| PENDING DISTRIBUTION | | | | | | | | | | | | |
| Total | | | 5.00 | 849,630 | 0.00 | 0 | 0.00 | 13,970 | 0.00 | 0 | 5.00 | 863,600 |

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**