

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

CHATSWORTH CHS (1858301)



**Superintendent
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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: CERVANTES, JOSE

Position: ADVSR, CTEGORCL PGM

E-mail address: jgc3004@lausd.net

School Address: 10027 LURLINE AVE, CHATSWORTH, CA 91311

School Telephone Number: 8186783400

The District Governing Board approved this Single Plan for Student Achievement on:

Received Delegated Authority 11/13/07 for Approval of School Plans for the duration of NCLB

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

JOSEPH NACORDA



06/27/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

| | | | | | | |
|---|--|-----------------------|--------------------------|----------------------------------|-----------------------------------|---|
| Local District Director | JOSEPH NACORDA <i>Typed Name</i> | <input type="radio"/> | Revision Required | <input checked="" type="radio"/> | Approved | <u>06/27/2017</u> <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 | <u>06/22/2017</u> <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 | <u>06/19/2017</u> <i>Signed Date</i> |
| Local District Title I Coordinator | GERARDO CERVANTES <i>Typed Name</i> | <input type="radio"/> | Revision Required | <input checked="" type="radio"/> | Meets Federal Requirements | <u>06/08/2017</u> <i>Signed Date</i> |
| Federal and State Education Programs | JOSEPH NACORDA <i>Typed Name</i> | <input type="radio"/> | Revision Required | <input checked="" type="radio"/> | Approved | <u>06/27/2017</u> <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 *Single 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 | Signature |
| English Learner Advisory Committee (ELAC) <input 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) | 03/15/2017 | Amelita Moreno | <i>Please sign here</i> |

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: 03/22/2017
School plan approval appears in SSC Minutes. _____
Date

Attested:

Naomi Kokason

 Typed name of SSC chairperson



04/05/2017

 E-Signature of SSC chairperson

Date

Please sign here

GUY, TIMOTHY D

 Typed name of school principal



03/26/2017

 E-Signature of School principal

Date

Please sign here

Please print this page and sign.

2017-2018 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:

| | |
|--|---|
| <input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school. | Amount: \$ <u> 773,840</u> |
| <input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency. | Amount: \$ <u> 0</u> |
| <input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities. | Amount: \$ <u> 13,600</u> |
| <input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197 | Amount: \$ <u> 0</u> |
| Total amount of categorical funds allocated to this school: \$ <u> 787,440</u> | |

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).

| |
|--|
| <p>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/</p> |
| <p>General Background and History Chatsworth Charter High School (CCHS) is located in northwest Los Angeles in the San Fernando Valley. The CCHS community socioeconomic status ranges from upper middle class to poverty levels. The community consists of large apartment complexes, condominiums, and single family homes. In addition, there are many companies and small family-owned businesses. The school occupies thirty eight acres. Our buildings include a library with 40 computers, a closed circuit television studio for Chatsworth Charter News, a multipurpose room with a stage for theater, machine shop, four computer labs, and a complement of athletic facilities. Athletic facilities include: a stadium for football, soccer, track and other student activities; A large building containing a large and small gym for basketball and volleyball, wrestling room, fitness center, and locker rooms; separate fields for baseball and softball; and outside courts for handball, volleyball, tennis, and basketball.</p> <p>Community A variety of parent and community partners support Chatsworth Charter High School. Our parent groups meet monthly in the early evening to best accommodate parent work schedules. Our parent groups include: PTSA, Booster Club, Latino Parent Association, African-American Parent Association, All Valley African-American Association, and booster clubs supporting band, drama, sports teams, student clubs, co-curricular field trips, and instrumental supplies. The following business and community partners support CCHS: 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, Sunrise Assisted Living, CAC Fabrication, Powerhouse Gym, Rotary Club, Kiwanis Club, Huntington Learning Center, CPR for Life, and West Valley Occupational Center.</p> |
| <p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p> |

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.

Our current enrollment as of January 23, 2017, is 1, 921 students. Enrollment by academies is as follows: Humanities 486, GAME 473, Medical Careers Academy 517, and the Freshman Academy 445. CCHS enrollment continues to show a somewhat higher percentage of males than females, 54% to 46%. This differential has remained consistent over the study period and it was also noticed in our most recent WASC Self-Study report in 2015. Academy Enrollment Break-Down provided by the Counseling Office 2/18/2017.

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 |

Statistics extracted from LAUSD MYDATA System,1/19/2017

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 |

Statistics extracted from LAUSD MYDATA System,1/19/2017

| Enrollment by Program | No. of Students | Percent |
|-------------------------|-----------------|---------|
| Gifted Program | 296 | 15.4% |
| English Learners (EL's) | 220 | 11.5% |
| Migrant Education | 6 | 0.3% |
| Special Education | 291 | 15.5% |
| Travel Program | 36 | 1.9% |
| Foster Youth | 14 | 0.73% |

Statistics extracted from LAUSD MYDATA System,1/30/2017

Students at CCHS who are identified as Gifted/Talented participate in the Honors Program or int the School for Advanced Studies(SAS). Our EL Program of 220 students counts for 11.5% of our overall student body. The EL population at CCHS includes 23 ELD1, 31 ELD2 , 23 ELD3, 18 ELD4, 22 AVD. ELD1, 29 AVD. ELD2, L&L ELD 23, Developmental Shelter English 11, and 9 out of roster. 115 students of the 220 EL's are Lintel's and 23 are also part of the Special Education Program. Another significant program at Chatsworth Charter High School is the Special Education Program which houses 220 chancellors and it accounts for 15.5% of the student body. The Special Education population consists of 126 LSD, 9 ED, 21 MRM, 9 AUT. ALT., 5 MDO, 115 RSP, and 6 Services Only. Fourteen students of the 220 who participate in the Special Education Program, have a one-to-one aid for the whole school day. Other programs present at CCHS are Migrant Education with 6 students, Travel Program with 36 students and Foster Youth with 14 students.

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 labeled 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%. This school year, as of today, February 1, 2017; 66.3% student-body's socioeconomic status is poverty, the rest of the students' socioeconomic status range from lower middle-class to middle-class. (Statistics extracted from MYDATA)

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

Students at Chatsworth Charter High School speak twenty six different languages as a first language such as: Albanian, Arabic, Armenian, Assyrian, Bengali, Cambodian, English, Farsi, Filipino, French, German, Gujarati, Hindi, Hungarian, Ibo, Italian, Japanese, Korean, Pashto, Portuguese, Punjabi, Russian, Spanish, Thai, Urdu, Vietnamese. Predominant among these are:

| LANGUAGE | NO. OF STUDENTS | PERCENT |
|------------|-----------------|---------|
| ARABIC | 19 | 1.0 |
| ENGLISH | 804 | 41.9% |
| FILIPINO | 42 | 2.2% |
| KOREAN | 29 | 1.5% |
| SPANISH | 880 | 45.8% |
| VIETNAMESE | 42 | 2.2% |
| Other | 105 | 5.4% |

Data extracted from LAUSD MISSIS 1/27/2017

Enrollment by Ethnicity

Chatsworth Charter ethnicity enrollment has also changed from 2010-2011 to 2016-2017 school years. The two ethnic subgroups with the greatest changes were the Asian and Hispanic. The percent of Asian students dropped by 9.7% from 18.2% to 8.5%. Hispanics were the only subgroup who experienced an enrollment increase percent, from 52.2% to 63.6%.

| ETHNICITY | 2010-2011 # of Students | 2016-2017 # of Students | 2010-2011 % of Students | 2016-2017 % of Students |
|------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Ame. Ind/ Alask | 17 | 6 | 0.6 % | 0.3% |
| ASIAN | 539 | 164 | 18.2 % | 8.5% |
| BLACK | 251 | 112 | 8.5 % | 5.8% |
| HISPANIC | 1,542 | 1,222 | 52.2% | 63.6% |
| WHITE | 593 | 329 | 20.1% | 17.1% |
| FILIPINO | 6 | 84 | 0.2% | 4.4% |
| PACIFIC ISLANDER | 7 | 3 | 0.2% | 0.12% |
| UNKNOWN | 1 | 0.1% | | |
| Overall | 2,955 | 1,921 | 100.0% | 100.0% |

Statistics extracted from LAUSD MYDATA System,1/19/2017

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. 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. Some CCHS teachers use safe computer software to post academic progress grades on the school website for parent to monitor their student's academic progress in their classes. 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, SSC, 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.

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.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School
- Public School Choice (PSC)
- Partnership for Los Angeles Schools (PLAS)
- L.A.'s Promise
- Reed
- Professional Learning Community (PLC)
- Small Learning Community (SLC)
- Other: Affiliated Charter

Other important characteristics of the school:

Linked Learning
 In an effort to offer students a quality education and meaningful career pathways, Chatsworth Charter High School has taken opportunities from the district and state programs. 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 January 30, 2017, an application for an Aerospace/Computer Magnet to service 90 nine graders and 90 ten graders. If approved, the new magnet program at CCHS will open in the 2018-2019 school year.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Did the school meet the School's Measurable Objective(s) last year in each of the following areas?

100% Graduation – Did the school meet the School's Measurable Objective last year? Yes No

English Language Arts – Did the school meet the School's Measurable Objective last year? Yes No

Mathematics – Did the school meet the School's Measurable Objective last year? Yes No

English Learner Programs – Did the school meet the School's Measurable Objective last year? Yes No

Student, Staff, Parent and Community Engagement – Did the school meet the School's Measurable Objective last year? Yes No

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Measurable Objective in the current school year? Yes No

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 Single 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 research-based strategies)? *When* did the process occur (dates)?

| Who was involved? | What happened? | Date(s) |
|--|---|--|
| <input checked="" type="checkbox"/> School Site Council | <p>A general review of the SPSA, including its contents, process, and purpose, was given to the new SSC members.</p> <p>2016-2017 SPSA goals were reviewed, student performance data analysis(SBAC), assessment of current Title I academic programs such credit recovery classes, after school tutoring and math cohort collaboration .</p> <p>Key-findings from data analyzed previous meeting was discussed to Identify student academic deficiencies which continue to be a challenge for meeting our SPSA goals</p> <p>More student data analysis was performed, this time grades from ten week progress report were reviewed to make an assessment of the current Title I programs effectiveness. An introduction of the planning, development, and writing of the SPSA was presented to the members of the committee.</p> <p>Continue to identify student academic deficiencies and academic needs to develop a School Plan Student Achievement (SPSA) that best addresses our students' academic needs.</p> <p>2015-16 SPSA Evaluation</p> <p>Continue to identify student academic deficiencies and academic needs to develop a School Plan Student Achievement (SPSA) that best addresses our students' academic needs.</p> <p>Establishing new academic goals for the 2017-2018 SPSA</p> | 09/06/2016, 01/10/2017, 10/04/2016, 02/07/2017, 11/01/2016, 03/22/2017, 12/06/2016 |
| <input checked="" type="checkbox"/> Departments | <p>2016-2017 SPSA goals were reviewed, student performance data analysis(SBAC), assessment of current Title I academic programs such credit recovery classes, after school tutoring and math cohort collaboration .</p> <p>More student data analysis was performed, this time grades from ten week progress report were reviewed to make an assessment of the current Title I programs effectiveness. An introduction of the planning, development, and writing of the SPSA was presented to the members of the committee.</p> <p>2015-16 SPSA Evaluation</p> | 11/01/2016, 01/10/2017, 02/14/2017 |
| <input checked="" type="checkbox"/> Other: Instructional Leadership Team (ILT) | <p>2016-2017 SPSA goals were reviewed, student performance data analysis(SBAC), assessment of current Title I academic programs such credit recovery classes, after school tutoring and math cohort collaboration .</p> <p>More student data analysis was performed, this time grades from ten week progress report were reviewed to make an assessment of the current Title I programs effectiveness. An introduction of the planning, development, and writing of the SPSA was presented to the members of the committee.</p> <p>2015-16 SPSA Evaluation</p> | 01/31/2017, 02/20/2017 |

