SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

CULVER CITY HIGH SCHOOL

4401 Elenda Street

Culver City, CA 90230

Culver City Unified School District

February 22-24, 2010

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Chapter I: Student/Community Profile (2 pages)

Culver City High School is a diverse community of actively involved citizens and is the sole comprehensive high school in the Culver City Unified School District (CCUSD). CCHS has a student population of 2,325 and is fed by one middle school and five elementary schools. CCUSD is located five miles northeast of the Los Angeles International Airport and has a resident population of 40,500. During the day, Culver City's population triples as the home to Sony Studios and other smaller studios and businesses. Like most of Los Angeles, housing prices in Culver City have increased dramatically over the past few years, preventing younger families from settling in the city. To offset declining enrollment, the district issues attendance permits to students who reside outside of the city's limits.

As the school's enrollment has grown, demographics have only slightly changed since the last full WASC self-study. The Hispanic and Asian populations have grown slightly, while the White population has slightly decreased. Other populations have held steady with CCHS' current student population as follows: Hispanic 37.9%, African American 23.1%, White 21.6%, Asian 10%, Filipino 2.6%, Pacific Islander 0.9%, American Indian or Alaskan Native 0.3%, and Multiple/No Response 3.7%. 9.7% of students are English language learners representing 33 languages.

While CCHS mirrors the ethnic breakdown of public education in southern California, it does not reflect the ethnic breakdown of the city. The white inhabitants in Culver City tend to be older and not of school age. The median age of Culver City residents is 38 years old. The average household income is $78,100. The median household income is $60,000. While 87% of the city's residents are high school graduates, only 41% of the city's residents have earned a bachelor degrees or higher.

CCHS benefits from belonging to a tight-knit and actively involved community as evidenced through the school's strong parent involvement in PTSA, Booster Club, Site Council, athletic events, Academy of Visual and Performing Arts, Robotics Club, All Night Grad Party, and field trip chaperones. The longevity of local residents and businesses allows for a close relationship between the school and community groups and businesses. This past November, Culver City distinguished itself as being the only district in southern California to pass a parcel tax providing over one million dollars a year to CCUSD over the next five years.

The Academy for Visual and Performing Arts (AVPA) draws families to CCUSD. Their mission statement is: *Culver City High School's Academy of Visual and Performing Arts: Inspiring and empowering students to build a compassionate, creative community through innovative and challenging arts education.* Established in 1996, and comprising of five departments (Theater, Music, Dance, Film, and Visual Art) students work towards graduation requirements to receive a Major and/or Minor in one of the arts. Students gain credits through workshops, production work and college-level classes (UC/CSU approved) taught through SMC (through June 2009) and West L.A. Community Colleges on the high school campus. Students are expected to maintain a 2.0 academic GPA in order to stay in the program. Requirements to complete a particular major can be completed in three years, but many students maintain membership in the AVPA for all four years. Several AVPA courses are offered during the

school day, but most courses run after school from 3:15 – 5:30 Monday through Friday. Over the past 4 years, the number of participating students has grown from 160 to 198.

Students formally enrolled in the AVPA comprise less than 10% of the high school population however, classes are open to all students and many not officially enrolled in the AVPA opt to take one or more of the college-level courses during their high school tenure.

In addition to the AVPA, there is an active Associated Student Body (ASB). Most students participate in one or more of the 40 clubs offered. The first school-wide assembly this year featured presentations by all of the school clubs. Directly following the assembly, ASB hosted a club fair where students could sign up and ask questions at club tables.

CCHS offers an array of courses meeting the A-G requirements, as well as specialized courses which meet the needs of all students. Examples of specialized academic programs offered on the CCHS campus include: College and Career Center, Regional Occupational Program, AP classes, West Los Angeles College courses offered on the CCHS campus, SDAIE classes, Special Education, Workability classes, tutoring programs for all students (including EL and remedial students), and AVID classes .