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> Other: CHHS Administrators, Support Staff, Coordinated Health and Safety | <p>Every working Monday Administrators, Coordinators, and school Deans meet at 8:30 AM to share the school's concerning issues including school grounds, climate and culture, student emotion-wellness, instruction and student academic progress. Data is shared and discussed to assess effectiveness of current academic programs.</p> <p>2016-2017 SPSA goals were reviewed, student performance data analysis(SBAC), assessment of current Title I academic programs such credit recovery classes, after school tutoring and math cohort collaboration .</p> <p>More student data analysis was performed, this time grades from ten week progress report were reviewed to make an assessment of the current Title I programs effectiveness. An introduction of the planning, development, and writing of the SPSA was presented to the members of the committee.</p> <p>2015-16 SPSA Evaluation</p> | <p>10/17/2016, 02/06/2017, 11/07/2016, 02/27/2017, 12/12/2016, 03/13/2017, 01/16/2017</p> |
| <input checked="" type="checkbox"/> Other: Coffee with the pricipal | <p>Student performance results from multiple sources were shared with parents, members of the community, faculty, and school support staff to determine the efficacy of the teaching strategies been currently implemented. Student Academic results were also used to evaluate last year's SPSA and to discuss future academic goals for our 2017-2018 SPSA.</p> | <p>01/25/2017</p> |

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — 100% GRADUATION

| LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal: | |
|--|--|
| <input type="checkbox"/> | CELDT / AMAOs |
| <input checked="" 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 checked="" type="checkbox"/> | School Accountability Report Card (SARC) |
| <input type="checkbox"/> | School Quality Improvement Index Report Card |
| <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 checked="" type="checkbox"/> | Other: LAUSD MISIS |

1. List key findings related to school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Grade Examination of the 2017 class of 458 Seniors

A Distribution of Student Marks Report from MISIS extracted on January 16, 2017 showed seniors scheduled to graduate in June 2018 and who are not meeting the following A-G courses:

| Course Title | No. Students | No. of F Marks | Percent of F's |
|----------------|--------------|----------------|----------------|
| English | 441 | 21 | 5% |
| Social Science | 445 | 26 | 6% |
| Mathematics | 220 | 26 | 12% |
| Science | 247 | 14 | 6% |

There were 220 seniors who took a math class but only 105 needed the math class to graduate, out of those students who need the math class to graduate; 5% did not pass the class. Whereas in science, 247 seniors took a science class but only 66 students needed the class to graduate; 14% of them did not pass the class.

A Look at our Cohort Graduation Past

Our latest School Report Card tells the following graduation information,

| | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------------------------------|-----------|-----------|-----------|
| CCHS students graduating in four year | 88% | 86% | 86% |

Class of 2017 Graduation Progress

Per a MYDATA report on Chatsworth Charter High School, ran in February 13, 2017, students meeting or needing to meet A-G graduation requirements percent are as follow:

| No. of Students | On-Track | Missing 1-2 A-G Courses | Missing 3-4 A-G Courses | Missing 5+ A-G Courses |
|-----------------|----------|-------------------------|-------------------------|------------------------|
| 458 | 77% | 17% | 2% | 5% |

Class of 2017 Graduation Progress by Program

| EL's Ethnicity | % Tier 3: Missing 5+ | % Tier 2: Missing 3-4 | % Tier 1: Missing 1-2 | % On-Track | # of Students |
|----------------|----------------------|-----------------------|-----------------------|------------|---------------|
| ASIAN | 67% | | | 33% | 3 |
| HISPANIC | 27% | | 27% | 45% | 22 |
| WHITE | 100% | | | | 2 |
| FILIPINO | | | | 100% | 1 |
| Grand Total | 36% | | 21% | 43% | 28 |

Special Education

| Ethnicity | % Tier 3: Missing 5+ | % Tier 2: Missing 3-4 | % Tier 1: Missing 1-2 | % On-Track | # of Students |
|-------------------------------|----------------------|-----------------------|-----------------------|------------|---------------|
| AMERICAN INDIAN/ALASKA NATIVE | | | | 100% | 1 |
| ASIAN | 50% | | | 50% | 2 |
| BLACK | | | | 100% | 8 |
| HISPANIC | 16% | | 16% | 68% | 38 |
| WHITE | 17% | | 17% | 67% | 12 |
| FILIPINO | | | 100% | | 1 |
| Grand Total | 15% | | 15% | 71% | 62 |

Poverty Status

CHATSWORTH CHS (1858301)

12.2 - Academic : 100% Graduation

| Ethnicity | % Tier 3: Missing 5+ | %Tier 2: Missing 3-4 | % Tier 1: Missing 1-2 | % On-Track | # of Students |
|-------------------------------|----------------------|----------------------|-----------------------|------------|---------------|
| AMERICAN INDIAN/ALASKA NATIVE | | | | 100% | 1 |
| ASIAN | 8% | | 4% | 88% | 26 |
| BLACK | | 6% | 11% | 83% | 18 |
| HISPANIC | 5% | 1% | 13% | 81% | 223 |
| WHITE | 8% | 3% | 15% | 75% | 40 |
| FILIPINO | | 9% | | 91% | 11 |
| Grand Total | 5% | 2% | 12% | 81% | 319 |

2. For areas in need of improvement, identify the underlying issues related to key findings.

Possible factors affecting CCHS Cohort Graduation Rates
 Like most high schools in the district, Chatsworth Charter High faces the same barrier to achieving the new A-G graduations expectations set for 2017. In the past, students were only required to successfully complete two years of math with a grade “D” or better and to enroll in a third year of math; the new graduation requirements for 2016 mandate students to complete three years of math with a “D” or better. This new math graduation requirement is the primary reason why CCHS is not on track to meet our graduation target for 2017. In an internal student mark analysis, at the end of the Fall of 201, it was concluded that the current graduation cohort class is facing difficulties in completing the third year of mathematics, specifically Algebra II which counts for 38% of all senior earning an F grade in mathematics. Graduation Rate by Program is another area that was identified as a possible issue affecting the overall cohort graduation rate. Of the 99 seniors who are not on track to graduate 18 students participate in the Special Education, 16 students are English Learners and 22 were designated poverty status. Students from these subgroups face additional challenges other than just meeting their academic requirements, such language barriers, economic disadvantages and learning disabilities. Other issue affecting graduation rate is the lack of parent awareness regarding the new A-G graduation requirements. Most parents want to see their students graduate, but In many cases parents do not know if their student is on track to graduate, and when they do know they do not know how to help them. The sentiment of powerless to support their student in school matters was express by many parents who attend our school meetings. The current ratio counselor-to-student ratio of 1 to 500 is also a factor affecting the graduation rate at CCHS. The lack of individual counseling services and lack of time for monitoring student A-G graduation progress due to the counselors overwhelming case loads and other responsibilities has resulted in a decline in the number of students completing their graduation requirements.

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

N/A

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

A collectively and deep study on our student performance data and on-track graduation progress analysis was done by different stakeholders group. The report revealed conclusive evidence indicating success in achieving our 91% graduation goal set for June 2017. Some of the actions implemented that help CCHS to be on-track to meet our goal are:

- Credit Recovery Program, after school and Saturday school
 Approximately two hundred students enroll in Saturday School that included the four content courses math, English, Social Science and Science. About 40 more participated in a After School algebra class.
- After School Tutoring Program:
 CCHS strategically implemented a tutor program which targeted individual academic need of the students. The Title I computer lab is being used after school, three days a week, by two teachers who assist students from all math classes and ability levels.
- Math cohort meetings were initiated for teacher collaboration, data analysis, discussing issues affecting class-passing rates, aligning and planning lessons, etc.
- Offer more informative parent workshops on topic such as: A-G Requirements, School Report Card/ SBAC/New Common Core Standards/How to help your students presentation
- Counselor-Parent-Students conferences

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

N/A

State the School's Measurable Objective(s) for 2017-18

- The overall Cohort Graduation Rate will increase by 2%, from 86% to 88%, for the graduating class of 2018
- The Hispanic or Latino Cohort Graduation Rate will increase by 2%, from 86% to 88% for the graduating class of 2018
- The English Learner Cohort Graduation Rate will increase by 2%, from 79% to 81%, for the graduating class of 2018
- The Special Education Cohort Graduation Rate will increase by 2%, from 78% to 80%, for the graduating class of 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).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

| Strategies | | |
|---|----------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>Categorical Program Advisor (CPA), Title I coordinator will be funded to implement the Title I program. CPA will be responsible for:</p> <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. <p>CPA also:</p> <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. <p>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:</p> <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 <p>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:</p> <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, CELT, 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. | <p>08/15/2017 06/08/2018</p> | <p>Administrators and CPA 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.</p> |

| Budget | | | | | |
|------------------------------|--|----------------|------------|------|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 11681 - CRD DIF CAT PRG ADV | 11681 | 1,516 | 0.00 | 100 |
| CE-NCLB T1 Schools (7S046) | 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days) | 110161 | 116,303 | 1.00 | 100 |
| CE-NCLB T1 Schools (7S046) | 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days) | 117360 | 116,303 | 1.00 | 100 |

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

| Strategies | | |
|---|----------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>Administrators, Title III 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> | <p>08/15/2017 06/07/2018</p> | <p>Administrators , Title III 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.</p> |
| <p>Acquire 1 Class-Size-Reduction Social Science and 1CSR Science teacher to lower teacher-student ratio and increase personalization, academic focus and rigor, and close the achievement gap and to increase graduation rate.</p> | <p>08/15/2017 06/15/2018</p> | <p>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.</p> |
| <p>Four CSR Day to Day Sub will be funded for CRS Science Teacher to provide for illness and personal necessity. Teacher Released Days are needed to support the CSR by releasing him or her from classroom responsibilities and allow the CSR to plan activities, analyze data and create differentiated lessons in order to meet the academic needs of at risk students.</p> | <p>08/15/2017 06/15/2018</p> | <p>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.</p> |
| <p>Four CSR Day to Day Sub will be funded for CRS Social Science Teacher to provide for illness and personal necessity. Teacher Released Days are needed to support the CSR by releasing him or her from classroom responsibilities and allow the CSR to plan activities, analyze data and create differentiated lessons in order to meet the academic needs of at risk students.</p> | <p>08/15/2017 06/15/2018</p> | <p>The principal and/or administrative designees 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.</p> |

| Budget | | | | | |
|------------------------------|---|----------------|------------|------|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | 10562 | 1,463 | | 100 |
| CE-NCLB T1 Schools (7S046) | 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | 10562 | 1,463 | 0.00 | 100 |

| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
|------------------------------|---|----------------|------------|------|-----------|
| CE-NCLB T1 Schools (7S046) | 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days) | 13579 | 112,271 | 1.00 | 100 |
| CE-NCLB T1 Schools (7S046) | 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days) | 13643 | 112,271 | 1.00 | 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 | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>To give all students who are not on track to graduate, especially students in subgroups that have been identified as needing additional support (Hispanic, Special Education, and EL students) a fair opportunity to complete graduation requirements, we will provide additional support efforts based on data analysis. 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. The After School Tutoring Program will run for a total of 173 hours and will start September 4 --- December 15 2017 and will continue on January 22nd --- May 11 2018, every Monday, Wednesday and Thursday except holidays from 2:45PM to 3:45PM for all core subjects. • Three After School Intervention 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. Intervention classes will go from November 2017 to May 2018 and it will run for 60 hours each. • Saturday School will be established for credit recovery and/or intervention. Class offering will be based on the Fall 2016 15-week progress report data findings and on "on-track graduation progress" analysis. Based on current data analysis mentioned above, Saturday School would include Algebra 1A, Geometry A, Algebra2A, English 9A, English 10A, American Lit. , Biology, World History, US History, Government and two intervention classes, one each in ELA and math. Saturday School is a 60-hour program that will be for 15 Saturdays from 8 a.m. to 12:30 p.m. from January 2017 to May 2018. Students participating in the program will be identified and/or referred by counselors, teachers, TSP, Title III coach, CPA or any other school support staff immediately after the 10-week progress report card and parents will notified by the CPA. | 08/15/2017 06/15/2018 | Administrators, Counselors, CPA, TSP, Title III, 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, Title III, 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. |
| Categorical Program Advisor (CPA) X Time will be funded to allow time for the CPA to perform Title Related responsibilities such as planning professional development and creating student data reports for teachers for instructional planning. Aug 7-11, 2017 | 08/15/2017 06/15/2018 | Principal will provide assistance and guidance and evaluate performance to assess impact on student learning. |

| Budget | | | | | |
|------------------------------|---|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days) | 11267 | 1,900 | | 100 |

| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
|---------------------------------|--|----------------|------------|------|-----------|
| CE-NCLB T1 Schools (7S046) | 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days) | 10376 | 41,452 | 0.00 | 100 |

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

Academic : 100% Graduation

| Strategies | | |
|--|--------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>CCHS Believes that when parents are active participants in their children's education in knowledgeable and engaging ways, 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. CCHS will join forces with parents in assisting all students, including students from Hispanic/Latino, Special Education and EL subgroups to graduate in four years. The Administration Team, counselors, Title I, Title III, 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, LAUSD, and CDE graduation requirements • Parent computer classes to help them access school, district and state student graduation rates results • 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, SQII system, 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 | 09/11/2017 05/25/2018 | Principal, other administrators, Counselors, CPA, TSP and Title III coach 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 indicating whether or not parents are taking advantage of CCHS parent services. |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

**Los Angeles Unified School District
2017-2018 Single 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"/> | CELDT / AMAOs |
| <input checked="" 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"/> | School Quality Improvement Index Report Card |
| <input checked="" 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 student proficiency in English Language Arts based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

CCHS 2016-2017 Fall Semester English Marks (Generated from MISIS on 2/15/2017)

| Course | No. of Classes | Marks | A's | B's | C's | D's | F's | % of C or Better | % of D's and F's | |
|------------------|----------------|-------|-----|-----|-----|------------------|-----|------------------|------------------|------|
| ENGLISH 9A | 19 | 329 | 40 | 68 | 96 | 53 | 71 | 62 % | 38 % | |
| H ENGLISH 9A | 4 | 128 | 18 | 45 | 44 | 20 | 1 | 84 % | 16 % | |
| ENGLISH 10A | 20 | 335 | 51 | 90 | 72 | 63 | 59 | 64 % | 36 % | |
| H ENGLISH 10A | 4 | 157 | 51 | 58 | 33 | 11 | 4 | 90 % | 10 % | |
| AM LIT COMP | 16 | 270 | 25 | 44 | 79 | 60 | 62 | 45 % | 55 % | |
| H AM LIT COMP | 3 | 103 | | 34 | 32 | 20 | 13 | 4 | 83 % | 17 % |
| AP ENG LIT A | 3 | 117 | | 36 | 38 | 34 | 2 | 7 | 93 % | 7 % |
| AP ENG LANG A | 3 | 105 | | 32 | 43 | 22 | 4 | 4 | 92 % | 8 % |
| STRATEGIC LIT 1A | 1 | 14 | | 0 | 3 | 10 | 1 | 0 | 93 % | 7 % |
| EXPOS COMP | 3 | 71 | | 4 | 19 | 22 | 19 | 7 | 63 % | 37 % |
| H EXPOS COMP | 1 | 39 | | 12 | 20 | | 7 | 0 | 100 % | 0 % |
| H ADV COMP | 2 | 64 | | 8 | 20 | 31 | 3 | 2 | 92 % | 8 % |
| ERWC A | 14 | 162 | | 16 | 51 | 68 | 22 | 5 | 83 % | 17 % |
| YEARBOOK SH A | 1 | 25 | | 7 | 7 | | 7 | 3 | 84 % | 16 % |
| FILM INTEG ART | 3 | 85 | | 14 | 29 | 20 | 13 | 9 | 72 % | 28 % |
| BRDCST JOUR 1A | 1 | 11 | | 3 | 3 | | 3 | 1 | 82 % | 18 % |
| BRDCST JOUR 2A | 1 | 13 | | 1 | 7 | 5 | 0 | 0 | 100 % | 0 % |
| | 99 | 2028 | | 352 | 577 | 573 | 288 | 237 | 74 % | 26 % |
| | | | | 17% | 28% | 28% | 14% | 12% | | |
| GENDER | A's | B's | C's | D's | F's | % of D's and F's | | | | |
| Female | 928 | 201 | 303 | 246 | 103 | 74 | | | 19% | |
| Male | 1100 | 151 | 274 | 327 | 185 | 163 | | | 32% | |

| GRADE | A's | B's | C's | D's | F's | % of D's and F's |
|-------|-----|-----|-----|-----|-----|------------------|
| 10 | 472 | 97 | 148 | 97 | 69 | 61 28% |
| 9 | 510 | 57 | 126 | 163 | 85 | 78 32% |
| 12 | 553 | 99 | 175 | 192 | 61 | 26 18% |
| 11 | 493 | 99 | 128 | 121 | 73 | 72 29% |

| ETHNICITY | A's | B's | C's | D's | F's | % of D's and F's |
|------------------------|-----|-----|------|-----|-----|------------------|
| White | | | 346 | 90 | 92 | 100 31 33 18% |
| Hispanic | | | 1299 | 168 | 351 | 373 216 191 31% |
| Ame. Ind/Al Nat | | | 4 | 2 | 0 | 1 1 0 25% |
| African American/Black | | | 129 | 17 | 39 | 46 19 7 20% |
| Filipino | | | 89 | 20 | 34 | 26 5 4 10% |
| Asian | | | 159 | 55 | 59 | 27 16 2 11% |
| Pacific Islander | | | 2 | 0 | 2 | 0 0 0 |

According to the statistics stated above the three courses with the highest rates in which students are not obtaining English proficiency in their classes are American Literature (55 %), English 9A (38%) and Expository Composition (37%) . By gender, males have a grater percent of not achieving English proficiency than their females counterparts, 32% to 19% correspondingly. Among grade levels, the percents of students not meeting English proficiency are as follow: 9th grade 32%, 11th grade 29%, 10th grade 28% and 12th 18%; whereas Hispanics are the ethnic subgroup in CCHS with the highest percent of pupils not reaching English proficiency level.

CCHS Two Years SBAC Results

| School Year | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard |
|-------------|--------------------|-----------------------|----------------|--------------------|
| 2014-2015 | 46% | 26% | 21% | 7% |
| 2015-2016 | 12% | 30% | 36% | 22% |

Eleventh grade student at CCHS made positive gains in all the achieving levels of the English SBAC examination. The percent of students in the no met band was dropped by 34%, the percent of the student in the Standard Nearly Met had a favorable gain of 4%, the percent Standard Met also increased by 15% and more importantly the percent of students in the Exceeds Standard had a huge jump of 15%.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Based on the thorough review of the different student performance data sources, not obvious areas that needed critical improvement were identified. But the school leadership team agreed that CCHS should continue making serious efforts to increase the percent of C grades in all English classes. CCHS will allocate funding for After and Saturday School academic support programs to multiply graduation and proficiency rates.

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

Based on the thorough review of the different student performance data sources, not obvious areas that needed critical improvement were identified. But the school leadership team agreed on providing English intervention to at-risk students and PD support for teachers under the 100% graduation goal, to continue making serious efforts on increasing the percent of C grades in all English classes. CCHS will allocate funding for After and Saturday School academic support programs to multiply graduation and proficiency rates.

Eleventh grade student at CCHS made positive gains in all the achieving levels of the English SBAC examination. The percent of students in the no met band was dropped by 34%, the percent of the student in the Standard Nearly Met had a favorable gain of 4%, the percent Standard Met also increased by 15% and more importantly the percent of students in the Exceeds Standard had a huge jump of 15%.

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

Some of the actions implemented which yielded favorable results in meeting our ELA goal are:

- Teacher X-time was use to support teacher collaboration
- Teacher X-time was to provide opportunities for the English department to:
 1. review instructional strategies, analyze, and discuss the integration of technology in the classroom.
 2. review student data and test results, and participate in horizontal and vertical lesson development to streamline students' high school experience.
 3. analyze the department's signature strategies and use the new testing data to create lessons that address students' academic needs or below grade level claims.
 4. align the ELA concepts to the new common core state standards.
- P.D. on First Good Teaching Strategies
- After School Tutoring Program:
 CCHS strategically implemented a tutor program which targeted individual academic need of the students. The Title I computer lab is being used after school, three days a week for students to complete projects and assignments, perform research, or just print class materials.