School Demographic Data
Enrollment

School Year	Ninth	Tenth	Eleventh	Twelfth	Enrollment	Total # of Students on Permit
2004 – 2005	555	619	500	427	2101	
2005 – 2006	660	541	568	475	2244	463 (21%)
2006 – 2007	580	611	489	515	2195	434 (20%)
2007-2008	619	585	561	439	2204	515 (23%)
2008-2009	629	617	531	531	2308	583 (25%)
2009 – 2010	608	614	531	489	2242	619 (28%)

Ethnicity Breakdown of students at Culver City High School

School Year	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple / NR
2004-5	4	188	17	62	777	457	486	110
2005 -6	2	208	13	66	813	502	479	161
2006 -7	2	197	17	56	804	471	481	167
2007-8	7	225	20	59	830	501	512	50
2008-9	6	230	21	60	875	532	498	86
2009-10	13	247	21	57	841	569	501	0

Over the last 5 years, enrollment district-wide has decreased, though enrollment at the high school has increased. The high school's percentage of accepted permit students has increased to make up for lower enrollment at the elementary level. An increasing number of students continue to apply for permits to attend Culver City High School.

Language Proficiency & Socioeconomic Status (SES)

School Year	#EL	#FEP	#RFEP	Free/Reduced Lunch
2004-2005	258	263	238	462 (22%)
2005-2006	221	260	314	475 (21.2%)
2006 – 2007	220	272	313	447 (20.4%)
2007 – 2008	202	263	345	652 (29.6%)
2008 – 2009	178	254	386	606 (26.3%)

Parent education level

Year	Not HS graduate	HS graduate	Some college	College graduate	Graduate school	Professional degree
2006-07	151	261	598	587	383	157
2007-08	158	287	660	593	354	175
2008-09	157	309	693	589	388	182

CCHS Graduation Rates

School Year	# of students graduating/ # in Senior class	Percentage graduating	# of Grads with UC/CSU required courses met (A-G)/ % of graduates
2004-2005	346/427	81%	106/31%
2005-2006	411/475	87%	118/29%
2006-2007	447/515	87%	143/32%
2007-2008	389/439	89%	152/39%

Though both graduation rates and number of graduates meeting A-G course requirements have steadily risen, CCHS feels more students should be meeting the A-G requirements. The Leadership Team is looking at changes to graduation requirements that would affect the 2010-2011 incoming freshmen and A-G completion.

Dropout Rates

School Year	Dropout Total (# per grade)	1-year Dropout Rate
2004-2005	24 (8 Grade 9, 7 Grade 10, 4 Grade 11, 5 Grade 12)	1.1%
2005-2006	22 (3 Grade 9, 1 Grade 10, 3 Grade 11, 15 Grade 12)	1.0%
2006-2007	27 (1 Grade 9, 26 Grade 12)	1.2%
2007-2008	35 (1 Grade 10, 34 Grade 12)	1.6%

There has been an increase in the number of senior dropouts in the last few years which is most likely attributable to the CAHSEE graduation requirement (effective 2006-2007).

Attendance has remained steady over the past 3 years with ADA at 95.24% in 06-07, 95.28% in 07-08, and 95.9% in 08-09.

Truancy, Expulsion, and Suspension Information

School Year	# Students w/ Unexcused Abs or Tardy on 3+ Days	Truancy Rate	Violence/Drug Expulsions/Suspensions		Overall Total Expulsions/Suspensions	
2004-05	1948	92.72%	14	/ 63	15	/ 102
2005-06	1431	63.77%	10	/ 98	10	/ 151
2006-07	1832	83.46%	15	/ 72	16	/ 96
2007-08	1762	79.95%	5	/ 99	6	/ 129
2008-09	1506	65.25%	11	/ 143	11	/ 189

Efforts were made during the 2008-2009 school year to improve all aspects of CCHS' Attendance data. Improvements where measured in the following areas:

- Students with perfect attendance (no absences nor tardies to any class)
- Students missing full days of school (for any reason)
- Students with uncleared full day absences (truancies)
- Students with no period truancies
- Students that have missed more than 14 full days of school

Significant growth has been made in all areas. Improvements may be attributed to any or all of the following: a 14-day maximum absence policy for seniors, quarterly truancy meetings, the No Go list (students with truancies unable to attend field trips/participate in school events), SARB and SART, and flexibility for students to clear up attendance records over longer periods of time.