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

N/A

State the School's Measurable Objective(s) for 2017-18

N/A

*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

Academic : English Language Arts

| Strategies | | |
|-------------------------------|-------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| | | |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

| Strategies | | |
|-------------------------------|-------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| | | |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

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 | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| | | |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

Academic : English Language Arts

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

| Strategies | | |
|-------------------------------|-------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| | | |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

**Los Angeles Unified School District
2017-2018 Single 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"/> | CELDT / AMAOs |
| <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"/> | School Quality Improvement Index Report Card |
| <input checked="" 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 student proficiency in Mathematics based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

CCHS 2016-2017 Fall Semester English Marks (Generated from MISIS on 2/16/2017)

| | No. Classes | Marks | A's | B's | C's | D's | F's | % of D's & F's |
|--------------------|-------------|-------|-----|-----|-----|-----|-----|----------------|
| CC ALGEBRA 1 | 24 | 457 | 34 | 95 | 156 | 109 | 63 | 38% |
| CC ALGEBRA 2A | 17 | 399 | 54 | 76 | 120 | 73 | 76 | 37% |
| H CC ALGEBRA 2A | 1 | 29 | 18 | 6 | 5 | 0 | 0 | 0% |
| CC GEOMETRY A | 25 | 489 | 34 | 76 | 141 | 105 | 133 | 47% |
| H CC GEOMETRY A | 2 | 51 | 6 | 16 | 9 | 7 | 13 | 41% |
| AP STATISTICS A | 1 | 24 | 3 | 8 | 6 | 4 | 3 | 29% |
| AP CALCULUS A | 1 | 36 | 11 | 10 | 11 | 1 | 3 | 10% |
| AP CALCULUS B | 1 | 17 | 9 | 5 | 3 | 0 | 0 | 0% |
| PRECALC A | 2 | 77 | 16 | 19 | 24 | 8 | 10 | 23% |
| H PRECALC A | 1 | 24 | 8 | 10 | 5 | 1 | 0 | 4% |
| CC ALG 2 TUT LAB A | 2 | 22 | 3 | 7 | | 6 | 2 4 | 27% |
| | 77 | 1625 | 196 | 328 | 486 | 310 | 305 | |
| | | 12% | 20% | 30% | 19% | 19% | | |

| Gender | A's | B's | C's | D's | F's | % of D's & F's | |
|--------|-----|-----|-----|-----|-----|----------------|-----|
| Male | 892 | 94 | 174 | 266 | 170 | 188 | 40% |
| Female | 733 | 102 | 154 | 220 | 140 | 117 | 35% |

| Grade | A's | B's | C's | D's | F's | % of D's & F's | |
|-------|-----|-----|-----|-----|-----|----------------|-----|
| 10 | 487 | 45 | 82 | 136 | 102 | 122 | 50% |
| 11 | 456 | 85 | 96 | 103 | 77 | 95 | 38% |
| 9 | 462 | 40 | 103 | 154 | 103 | 62 | 38% |
| 12 | 220 | 26 | 47 | 93 | 28 | 26 | 25% |

| Ethnicity | A's | B's | C's | D's | F's | % of D's & F's | |
|-------------------------------|------|-----|-----|-----|-----|----------------|-----|
| Filipino | 74 | 11 | 25 | 22 | 11 | 5 | 21% |
| American Indian/Alaska Native | 3 | 0 | 1 | 1 | 1 | 0 | 33% |
| Asian | 141 | 53 | 35 | 36 | 12 | 5 | 12% |
| African American/Black | 100 | 8 | 24 | 31 | 18 | 19 | 37% |
| Hispanic | 1041 | 78 | 178 | 328 | 211 | 246 | 44% |
| Pacific Islander | 2 | 0 | 2 | 0 | 0 | 0 | 0% |

White 264 46 63 68 57 30 33%

The following Key finding were identified after a detailed study of student marks:

1. Three math A-G courses with the highest percent of D's and F's are Geometry 47%, Algebra 1 38%, and Algebra II 37%.
2. 19% of all the students at CCHS who took a math class in the Fall of 2016 earned F's.
3. Like in English, males continues to earn more D's and F's than their females counterparts.
4. Students in ten grade received the most D's and F's in their math class, 50%.
5. Hispanics demonstrated the biggest struggle in successfully completing their math class with a grade C or better; 44% of them obtained a D or F.

CCHS Two Years SBAC Mathematics Results

| School Year | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard |
|-------------|--------------------|-----------------------|----------------|--------------------|
| 2014-2015 | 66% | 27% | 8% | 1% |
| 2015-2016 | 40% | 33% | 20% | 8% |

Eleventh grade student at CCHS made positive gains in all the achieving levels of the Math SBAC examination. The percent of students in the no met band was dropped by 26%, the percent of the student in the Standard Nearly Met had a favorable gain of 6%, the percent Standard Met also increased by 12% and more importantly the percent of students in the Exceeds Standard had a huge jump of 7%.

2. For areas in need of improvement, identify the underlying issues related to key findings.

One academic concern that arise from the analysis of multiple sources of student data was the need to increase the percent of students earning C's or better in their math class. The focus of our goal will be Algebra I, Geometry and Algebra II. Special emphasis must be given to male Latinos in tenth grade by creating targeted academic and social-emotion support during and after school. Also, ongoing efforts are in place to continue growing the numbers of student performing at Standard Met and Exceeds Standard levels.

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

N/A

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

Eleventh grade student at CCHS made positive gains in all the achieving levels of the Math SBAC examination. The percent of students in the no met band was dropped by 26%, the percent of the student in the Standard Nearly Met had a favorable gain of 6%, the percent Standard Met also increased by 12% and more importantly the percent of students in the Exceeds Standard had a huge jump of 7%, thus meeting our Mathematics Goal established for 2017. Some of the actions implemented that help CCHS met our goal are:

- After School Tutoring Program:
CCHS strategically implemented a tutor program which targeted individual academic need of the students. The Title I computer lab is being used after school, three days a week,
by two teachers who assist students from all math classes and ability levels.
- Offer more informative parent workshops on topic such as: A-G Requirements, School Report Card/ SBAC/New Common Core Standards/How to help your students presentation
- Counselor-Parent-Students conferences
- Teacher X-time was use to support teacher collaboration
- Teacher X-time was to provide opportunities for the Math department to:
 1. review instructional strategies, analyze, and discuss the integration of technology in the classroom.
 2. review student data and test results, and participate in horizontal and vertical lesson development to streamline students' high school experience.
 3. analyze the department's signature strategies and use the new testing data to create lessons that address students' academic needs or below grade level claims.
 5. Math cohort meetings were initiated for teacher collaboration, data analysis, discussing issues affecting class-passing rates, aligning and planning lessons, etc.
- P.D. on First Good Teaching Strategies

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

N/A

State the School's Measurable Objective(s) for 2017-18

By the end of spring 2018, student proficiency levels will increase in mathematics as measured by building growth in all SBAC Achievement Levels in the following way:

- Decrease the percent of students in the Standard Not Met Achievement Level from 40% to 35%
- Increase the percent of student in the Standard Nearly Met Achievement Level from 33% to 38%
- Increasing the percent of students in the Standard Met Achievement Level from 20% to 25%
- Increasing the percent of students in the Standard Exceeded Achievement Level from 8% to 13%.

*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

Academic : Mathematics

| Strategies | | |
|---|--------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| In the new era of math proficiency achievement levels, it is essential teachers understand on how to meet their students' academic needs by providing research based instruction and curricula. Teachers will be paid at Teacher X- Time to work outside their regular hours to collaborate in developing meaningful, differentiated and aligned lesson plans that address the academic needs of all students and increase student math proficiency. Categorical Program Advisor (CPA), Title I coordinator will be funded to implement the Title I program. CPA will be responsible for coordinating and planning demonstration lessons and best practices for all content area teachers. CPA plans, develops, implements, monitors and assesses academic programs for all at-risk students, and plans designs and implements staff professional development. CPA also plans, coordinates, and designs parent activities. He or she gathers, organizes, interprets and disaggregates all sources of student performance data available. | 08/15/2017 06/15/2018 | Administrator, (Title III,TSP and Title I) coordinators will make classroom visits to check implementation of lesson plans. Review of Interim Assessment blocks , SBAC and progress and final student marks will be used to measure effectiveness. Administration Team and the CPA will formally meet, at least once a week, to evaluate progress of the Title I programs. Agendas and sign-in sheets will be on file to show compliance |
| Professional Development Teacher X- Time will be purchased to provide training to math teachers after the regular work day to support all students who are not meeting math 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). PD topics will include: <ul style="list-style-type: none"> • PD on the use of math Curriculum Maps, intervention courses and assessments to use them in the classroom as a tool to enhance teaching techniques • Developing culturally relevant and engaging Common Core lesson plans by using problem-solving and project-based activities that foster student-communications and will facilitate activities to promote success on performance tasks in mathematics. • Implementing specially differentiated and designed Instruction for student lacking math literacy • My Data and Interim Assessment interpretation • Developing effective alternative assessments to give students feedback on how well they understand the information (math concepts) and what they need to improve. Alternative assessments have a double benefit because they provide feedback to students and also help guide teachers to better design instruction. | 08/15/2017 06/15/2018 | The Principal, Assistant Principals, Math Department Chair, CPA, TSP and Title III coordinator will take the following steps to measure effectiveness: 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. |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

Focus Area: Effective Classroom Instruction

Academic : Mathematics

| Strategies | | |
|---|--------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| 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: <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. | 08/15/2017 06/15/2018 | The Principal, Assistant Principals, Math Department Chair, CPA, TSP and Title III coordinator will take the following steps to measure effectiveness: 1. Classroom visits to observe evidence of differentiated and effective first teaching in action. |

- 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. Meetings will be once a week beginning on Oct. 2, 2017, after the five-week progress reports are out, and will end on May 5, 2018.

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, on Oct. 3, 2016, counselors will provide after school supplemental support through the following activities:

- 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.

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

- Individualized and differentiated instruction in a smaller class setting

Four CSR Day to Day Sub will be funded for CRS Science Teacher to provide for illness and personal necessity

Teacher Released Days are needed to support the CSR's by releasing him or her from classroom responsibilities and allow the CSR to plan activities, analyze data and create differentiated lessons in order to meet the academic needs of at risk students.

Teacher Release Days will be provided to teachers, whose classes have a high concentration of academically at-risk students to plan activities, analyze data, and create differentiated lessons and effective first teaching in order to meet the academic needs of at risk students.

Four Teacher assistant working under the direct supervision of a teacher or other certificated employee will

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>enhance instruction by provide, individual and small group of students, help in the classroom to student struggling grasping math concepts. Teacher assistance will be placed to work in classrooms where students have been identified as underperforming or/and at risk of not reaching math proficiency.</p> <p>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:</p> <ul style="list-style-type: none"> • Two computer labs from Arey Jones, each with 40 HP desktops, to facilitate digital transformation, re-inventing the culture of teaching and learning, increase student learning and to accelerate academic literacy. • 200 Math Computer Aleks student licenses to provide engaging math remediation opportunities for all at-risk students. Student math proficiency rates will be increased by offering students a personalized learning environment that builds student momentum and confidence <p>LCD Projectors (Epson-EX3240 SVGA 3LCD- White) will be purchased to enhance effective instruction delivery. LCD Projectors 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.</p> <ul style="list-style-type: none"> • Micro Computer Support Assistant- Installs software programs, maintains, services, updates and repairs enterprise routers. Supports the wide area network by monitoring and maintaining telecommunications equipment composed of high-speed digital lines with inter-connected remote node sites to help our at-risk students have daily access to technology and services provided through technology to increase math skills and math literacy. Also, the microcomputer assistant supports teachers with technical issues and with math software, SBAC interim and summative assessments. | | |
| <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, on Oct. 2, 2017, 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 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>08/15/2017 06/15/2018</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>08/15/2017 06/15/2018</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> |
| <p>Four CSR Sub-days will be funded for the CRS Math Teacher to provide benefited absence, such illness and/or personal necessity.</p> | <p>08/15/2017 06/15/2018</p> | <p>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.</p> |

| Budget | | | | | |
|------------------------------|---|----------------|------------|------|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 11087 - COUNS SEC X TIME (6 Hrs / 5 Days) | 11087 | 1,520 | 0.00 | 100 |
| CE-NCLB T1 Schools (7S046) | 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | 10562 | 1,463 | 0.00 | 100 |
| CE-NCLB T1 Schools (7S046) | 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days) | 13644 | 112,271 | 1.00 | 100 |

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

| Strategies | | |
|---|--------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>The Categorical Advisor, together with the counselors, TSP and Title III coordinators, will collect, analyze, and interpret student marks from the ten-week progress report, academic alerts form MYDATA, student mini-cums, SBAC interim results, CELDT 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:</p> <p>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.</p> | 10/02/2017 05/25/2018 | 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. |
| <p>The Categorical Advisor, together with the counselors, TSP and Title III coordinators, will collect, analyze, and interpret student marks from the ten-week progress report, academic alerts form MYDATA, student mini-cums, SBAC interim results, CELDT 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:</p> <p>After school intervention classes will be available for students who lack math proficiency, which affects their ability to pass their classes. Two math intervention classes will be open for 20 students 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 support staff immediately after the 10-week progress report card. Parents will notified by the CPA. Intervention classes will go from November 2017 to May 2018 and it will run for 60 hours.</p> | 10/02/2017 05/25/2018 | 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. |
| <p>The Categorical Advisor, together with the counselors, TSP and Title III coordinators, will collect, analyze, and interpret student marks from the ten-week progress report, academic alerts form MYDATA, student mini-cums, SBAC interim results, CELDT 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:</p> <p>Saturday School Classes will be offered for credit recovery and/or intervention. Class offering will be based on fall 2017 15-week progress report data findings and on "on track graduation progress" analysis. Based on current data analysis mentioned above, Saturday School would preliminarily include the following classes: Algebra 1A, Geometry A, Algebra 2A and 2 math intervention classes. Saturday School is 60-hour program for 15 Saturdays from 8 a.m. to 12:30 p.m. from January 2017 to May 2017. Students participating in the program will be identified and/or referred by counselors, teachers, TSP, Title III coach, CPA or any other school support staff immediately after the 10-week progress report card. Parents will notified by the CPA.</p> | 01/15/2018 05/25/2018 | Administrators and CPA will supervise, monitor progress and evaluate Saturday School effectiveness. Both will work Saturday School to revise attendance, make classroom visits to ensure Common Core effective instruction, support teachers, call parents when necessary, and check grades every four weeks to evaluate student academic progress. |

| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|--|--------------------------|--|
| 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. | 08/15/2017 06/07/2018 | Administrators and CPA will collect agendas and minutes to evaluate effectiveness of Department Meetings to assess impact on student learning. |

| Budget | | | | | |
|------------------------------|---|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 10391 - TCHR X TIME INDIRECT (6 Hrs / 5 Days) | 10391 | 1,140 | | 100 |

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

| Strategies | | |
|--|--------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>CCHS Believes that when parents are active participants in their children's education in knowledgeable and engaging ways, 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.</p> <p>Administration Team, Title I, Title III, TSP coordinators and school parent representatives will engage parents in their children's education to build parent capacity to help assist all students at risk to increase math proficiency by implementing:</p> <ul style="list-style-type: none"> • A series of workshops covering math CCSS information and course requirements, EL program and student performance results, explaining what the math SBAC achievement levels are and their meanings • Computer classes to help parents access school, district and state math information and students' assessment results • A two-way articulation between parents and school staff to support achieving math targets • Parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help students at risk to reach targeted math goals. • PowerPoint presentations to educate parents about CCHS SPSA goals, SQII system, SBAC information, and WASC self-study report in relation to math • 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 meetings. | 10/02/2017 05/04/2018 | 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. |
| Other Non-Instructional Supportive Materials- CCHS will buy more ink cartridges and paper to supplement the school's ink cartridge and paper supply to build parent communication capacity to keep parents informed of their students' academic progress and needs. These supplemental materials will be used to reproduce parent letters, transcripts, flyers, applications, pamphlets, school-parent-student contract, school parents involvement policy (PIP) and district PIP, and any other copies that the Title I Programs requires. | 10/02/2017 05/04/2018 | Principal and/or CPA will verify and approve the need of the supplies and ensure appropriate use of them. |

| Budget | | | | | |
|------------------------------|---|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days) | 11267 | 1,216 | | 100 |

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated 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 checked="" type="checkbox"/> | CELDT / AMAOs |
| <input checked="" 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"/> | School Quality Improvement Index Report Card |
| <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 learners' proficiency in core curriculum based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

EL Enrollment History

| School Year | English Learners | Reclassified | Percent Reclassified |
|------------------------|------------------|--------------|---|
| 2010-2011 | 355 | 56 | 15.8% |
| 2011-2012 | 334 | 37 | 11.1% |
| 2012-2013 | 249 | 33 | 13.2% |
| 2013-2014 | 289 | 38 | 13.1% |
| 2014-2015 | 257 | 51 | 19.8% |
| 2015-2016 | 186 | 22 | 12.0% |
| 2016-2017 school year) | 210 | 13 | 6.2% (Note- this percent is in progress, the final percent will be updated at the end of 2016-2017 school year) |

The CCHS EL enrollment decline of the last six years is a reflection of the overall enrollment of Chatsworth, LAUSD and the state. A variety of factors have contributed to waning enrollment at CCHS, including highly regarded charter schools nearby, a declining number of school-aged children in the community, and the economic hardship many families suffered due to the housing bubble of 2009, which forced a lot of families to move to other affordable living states.

Reclassification rates of ELs at CCHS declined last year 2015-2016 and based on Ad Hoc current data the EL goal established for June 2017, it may not be met; thus EL reclassification rates remains at the top of CCHS' priorities.

Intensive data analysis had been conducted to identify the reasons why LTELs have not made adequate progress in advancing towards reclassification. The Language Appraisal Team (LAT) has discovered that about 66% of the LTELs(79 students) have an IEP, which makes their reclassification more challenging because the academic needs of these students were found to be unique and therefore difficult to address. Challenges of reclassifying LTELs who have IEPs will be covered in more detail at the end of this domain. Even though, there is clear evidence that the percent of EL's with Special Education designation has increased, no obvious reasons were found to explain the percent increase of EL with IEPs. The following is the breakdown of the LTELs participating in the Special Education Program, as of February 2017:

EL Students in the Special Education Programs

| Program | Number |
|---------|--------|
| RSP | 60 |
| SDC | 57 |
| ID | 22 |
| TOTAL | 139 |

EL students participate in one of the Special Education Programs (According to data pulled from Ad Hoc in January 2017)

Enrollment by Language Classification

| School year | EO | IFEP | LEP | RFEP |
|-------------|-------|-------|-------|-------|
| 2011-2012 | 44.0% | 11.1% | 13.2% | 31.8% |
| 2012-2013 | 46.8% | 13.1% | 11.6% | 28.4% |
| 2013-2014 | 48.1% | 12.6% | 10.6% | 28.7% |
| 2014-2015 | 48.8% | 13.2% | 9.0% | 29.0% |
| 2015-2016 | 46.3% | 14.3% | 8.3% | 31.0% |
| 2016-2017 | 42.2% | 13.3% | 11.2% | 33.1% |

Long Term English Learner Rates Across four Years

| School Year | Number of EL | Number of Long Term ELs | Percent of Long Term ELs |
|-------------|--------------|-------------------------|--------------------------|
| 2011-2014 | 203 | 147 | 72.4% |
| 2014-2015 | 191 | 130 | 68.1% |

| | | | |
|-----------|-----|-----|-------|
| 2015-2016 | 186 | 96 | 51.6% |
| 2016-2017 | 210 | 115 | 54.8% |

California English Language Development Test (CELDT) Performance Trends

| OVERALL | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|-----------|-----------|
| % Advanced | 13 | 13 | 7 | 11 |
| % Early Advanced | 39 | 35 | 28 | 27 |
| % Intermediate | 28 | 26 | 30 | 33 |
| % Early Intermediate | 11 | 10 | 13 | 13 |
| % Beginning | 9 | 15 | 21 | 16 |
| Grand Total | 190 | 175 | 149 | 153 |

| READING | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|-----------|-----------|
| % Advanced | 11 | 12 | 3 | 6 |
| % Early Advanced | 18 | 21 | 13 | 18 |
| % Intermediate | 32 | 26 | 29 | 28 |
| % Early Intermediate | 21 | 19 | 21 | 22 |
| % Beginning | 19 | 23 | 34 | 26 |
| Grand Total | 190 | 175 | 149 | 153 |

| WRITING | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|-----------|-----------|
| % Advanced | 23 | 15 | 8 | 12 |
| % Early Advanced | 25 | 33 | 29 | 29 |
| % Intermediate | 32 | 27 | 23 | 27 |
| % Early Intermediate | 10 | 14 | 21 | 19 |
| % Beginning | 10 | 12 | 18 | 14 |
| Grand Total | 190 | 175 | 149 | 153 |

| LISTENING | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|-----------|-----------|
| % Advanced | 17 | 5 | 8 | 8 |
| % Early Advanced | 31 | 33 | 27 | 29 |
| % Intermediate | 28 | 31 | 26 | 27 |
| % Early Intermediate | 17 | 17 | 19 | 27 |
| % Beginning | 6 | 15 | 20 | 9 |
| Grand Total | 190 | 175 | 149 | 153 |

| SPEAKING | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|-----------|-----------|
| % Advanced | 34 | 38 | 28 | 31 |
| % Early Advanced | 25 | 25 | 26 | 25 |
| % Intermediate | 27 | 19 | 21 | 21 |
| % Early Intermediate | 7 | 6 | 9 | 12 |
| % Beginning | 6 | 11 | 17 | 10 |

| | | | | |
|-------------|-----|-----|-----|-----|
| Grand Total | 190 | 175 | 149 | 153 |
|-------------|-----|-----|-----|-----|

In an effort in to reach full understanding of the ELs, especially LTELs, reclassification rate deficit, the Language Appraisal Team (LAT) reviewed the last four years of CELDT data and identified some interesting facts among the four skill areas, (Writing, Reading, Listening, and Speaking), of the test:

- By skill, ELs did far better in speaking than listening , writing and reading
- EL’s performed lower in reading than in any other skill
- By school year, ELs have the worse CELDT scores in 2015-2016 than the other school-year over the the last four years.
- There are 112 LTELs who count for 53% of all ELs in 2016-2017.