CCHS established Link Crew (a national 9th grade bridge program) to support entering 9th graders. Trained 11th and 12th grade Link Crew Leaders conducted orientation sessions in September 2008 and maintained connection with 9th graders during the school year through workshops, study sessions, and activities. Year one data is shown below:

	07-08	08-09
Grade 9 Student Total	614	622
Failing 1 class*	62	50
Failing 2 classes*	39	29
Failing 3+ classes*	51	26
Total # of Fs*	328	199
*(Fall Semester)		
Third Quarter Totals:		
3 or more period Absences	405	339
10 or more period Absences	235	165

Staff: Certificated

School Year	Administrators	Pupil Services	Teachers
2004-2005	9	5	89 total; 83 full credential; 6 emergency; 1 waiver
2005-2006	7	7	91 total: 78 full cred; 5 university interns; 1 district intern; 7 emergency; 1 waiver
2006 - 2007	10	6	90 total: 82 full cred.; 6 university interns; 1 district intern; 2 emergency
2007 - 2008	5	7	91 total: 82 full cred.; 7 university interns; 1 district intern; 2 emergency
2008 - 2009	5	9	88 total; 84 full cred.; 4 university interns;

Teacher Experience and Education Level

School Year	Avg. Yrs Teaching	Avg Yrs. In District	# First yr teachers	#Second yr teachers	Doct-orate	Master's + 30	Master's	Bachelor's + 30	Bachelor's
04-05	12.3	9.8	8	2	3	20	21	26	19
05-06	12.6	9.7	5	9	3	18	22	29	19
06-07	13.2	10	6	6	5	26	21	27	11
07-08	13.0	9.6	4	7	5	28	21	31	6
08-09	13.0	9.7	6	4	4	29	19	31	5

Although the staff (6.9% Asian, 1% Pacific Islander, 10.9% Hispanic, 7.9% African American, 69.3% White, and 4% Unknown) does not reflect the same diversity as the student body, there is a focus on promoting tolerance of race, religion, and sexual orientation. Many CCHS staff members are involved in activities outside of the classroom, such as clubs, class councils or athletics.

Staff: Classified

School Year	Paraprofessionals	Office/Clerical	Other
2004-2005	0	20	24
2005-2006	21	13	0
2006 – 2007	16	8	6
2007 – 2008	20	10	22
2008 – 2009	20	15	13

Student Performance Data:

Academic Performance Index (API)

In 2008, CCHS had a statewide ranking of 7 and a similar schools ranking of 5.

API

Classifications	2005-06		2006-07		2007-08		2008-09	
	BASE	GROWTH	BASE	GROWTH	BASE	GROWTH	BASE	GROWTH
Schoolwide	734	735*	732	751	751	750*	750	776
African-American	700	686[#]	680	701	701	710	710	740
American Indian / or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	843	874	862	869	869	862	862	861
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	674	687	683	703	703	705[#]	705	741
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White not Hispanic	814	808	808	821	821	816	816	835
Socioeconomically Disadvantaged	649	663	660	691	691	708	708	738
English Learners	642	655	647	648[#]	648	647[#]	647	657
Students with Disabilities	485	500	501	524	524	508[#]	508	516[#]

*= Schoolwide API growth target not met
[#]= Subgroup API growth target not met

CCHS is proud of its 2009 25-point gain in API. Departments continue to work on common assessments. English and math departments are benchmarking all 9-11th graders three times a year and continue to develop ways to utilize this data to provide intervention and improve teachers' practice.

One of the reasons CCHS felt it did not meet its API in 2007-2008 was because of the way Algebra statistics were calculated. The math department has since overhauled the Algebra curriculum and more accurately places students according to their readiness level. New textbooks were adopted in 2008 and the math department is working to develop common assessments and revise pacing guides.

Adequate Yearly Progress (AYP)
CCHS did not meet its AYP in 2007-8 nor in 2008-9 as the EL subgroup did not meet its target in reading. In 2008-2009, ELs also failed to meet the target in math. In 2008-2009, CCHS began integrating English Learners into the regular classrooms, rather than separate them into their own sections. CCUSD then mandated a return to non-integrated EL sections in 2009-2010.

In 2008, CCHS met the participation rate in all criteria areas. Percent of proficiency rates are as follows:
(ELA Target = 33.4%, Math is 32.2%)

GROUPS	% At or Above Proficient	Met 2008 AYP Criteria	% At or Above Proficient	Met 2008 AYP Criteria
Schoolwide	60.7	Yes	57.7	Yes
African American	60.3	Yes	50.9	Yes
Am. Indian	--	--	--	--
Asian	77.4	--	79.2	--
Filipino	--	--	--	--
Hispanic	45.4	Yes	44.0	Yes
Pacific Islander	--	--	--	--
White	82.5	Yes	82.4	Yes
SED	46.4	Yes	44.8	Yes
English Learners	25.9	No	32.7	Yes
Students w/ Disabilities	24.5	--	24	--