2. For areas in need of improvement, identify the underlying issues related to key findings.

English learners(ELs) reclassification rate is an academic concern for the CCHS leaders and stakeholders and it is an area in need of improvement of high priority. Data analysis findings clearly identifies student poor reading levels as the main gatekeeper for EL reclassification. CELDT Skill Performance results over four years show Reading with the highest percentages of students in the Begging Level and Speaking with highest percentages in the Early Advanced / Advanced Levels. 2016-2017 Reading Inventory Data also corroborated the CELDT results singled out reading as a main academic deficit among EL students. Two hundred one EL students were tested in the Fall of 2016 and 186 (92%) of them scored Below Basic; only 3% scored Proficient and/or Advanced. An additional issue that worsen the conditions for achieving our EL reclassification goal is the growing number of ELs with learning disabilities. Reclassification of EL students with learning disabilities requires additional funds and resources because of their unique individual academics needs. To implement effective instructions and intervention programs for most of the mentioned students, plans must be developed individually tailoring the specific academic skill in need of improvement, and carryout on a one-to-one basis.

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

N/A

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

N/A

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

It was acknowledged throughout our 2015-2016 SPSA evaluation that changes and new academic/interventions programs were needed because the evaluation findings revealed that we were not on-track to meet our EL reclassification goal. School leaders worked collaborative on brainstorming possible ways to help ELs to reclassify and the following actions steps were implemented:

- The Light Sail program purpose was changed. Before Light Sail was used to increase students’ IR levels but results were marginal. Now students are encouraged to use Light Sail as an independent reading tool to maintain reading skills.
- Read Theory was adapted to increase EL students’ reading skills. The new reading program is used in ELD 3 & 4, L&L A/B, Adv. ELD A/B, SDC ELD classes.
- Title I funds continue supporting ELs reclassification goal by funding three teachers to provide academic support to targeted ELs.
 1. Two teacher work after school with EL students with learning disabilities
 2. A teacher provides after school academic support three times a week in a computer lab to an EL focus group who only need the IR to reclassify.
- This semester a Saturday class is been offered to ELD 1 and 2 focusing on foundational reading skills.

State the School's Measurable Objective(s) for 2017-18

CCHS EL reclassification rate will increase by 10% from 12% to 22% by June 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).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Learner Programs

| Strategies | | |
|---|----------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>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:</p> <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: "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 | <p>09/04/2017 05/25/2018</p> | <p>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</p> |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

Focus Area: Effective Classroom Instruction

Academic : English Learner Programs

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date | 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>09/04/2017 06/08/2018</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 | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

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 | 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>09/04/2017 05/25/2018</p> | <p>EL Instructional Coach TSP Coordinator</p> |

| Strategies, Actions and Tasks | Action Begin & End Date | 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. | 10/02/2017 05/25/2018 | |
| After school intervention classes will be available for students who lack foundational ELA skills which affect their ability to pass their classes. SRI phonics will be used to support ELs and especially LTELs to address their ELA academic gaps. | 10/02/2017 05/25/2018 | |
| One English credit recovery class will be opened for 20 EL students to address their unique academic needs, helping them to advance towards graduation. Students participating in the program will be identified and/or referred by counselors, teachers, TSP, EL Instructional Coach, CPA or any other school support staff immediately after the 10-week progress report card; parents will be notified by the CPA. Credit recovery classes will meet 15-Saturdays for four hours or after school twice a week for 30 weeks, beginning November 2017 to May 2018. | 11/06/2017 05/11/2018 | |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

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

Academic : English Learner Programs

| Strategies | | |
|--|--------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>CCHS believes that when parents are active participants in their children's education in knowledgeable and engaging ways, students obtain higher 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.</p> <p>Administrators, CPA, EL Instructional Coach, TSP coordinators and the school parent representative will increase EL students reclassification rates by involving parents in their students' education by encouraging parents to participate in the following:</p> <ul style="list-style-type: none"> • Monthly workshops covering EL Program information and reclassification requirements, EL Student Performance results and Interim Assessments, English Language Status definitions, explaining what the SBAC ELA achievement levels are and their meaning • Provide a workshop for parents/guardians and members of the community about the termination of the CELDT and the implementation of the ELPAC as part of the reclassification process. • Weekly educational parent computer classes to help them access school, district and state websites to find information and student assessment results in ELA , EL assessment results, and SBAC. • Once a month parent meetings (Coffee with the Principal, PTS, CCS, etc.) to share and discuss student data to develop plans to help at-risk students reach targeted reclassification goals. • Offering a Fall and a Spring PowerPoint presentation to educate parents about CCHS SPSA goals, SQII system, SBAC information, and the WASC self-study report in relation to ELA and EL programs • One Parent workshop at the beginning of the semester by teacher(s) on ways that parents can promote reading at home • Employ on-going throughout the school year, multiple and effective communication system 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 meetings and to disaggregate student assessment data | 08/21/2017 06/08/2018 | 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. |

| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|----------------------------------|---|
| <p>General Supplies- CCHS will buy additional ink cartridges and paper to supplement the school's ink cartridge and paper supply to build parent communication capacity to keep parent informed of their students' academic progress and needs. These supplemental material will be used to reproduce parent letters, transcripts, flyers, applications for Beyond the Bell programs, informational pamphlets, school-parent-student contract, school parents involvement policy (PIP) and district PIP, and any other copies that the Title I Programs requires.</p> | <p>08/15/2017 06/08/2018</p> | <p>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.</p> |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

| 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 Culture & Climate Goal: | |
|--|---|
| <input type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input 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 type="checkbox"/> | School Quality Improvement Index Report Card |
| <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 |
| <input checked="" type="checkbox"/> | Other: Parent and Student Perception Data Results From 2015 CCHS Self-Study WASC Report |

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Administered in fall semester 2014, surveys were developed and conducted for parents, students, teachers and clerical staff to get an overview of stakeholder opinions of Chatsworth Charter High School. Results from the different surveys indicate a common feeling of approval with the work Chatsworth Charter High School is doing. Also, our most recent School Report Card, 2013-2014, validated our internal survey responses; it showed a general parental satisfaction with Chatsworth Charter High School. The surveys have questions written for each intended targeted group. With the exception of the teacher survey, the surveys were developed with the same format. The surveys had five response choices: Strongly Agree, Agree, Disagree, Strongly Disagree, and Don't Know.

PARENT SURVEY

In the fall of 2014, CCHS conducted parent surveys during four school events: PTSA, SSC and Coffee with the Principal meetings, and Back-to-School Night. Fifty-four responses were returned.

The results of the parent survey reveal that as strengths, parents:

- Feel welcome, respected, and safe on campus
- Have some knowledge about school policies: academics, discipline, expectations, and school services
- Believe CCHS is doing an acceptable job on academically preparing students for post high school goals.
- Believe CCHS provides equal opportunity for all students to participate in clubs and student organizations.
- Believe that their children know who to go to if they need help.

Scores from the parent survey identify the following areas for growth; parents:

- Are not aware that the school staff makes decisions to support student learning.
- Do not know what smaller learning communities are offered at CCHS

STUDENT SURVEY

A comprehensive student survey was done in the fall of 2014. We randomly selected 300 students from all grade levels, subgroups and content areas.

The results of the student survey revealed that as strengths, students

- Are encouraged to participate in class discussion
- Are challenged academically by their classwork
- Know what teachers expect from them
- Think their teachers use different teaching methods
- Know if they are on track to graduate
- Are aware of the opportunities to participate in school leadership, clubs, athletics, and events
- Know where to go if they need personal help, such as a counselor, nurse, or psychologist

Scores from the student survey indicate the following as areas for growth; students

- Feel that there is not an adult at CCHS who knows them well
- Are not aware of the Chatsworth Charter Learner Outcomes

CLASSIFIED STAFF SURVEY

A Classified Staff Survey was conducted on December 8 and 10, 2014. We received 19 responses. The results of the classified staff survey reveal that as strengths, classified staff:

- Feel welcome on campus
- Have a clear understanding of their job responsibilities
- Know who to speak to if they have a problem
- Know they are responsible to report child abuse

Scores from the classified staff survey indicate the following as areas for growth; classified staff

- Do not know the Chatsworth Charter Learner Outcomes

- Are not aware of the services available for students on campus.
- Do not have the opportunity to participate in school meetings such as SSC, ELAC, or Carnival of Knowledge Committee

TEACHER SURVEY

CCHS teachers were surveyed on November 1, 2014. They completed the Technology and Experiences Beyond the Textbook and Classroom Survey. We wanted to gain a perspective as to what degree teachers use a variety of strategies and resources beyond the classroom. Seventy-one teacher surveys were collected.

The survey revealed the following use of technology in the classroom:

- LCD projectors and document readers throughout the school.
- PowerPoint or Keynote software for presentation purposes.
- Increasing use of iPads and various apps to support and enhance teaching and learning, such as Cell Navigation and Science 3D.
- Increased use of educational websites such as phschool.com, mathopenref.com, emathinstruction.com, mathshell.com, and others to augment their lessons.
- Implementation of interactive whiteboard applications such as Wireless Slate, Airsketch, and Notability.
- Integration of educational YouTube and other movie videos in their lessons as well as online educational games like Jeopardy and Clicker.
- Utilize on-line tutorials such as Khan Academy in mathematics and science
- Use graphing calculators such as Texas Instrument 83, 84, and Nspire in math classes.
- Use software application such as Lighting Design CAD, Photoshop and other digital film and sound editing in elective classes.

The survey shows some beyond the textbook or classroom activities such as:

- Simulation elections: a 12th-grade Humanitas project in which students create political flyers, television commercials, radio broadcasts, and election polls.
- Aspen Challenge, which allows students to collaborate to solve a community problem.
- Work experiences in various business establishments in the community, such as banks and retail stores.

The survey also indicates that teachers express the need to upgrade much of our existing obsolete equipment and provide additional technology in classrooms to facilitate increased individualized and differentiated instruction.