In 2009, the participation rate was met in all criteria areas. Percent of proficiency is as follows: (ELA Target = 44.5%, Math = 43.5%)

GROUPS	% At or Above Proficient	Met 2009 AYP Criteria	% At or Above Proficient	Met 2009 AYP Criteria
Schoolwide	69.5	Yes	59.1	Yes
African American	65.2	Yes	48.9	Yes
Am. Indian	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic	61.1	Yes	48.2	Yes
Pacific Islander	--	--	--	--
White	87.2	Yes	78.4	Yes
Socioeconomically Disadvantaged	58.6	Yes	52.2	Yes
English Learners	27.4	No	27.1	No
Students w/ Disabilities	--	--	--	--

California Standards Test
Language Arts

Year	Adv %	Prof. %	Basic %	Below Basic	Far Below Basic%	% Not meeting standards
English 9						
2004	16	36	28	13	8	49%
2005	27	26	29	13	5	47%
2006	26	30	26	12	5	43%
2007	28	27	24	13	7	44%
2008	29	31	25	11	4	40%
2009	30	34	24	9	2	35%
English 10						
2004	18	31	31	15	6	52%
2005	24	27	29	11	9	49%
2006	26	23	29	13	9	51%
2007	22	23	32	14	9	55%
2008	23	21	27	17	11	55%
2009	22	31	28	10	9	47%
English 11						
2004	14	27	34	15	10	59%
2005	16	27	30	12	15	57%
2006	27	24	24	12	13	49%
2007	24	21	30	13	12	55%
2008	21	24	32	13	10	55%
2009	20	23	26	15	17	58%

There has been an increase in the number of 9th graders achieving proficiency on the ELA CST, yet that increase is not carried through the 11th grade. One reason may be that English 9 classes have had a student-teacher ratio of 20 to 1 up through the 2008-2009 school year. After the freshman year, the class sizes go up to anywhere from 32-35 students. Budget cuts have forced the administration to disband the 20-1 ratio this year and there is a fear that English 9 achievement will be negatively affected.

CST Mathematics: 9th Grade

Year [# of students tested]	Adv %	Prof. %	Basic %	Below Basic	Far Below Basic%	% Not meeting standards
General Math						
2004[133]	1	14	32	26	29	87%
2005[142]	1	16	29	38	16	83%
2006 [97]	2	2	22	46	28	96%
2007 [136]	0	5	33	34	28	95%
2008 [115]	1	18	29	41	12	81%
2009 [145]	1	26	36	28	8	72%
Algebra I						
2004[222]	0	5	32	50	14	96%
2005[143]	0	6	30	48	16	94%
2006 [230]	0	10	37	38	15	90%
2007 [195]	0	22	39	31	7	77%
2008 [251]	1	15	40	37	8	85%
2009 [215]	3	38	38	19	2	59%
Geometry						
2004[229]	2	17	45	30	7	82%
2005[201]	1	13	45	33	7	85%
2006 [203]	1	15	42	35	6	83%
2007[180]	4	21	36	34	6	76%
2008 [194]	6	34	39	19	2	60%
2009 [200]	5	33	42	19	2	63%
Algebra II						
2004[26]	23	42	19	12	4	35%
2005[40]	38	40	20	3	0	23%
2006[73]	21	37	36	4	3	43%
2007 [52]	40	35	23	2	0	25%
2008 [36]	42	33	19	3	3	25%
2009 [50]	46	36	16	2	0	18%

There has been improvement in 9th grade proficiency in mathematics over the last six years, with the most noticeable improvement in General Math and Algebra 1. CCHS attributes this to accurate placement of students in math classes. There is concern that the loss of the 20-1 ratio for 9th graders will have a negative effect on the General Math course.

CST Mathematics: 10th Grade

Year [# of students tested]	Adv %	Prof. %	Basic %	Below Basic	Far Below Basic%	% Not meeting standards
Algebra I						
2004[59]	0	3	19	68	10	97%
2005[140]	0	2	19	55	24	98%
2006 [160]	0	5	20	46	29	95%
2007 [90]	0	5	20	41	34	95%
2008 [113]	0	4	22	48	27	97%
2009 [128]	1	7	31	47	14	92%
Geometry						
2004[169]	0	4	20	59	18	97%
2005[186]	1	5	20	50	24	94%
2006[117]	1	6	24	52	17	93%
2007 [185]	1	6	21	54	19	94%
2008 [156]	1	8	31	52	9	92%
2009 [168]	0	12	37	44	7	88%
Algebra II						
2004[152]	1	17	36	34	11	81%
2005[201]	2	25	29	32	12	73%
2006[171]	2	12	34	35	17	86%
2007 [151]	4	30	40	19	6	65%
2008 [149]	2	17	34	34	13	81%
2009 [165]	10	27	42	18	3	63%
Summative HS Math						
2004[34]	26	44	15	15	0	30%
2005 [30]	23	53	17	7	0	24%
2006[38]	34	39	21	5	0	26%
2007 [69]	16	46	26	10	1	37%
2008 [54]	35	33	28	4	0	32%
2009 [39]	31	59	8	3	0	11%