Response Data from the Experience Survey in the School Report Card

| Students who answered Yes | Percent of Students | | |
|--|---------------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| 2015-16 | | | |
| How many students participated in the School Experience Survey? 74% | 69% | 46% | 66% |
| I come to class prepared 89% | | | 88% |
| I feel like I am part of this school 50% | | | 47% |
| I am happy to be at this school 54% | | 49% | 51% |
| Teachers go out of their way to help students 55% | | | 49% |
| My teachers work hard to help me with my school work when I need it 65% | | | 62% |
| The teachers at this school treat students fairly 55% | | | 49% |

| | | | |
|--|-----|-----|-----|
| Adults at this school treat all student with respect | | 47% | 53% |
| I have had a meeting this year with someone of the school staff to discuss my Individual Graduation Plan | 32% | 23% | 26% |
| This school makes it clear how students are expected to act | | 64% | |
| 65% | | | |

FINDINGS
 In comparing Student Responses Data in the Experience Survey in the School Report Card from 2014-2015 and 2015-2016 school years, the following changes were noted in regards to student perception of CCHS. Positive gains were observed in all question areas of the survey, thus showing a positive change in students attitude as to how they feel overall about CCHS.

| Percent of Parents who answered Yes | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Parents | | | |
| 2015-16 | | | |
| How many parents participated in the School Experience Survey? | 13% | 4% | 20% |
| 14% | | | |
| I feel welcome to participate at this school | | 75% | 67% |
| 90% | | | |
| This school encourages me to participate in organized parent groups | | 58% | 56% |
| 81% | | | |
| I am a partner with this school in decisions made about my child's education | | 60% | 51% |
| 78% | | | |
| The parent center provides useful resources (information, classes) to help me support my child's education | 73% | 34% | |
| 84% | | | |
| My child's teachers let me know about my child's progress | | | 44% |
| 49% | | | |
| I have had a meeting with someone on the school staff to discuss my child's Individual Graduation Plan | 35% | 25% | |
| 35% | | | |
| This school clearly informs students about what would happen if they break school rules | | 76% | |
| 93% | | | |

FINDINGS
 Even though the parent participation rate on the School Experience Survey dropped by 6% from 20% in 2014-15 to 14% in 2015-16; the feelings, of those parents who participated, were more positive than the previous year. Every area question show positive increments, but parent participation remains a concern.

| who answered Yes | Percent of Staff | | | |
|---|------------------|---------|---------|-----|
| Staff | 2012-13 | 2013-14 | 2014-15 | |
| 2015-16 | | | | |
| How many staff participated in the School Experience Survey? | 19% | 7% | 63% | 52% |
| At this school, parents are partners with the school in decisions made about their children's education | 57% | 57% | 78% | |
| This school is a supportive and inviting place for students to learn | | | 86% | 88% |
| At this school, decisions are made based on students' needs and interests | | 65% | 71% | |
| I get the help I need to communicate with parents | | 68% | | 82% |
| This school effectively handles student discipline and behavioral problems | | 39% | 48% | |

FINDINGS

Staff participation rate in the School Experience Survey dropped, like parent participation did. The perception of parents as well as the school staff about how Chatsworth Charter High School functions overall is acceptable for both groups, but both groups lack participation on the School Experience Survey.

2. For areas in need of improvement, identify the underlying issues related to key findings.

The only Culture and Climate area in need of improvement is parent and staff participation on the School Experience Survey. It was observed and substantiated by data charts in the Key Findings section that both groups accept that Chatsworth Charter High School is doing a good job in all questions of the survey but still lacking those stakeholder partaking.

Some identified issues affecting parent and staff participation in this matter could be:

- Lack of effective planning to encourage parent and staff to participate
- The time factor, the CCHS leadership team believed that not enough time was given to school to formulate and carryout a system to notify the parents about the survey. The parent paper surveys were received by the school sometime late January and were due on the first week of February of the same year.
- Both parents and staff do not take the surveys seriously; they see them as irrelevant and therefore undermine its importance.
- The current system in placed to, distribute, collect, and to inform stakeholder about the School Experience Surveys need to be strengthen

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

N/A

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

N/A

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

The actions steps the Chatsworth Charter High School will take in improving/achieving our goal are:

- Establish an official committee responsible for the logistics of marketing stakeholder participation on the survey, distribution and collection process
- Build stakeholders participation capacity by implementing incentives
- Develop a timeline for the process to meet the due date
- Have more workshops for parents and allocate time during P.D. for staff to discuss the importance of the survey

State the School's Measurable Objective(s) for 2017-18

The participation rates in the School Experience Survey will increase in the following ways:

- Student Participation by 3%, from 74% to 77% by June 2018
- Parent Participation by 6%, from 14% to 20% by June 2018
- Staff participation by 22%, from 52% to 74% by June 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).

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

| Strategies | | |
|---|----------------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date | 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>08/15/2017 06/15/2018</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> |

| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
|---|----------------------------------|---|
| <p>A HP ProBook 640 G2 Notebook PC (\$1,477.00) and an Epson V11H694020 LCD Projector (\$359.00) PowerLite S27 Will be purchased to facilitate the following parent school activities: CPA will held, on the first Wednesday of the month, workshops for parents, and, when possible, include teachers and other school support staff, to discuss issues affecting student learning. Topics included:</p> <ul style="list-style-type: none"> • Freshmen Orientation meeting in Chancellor Hall planned and managed by Assistant Principal Laura Voets, counselors and other school support staff • Conduct an annual Title I meeting for parents, students, teachers, staff, and community members in the Oral Arts Auditorium • Have a Welcome Back to School meeting for parents and students to learn about school and class expectations and share a copy of the CCHS PIP and Parent-student-school Compact in the Oral Arts Auditorium(O.A.) • Have a teacher perform a class syllabus informational meeting for parents in O.A. • Counselors/CPA do a PowerPoint on A-G graduation requirements in O.A. • School Dean will provide parents with a workshop on student acceptable behavior to learn about the districts' and school's rules and consequences in O.A. • School Services workshop by the school psychologist and the nurse in O.A. <p>• CPA will teach computer classes for parents to equip them with skills needed to navigate the CDE, LAUSD, and CCHS websites and find important information regarding student and school scores.</p> <p>• CPA will teach computer classes for parents to equip with skills needed communicated with school staff via email and explore CCHS school website in depth</p> <p>• Parent Workshop by teacher(s) on ways that parents can promote reading at home</p> <p>• CCHS will contract with Parent Institute for Quality Education (PIQE) services to provide parents with workshops/classes to discuss issues affecting their children's education</p> | <p>08/15/2017 06/15/2018</p> | <p>Administrators, counselor, CPA, and other support staff will check meeting agendas, sign-in sheets and minutes when necessary. Also, student's grades, SBAC, Interim assessments, and School Experience Survey results will be reviewed to measure growth.</p> |
| <p>Sim Supplemental Instruction Material , 5 boxes of copy laser paper will be purchased for the reproduction of materials relating to parent activities like flyers, educational information, meeting agendas, A-G information, students performance results, ect. to building parent engagement and communication capacity.</p> <ul style="list-style-type: none"> • Monthly SSC meetings at 6:00 p.m. in the school library • Coffee with Principal meetings to inform parents, staff members, and teachers who are available about school issues, goals, student performance data reports, current events, district policies, etc; every month in the parent center • PTSA meetings, conducted by the parent representative, Mondays in the library. Please see school calendar for dates | <p>08/15/2017 06/15/2018</p> | <p>Administrators, counselor, CPA, and other support staff will check meeting agendas, sign-in sheets and minutes when necessary. Also, student's grades, SBAC, Interim assessments, and School Experience Survey results will be reviewed to measure growth.</p> |

| Budget | | | | | |
|---|----------------------------------|----------------|------------|------|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Sch-Parent Invlmnt (7E046) | 21720 - COMMUNITY REP. (1 Hr /) | 21720 | 11,475 | | 100 |
| CE-NCLB T1 Sch-Parent Invlmnt (7E046) | 40110 - NON-CAP EQUIP-A/V | 40110 | 1,477 | 0.00 | 100 |
| CE-NCLB T1 Sch-Parent Invlmnt (7E046) | 40269 - SUPPLMTL INSTRL MAT | 40269 | 153 | 0.00 | 100 |

| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
|---|-----------------------------|----------------|------------|------|-----------|
| CE-NCLB T1 Sch-Parent Invlmnt (7E046) | 40127 - GEN SUPPLIES TECHNO | 40127 | 359 | 0.00 | 100 |

Focus Area: Student, Staff, Parent Communication *Cultural and Climate : Student, Staff..*

| Strategies | | |
|--|--------------------------|--|
| Strategies, Actions and Tasks | Action Begin & End Date | 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. | 08/15/2017 06/15/2018 | 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>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. | 08/15/2017 06/15/2018 | 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. |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

| LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal: | |
|---|--|
| <input type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input 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"/> | School Quality Improvement Index Report Card |
| <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 checked="" type="checkbox"/> | Other: 2015 CCHS Self-Study WASC Report |

1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

SUSPENSIONS

Three-Year Suspension Comparison (MyData report extracted on 2/18/2017)

| Grade No. | Year-to-Date Total No. of Susp. Events | | | Year-to-Date Total No. of Susp. Days | | Change in No. of Susp. Events Over 2 Full Years | Change in No. of Susp. Days Over 2 Full Years |
|-----------|--|-----------|-----------|--------------------------------------|-----------|---|---|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2014-2015 | 2015-2016 | | |
| Nine | 2 | 2 | | 7 | 6 | 0 | -0.142857143 |
| Ten | 1 | 4 | 1 | 1 | 9 | 3 | 8 |
| Eleven | | 3 | | | 4 | | |
| Twelve | 3 | | 1 | 4 | | | |
| Overall | 6 | 9 | 2 | 12 | 19 | 10 | 0.50 |

.583333333

REFERRALS

Referral Reasons (MyData report extracted on 2/18/2017) 100 total referrals

| Referral Reason | # Referrals | % Referrals |
|--|-------------|-------------|
| 1.2 - BRANDISHED KNIFE AT ANOTHER PERSON* | 1 | 0.74% |
| 1.4b - SEXUAL BATTERY* | 1 | 0.74% |
| 2.2 - KNIFE OR OTHER DANGEROUS OBJECT | 2 | 1.48% |
| 3.10 - RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY | 2 | 1.48% |
| 3.12b - HARASSED/THREATENED PUPIL DISABILITY (GR. 4-12) | 2 | 1.48% |
| 3.12c - HARASSED/THREATENED PUPIL OTHER FACTORS (GR. 4-12) | 2 | 1.48% |
| 3.12d - HARASSED/THREATENED A SCHOOL DISTRICT PERSONNEL (GR. 4-12) | 10 | 7.41% |
| 3.13 - SEXUAL HARASSMENT (GR. 4-12) | 4 | 2.96% |
| 3.14 - HATE VIOLENCE (GR. 4-12) | 1 | 0.74% |
| 3.15 - TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY) | 2 | 1.48% |
| 3.16 - WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE | 1 | 0.74% |
| 3.17 - HARASSED/THREATENED/INTIMIDATED WITNESS | 1 | 0.74% |
| 3.1a - CAUSED PHYSICAL INJURY | 6 | 4.44% |
| 3.1b - ATTEMPTED TO CAUSE PHYSICAL INJURY | 18 | 13.33% |
| 3.1c - THREATENED TO CAUSE PHYSICAL INJURY | 14 | 10.37% |
| 3.2 - POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ OR ALCOHOL | 18 | 13.33% |
| 3.20 - HAZING | 1 | 0.74% |
| 3.21c - BULLYING/CYBER A PUPIL BASED ON DISABILITY | 2 | 1.48% |
| 3.21d - BULLYING/CYBER A PUPIL BASED ON OTHER FACTORS | 1 | 0.74% |
| 3.21e - BULLYING/CYBER SCHOOL PERSONNEL | 1 | 0.74% |
| 3.3 - SUBSTITUTE OF A CONTROLLED SUBSTANCE | 1 | 0.74% |
| 3.4 - DAMAGED/ATTEMPTED TO DAMAGE SCHOOL OR PRIVATE PROPERTY | 8 | 5.93% |
| 3.5 - STOLE OR ATTEMPTED TO STEAL SCHOOL OR PRIVATE PROPERTY | 8 | 5.93% |
| 3.6 - POSSESSED OR USED TOBACCO | 3 | 2.22% |
| 3.7 - OBSCENITY/PROFANITY/VULGARITY | 21 | 15.56% |
| 3.8 - DRUG PARAPHERNALIA | 3 | 2.22% |
| 3.95 - DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN | 1 | 0.74% |