Though there is still too high a proportion of 10th graders not meeting proficiency in math, there has been improvement in every course. Algebra and Geometry are the math department's greatest concerns for bringing students to proficiency.

CST Mathematics 11th Grade

Year [# of students tested]	Adv %	Prof %	Basic %	Below Basic	Far Below Basic%	% Not meeting standards
Algebra I						
2004[12]	0	0	17	42	42	100%
2005[59]	0	0	14	49	37	100%
2006 [25]	0	0	12	36	52	100%
2007 [22]	0	14	14	50	23	87%
2008 [50]	0	4	24	57	14	95%
2009 [46]	0	7	16	51	26	93%
Geometry						
2004[79]	0	1	13	71	15	99%
2005[79]	0	1	8	62	29	99%
2006 [68]	0	1	21	54	24	99%
2007 [79]	0	5	19	51	24	94%
2008 [55]	0	4	25	53	18	96%
2009 [71]	0	11	27	50	11	88%
Algebra II						
2004[106]	0	4	21	49	27	97%
2005 [120]	0	1	8	62	29	99%
2006[135]	0	3	11	40	46	97%
2007 [83]	0	7	29	37	27	93%
2008 [133]	0	8	24	34	34	92%
2009 [111]	1	16	40	32	11	83%
Summative HS Math						
2004[129]	8	21	36	32	4	72%
2005[149]	7	32	21	31	10	62%
2006[175]	10	27	24	34	5	63%
2007 [159]	13	17	30	36	4	70%
2008 [201]	7	21	39	29	3	71%
2009 [146]	13	32	25	28	2	55%

As with 10th grade math results, there are too many 11th graders not scoring proficient on their math exams, though there has been marked improvement in all courses.

Roughly 25% of CCHS student body is enrolled in some variety of Algebra class (Algebra Readiness, Algebra 1A, Algebra 1B, or Algebra 1). Whereas ninth graders enrolled in Algebra Readiness or Algebra 1A take the General Math CST, all other Algebra 1 students take the Algebra 1 CST.

History

Year	Adv %	Prof. %	Basic %	Below Basic	Far Below Basic%	% Not meeting standards
World History						
2004	15	19	28	21	17	66%
2005	18	28	32	11	11	54%
2006	25	22	29	11	13	53%
2007	27	23	26	13	11	50%
2008	27	26	24	10	12	46%
2009	32	30	19	8	11	38%
US History						
2004	15	27	35	14	8	57%
2005	26	22	24	14	14	52%
2006	26	31	25	9	9	43%
2007	22	28	25	14	11	50%
2008	29	26	26	10	10	46%
2009	32	27	21	8	12	41%

In the last three years, the history department has made steady improvement in CST scores. The department continues to develop common assessments for all courses.

Science
All 9th Graders are enrolled in either Biology or Earth Science based on their math class. Generally, those in Geometry or Algebra 2 take Biology, whereas those enrolled in Algebra 1 take Earth Science.

Grade 9 CST Science

Biology/ Life Science						
Year [#tested]	Adv %	Prof. %	Basic %	BB %	FBB %	% NMS
2004[386]	9	26	47	14	4	65%
2005[276]	14	34	40	9	12	52%
2006[341]	15	32	43	8	3	54%
2007[279]	21	42	32	3	2	37%
2008 [299]	28	39	30	2	1	33%
2009 [340]	36	39	21	3	1	25%
Earth Science						
2004[219]	1	19	45	21	13	79%
2005[203]	2	11	44	22	20	86%
2006[209]	3	10	44	23	20	87%
2007[280]	1	4	50	32	13	95%
2008 [291]	2	17	53	19	9	81%
2009 [253]	5	21	54	12	8	75%

There has been steady improvement in 9th grade Science CST scores. The class size in Earth Science had been reduced over the past few years but due to budget issues, this class size reduction will not be able to be maintained.