STUDENT ATTENDANCE

JANUARY 2015-2016

| | LESS THAN 87% (Far Below Basic) | 87 - 91% (Below Basic) | 92 - 95% (Basic) | 96 - 99% (Proficient) | 100% (Advanced) | Total |
|---------------|------------------------------------|---------------------------|---------------------|--------------------------|--------------------|--------|
| Percentage | 9.6% | 7.8% | 15.1% | 48.3% | 19.1% | 100.0% |
| # of students | 204 | 165 | 320 | 1,425 | | 2,109 |
| Total | 17.4% | | 67.4% | | | |

JANUARY 2016-2017

| | LESS THAN 87% (Far Below Basic) | 87 - 91% (Below Basic) | 92 - 95% (Basic) | 96 - 99% (Proficient) | 100% (Advanced) | Total |
|---------------|------------------------------------|---------------------------|---------------------|--------------------------|--------------------|--------|
| Percentage | 6.7% | 7.6% | 18.6% | 47.8% | 19.2% | 100.0% |
| # of students | 136 | 154 | 375 | 1356 | | 2,021 |
| Total | 14.3% | | 67% | | | |

STAFF ATTENDANCE

Staff with 96% or higher attendance

2014-2015

68%

2015-2016

61%

SUMMARY

Suspension, referral, and attendance reports were extracted from LAUSD MyData system for analysis to generate an accurate Social/Emotional assessment of students at CCHS and the following key findings were found:

SUSPENSIONS

Over a period of three school years from 2014-2015 to year-to-date, there has been a total of 17 suspensions. Most of the suspension were due mandatory expulsions because of nature of the incidents such sexual battery and brandishing of knife. This current year only two male Hispanic students have been suspended, one for sexual assault and the other one for brandishing a weapon.

REFERRALS

A total of 100 discipline referrals from 27 reasons were made, mostly generated by classroom teachers, this school year from. The referral reasons range from "DISRUPTED SCHOOL- WIDE ACTIVITIES (ISSUED BY AN ADMIN)", "OBSCENITY/PROFANITY/VULGARITY", "POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ OR Alcohol", "KNIFE OR OTHER DANGEROUS OBJECT", etc.

The three most frequent offenses which resulted in referrals were from the following categories:

1. OBSCENITY/PROFANITY/VULGARITY

| | |
|---|----|
| 2. POSSESSION MARIJUANA 1ST OFFENSE < 1 OZ OR ALCOHOL | 18 |
| 3. ATTEMPTED TO CAUSE PHYSICAL INJURY | 18 |

ATTENDANCE

When Attendance records from 2015-2016 and 2016-2017 school years were studied and compared, it was noted that the rate of students with attendance of 96% or greater experienced a setback of 0.4% from 67.4% in 2015-2016 to 67.0% in 2016-2017; while the percent of students in the Far Below Basic and Below Basic combined percent showed a positive gain in decreasing the percent of students with chronic absenteeism by 3.1%.

2. For areas in need of improvement, identify the underlying issues related to key findings.

CCHS leadership team after analyzing and discussing the students reports on Suspensions, Referrals and Attendance, determined that there was improvement on the number of suspension and the number of referrals and described such improvements as satisfactory. On the other hand, student and Staff attendance rates were identified as an area in need of improvement, specially the percent of student in the proficient and advance bands.

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

N/A

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

N/A

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

CCHS believes that attendance has a direct impact in student academic success and that the learning is most likely to happened when students are present that when they are not. CCHS also recognizes that student attendance is a Chatsworth Community responsibility, thus the following steps will be taken to secure acceptable student rate.

- Attendance Counselor will implement School-wide efforts to train all school staff to recognize at-risk students
- Attendance Counselor will offer parent workshops to educate parents in issues relating to poor attendance
- Attendance Counselor will plan and develop incentive programs to promote good student attendance
- Attendance Counselor will plan and develop a system to refer chronic attendance students to other school professional to assist them with their issues
- Attendance Counselor will work the probation and school officer to monitor students with chronic absenteeism

State the School's Measurable Objective(s) for 2017-18

CCHS students with 96% or higher attendance will increase by 5% from 62% last school year to 67% by June 2018.

CCHS staff with 96% or higher attendance will increase by 10% from 61% last school year to 71% by June 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).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Social/Emotional Goal : 100% Attendance, Suspension..

| Strategies | | |
|---|----------------------------------|---|
| Strategies, Actions and Tasks | Action Begin & End Date | Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible |
| <p>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:</p> <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. | <p>09/04/2017 06/15/2018</p> | <p>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.</p> |
| <p>CCHS will fund 2 (8hrs) PSA Counselor for days 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 truanancies. PSA will promote good student and staff attendance by:</p> <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 | <p>08/15/2017 06/15/2018</p> | <p>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.</p> |

| Budget | | | | | |
|------------------------------|---|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days) | 12103 | 48,579 | | 100 |

Focus Area: Social / Emotional Interventions

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date | 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>08/15/2017 06/15/2018</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>08/15/2017 06/15/2018</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 | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| CE-NCLB T1 Schools (7S046) | 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days) | 13222 | 48,451 | | 100 |
| CE-NCLB T1 Schools (7S046) | 12106 - ITIN NURSE (6 Hrs / 2 Days) | 12106 | 46,519 | 0.00 | 100 |

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies

| Strategies, Actions and Tasks | Action Begin & End Date | 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.</p> <p>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>08/15/2017 06/15/2018</p> | <p>CCHS administrators will implement parent surveys on school parent services to measure efficiency of Edlio.</p> |

| Budget | | | | | |
|----------------|--------------------|----------------|------------|-----|-----------|
| Funding Source | Budget Description | Budget Item No | Total Cost | FTE | Funding % |
| | | | | | |

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 begin 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 college 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 providing 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

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director's visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors supporting schools identified as Collaborative Partner, Focus, Priority, Reward, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the Local District Superintendent.

In the box below, Directors must describe the additional services and support provided to the school's instructional program:

Budget Summary

| Budget Item Description | Indirect | Commit. Item | CE-NCLB T1 Schools (7S046) FTE & Amount | CE-NTLB-T1-Targeted (70S46) FTE & Amount | CE-NCLB-T1-Targeted (7E046) FTE & Amount | T3A-LEP-Limited Eng (7T197) FTE & Amount | Total FTE & Total Amount |
|--|-------------------------------------|--------------|---|--|--|--|--------------------------|
| 10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days) | <input type="checkbox"/> | 110004 | 0.00 41,452 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 41,452 |
| 10391 10391 - TCHR X TIME INDIRECT (6 Hrs / 5 Days) | <input checked="" type="checkbox"/> | 110004 | 0.00 1,140 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 1,140 |
| 10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /) | <input type="checkbox"/> | 110002 | 0.00 4,389 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 4,389 |
| 110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days) | <input type="checkbox"/> | 120021 | 1.00 116,303 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 116,303 |
| 11087 11087 - COUNS SEC X TIME (6 Hrs / 5 Days) | <input type="checkbox"/> | 120024 | 0.00 1,520 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 1,520 |
| 11267 11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days) | <input checked="" type="checkbox"/> | 190004 | 0.00 3,116 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 3,116 |
| 11681 11681 - CRD DIF CAT PRG ADV | <input checked="" 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 | 1.00 116,303 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 116,303 |
| 12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days) | <input type="checkbox"/> | 120021 | 0.00 48,579 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 48,579 |
| 12106 12106 - ITIN NURSE (6 Hrs / 2 Days) | <input type="checkbox"/> | 120041 | 0.00 46,519 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 46,519 |
| 13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days) | <input type="checkbox"/> | 120021 | 0.00 48,451 | 0.00 0 | 0.00 0 | 0.00 0 | 0.00 48,451 |
| 13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days) | <input type="checkbox"/> | 110001 | 1.00 112,271 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 112,271 |
| 13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days) | <input type="checkbox"/> | 110001 | 1.00 112,271 | 0.00 0 | 0.00 0 | 0.00 0 | 1.00 112,271 |

CHATSWORTH CHS (1858301)

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|---|--------------------------|--------|------|----------------|------|----------|------|---------------|------|----------|------|----------------|
| 13644 | <input type="checkbox"/> | 110001 | 1.00 | 112,271 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 1.00 | 112,271 |
| 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days) | | | | | | | | | | | | |
| 21720 | <input type="checkbox"/> | 290004 | 0.00 | 0 | 0.00 | 0 | 0.00 | 11,475 | 0.00 | 0 | 0.00 | 11,475 |
| 21720 - COMMUNITY REP. (1 Hr /) | | | | | | | | | | | | |
| 40110 | <input type="checkbox"/> | 440010 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1,477 | 0.00 | 0 | 0.00 | 1,477 |
| 40110 - NON-CAP EQUIP-A/V | | | | | | | | | | | | |
| 40127 | <input type="checkbox"/> | 430001 | 0.00 | 0 | 0.00 | 0 | 0.00 | 359 | 0.00 | 0 | 0.00 | 359 |
| 40127 - GEN SUPPLIES TECHNO | | | | | | | | | | | | |
| 40269 | <input type="checkbox"/> | 430010 | 0.00 | 0 | 0.00 | 0 | 0.00 | 153 | 0.00 | 0 | 0.00 | 153 |
| 40269 - SUPPLMTL INSTRL MAT | | | | | | | | | | | | |
| 40239 | <input type="checkbox"/> | | 0.00 | 7,739 | 0.00 | 0 | 0.00 | 136 | 0.00 | 0 | 0.00 | 7,875 |
| 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 | 773,840 | 0.00 | 0 | 0.00 | 13,600 | 0.00 | 0 | 5.00 | 787,440 |

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**