CST Life Science Grade 10 (all 10th graders take this exam)

Year	Adv %	Prof. %	Basic %	BB %	FBB %	% NMS
2006	12	28	33	17	10	60%
2007	12	28	38	14	8	60%
2008	19	30	29	14	8	51%
2009	27	31	25	10	8	43%

10th grade students may choose to take Biology, Earth Science, Chemistry, or Astronomy. No matter the course, all 10th graders take the Life Science CST. Prior to 2009, students could also have taken Physics but the science department recognized that to be successful in Physics, students needed more experience in mathematics and science and so changed Physics to be an 11th grade course. Following the same reasoning, students may only take Chemistry in their 10th grade year if they have taken Algebra 2 or are enrolled concurrently in Algebra 2.

Grade 10 Science

Biology/ Life Science						
Year [#tested]	Adv %	Prof. %	Basic %	BB %	FBB %	% NMS
2004[220]	1	10	52	22	15	89%
2005[192]	1	12	43	28	17	88%
2006[208]	2	13	43	22	20	85%
2007 [253]	1	17	52	17	13	82%
2008 [261]	3	21	48	16	11	75%
2009 [272]	6	22	49	14	10	73%
Earth Science						
2005[23]	0	0	39	22	39	100%
2006[27]	0	4	33	37	26	96%
2007[17]	0	6	53	24	18	95%
2008 [20]	6	11	28	33	22	83%
2009 [21]	10	10	24	33	24	81%
Chemistry						
2004[191]	10	20	53	15	3	71%
2005[219]	8	19	49	16	7	72%
2006[193]	10	23	53	11	4	68%
2007[207]	13	35	45	5	2	52%
2008 [185]	14	29	45	8	4	57%
2009 [193]	17	42	37	3	1	41%
Physics						
2005[93]	1	3	42	36	38	96%
2006[47]	4	6	45	23	21	89%
2007[84]	1	4	50	32	13	95%
2008 [63]	2	13	45	31	10	86%
2009 [0]	n/a	n/a	n/a	n/a	n/a	n/a

Grade 11 Science

Biology/Life Science						
Year [# tested]	Adv %	Prof. %	Basic %	BB %	FBB %	% NMS
2004[80]	11	21	41	23	4	68%
2005[99]	17	17	27	21	17	65%
2006[104]	16	18	36	18	12	66%
2007[24]	0	17	43	26	13	82%
2008 [61]	28	21	34	10	7	51%
2009 [60]	15	14	36	15	20	71%
Earth Science						
2005[28]	0	11	21	39	29	89%
2006[17]	0	6	31	31	31	93%
2007[12]	0	17	58	8	17	83%
2008 [15]	0	47	33	7	13	53%
2009 [15]	0	27	47	13	13	73%
Chemistry						
2004[88]	1	7	44	34	14	92%
2005[78]	0	8	45	25	22	92%
2006 [89]	0	10	48	27	15	90%
2007[69]	6	20	46	16	12	74%
2008 [98]	3	12	55	19	10	84%
2009 [101]	6	22	53	14	5	72%
Physics						
2005[168]	10	17	36	21	15	72%
2006[170]	11	19	46	16	7	69%
2007[166]	16	25	39	13	8	60%
2008 [189]	19	19	37	16	10	63%
2009 [93]	40	30	26	2	1	29%

The improvement in 11th grade Physics proficiency is attributed to the fact that only 11th or 12th graders take Physics after completing two years of other science courses.

The science department has made improvements across the board in raising the percentage of students who reach proficiency. This is attributed to increased collaboration time and the stiffening of mathematics or previous science class requirements to access the appropriate science class.

California High School Exit Exam (CAHSEE) results
Mathematics: Grade 10 Students

	2006-2007			2007-2008			2008-2009		
Tested Group	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
CCHS	581	493	85%	525	466	89%	576	505	88%
Male	301	251	83%	281	250	89%	277	243	88%
Female	280	242	86%	244	216	89%	299	262	88%
Am. Indian	2	n/a	n/a	3	n/a	n/a	2	n/a	n/a
Asian	68	67	99%	55	53	96%	57	55	96%
Pacific Islander	5	n/a	n/a	4	n/a	n/a	9	n/a	n/a
Filipino	20	19	95%	10	n/a	n/a	17	17	100%
Hispanic	215	173	80%	215	182	85%	222	189	85%

African American	132	101	77%	113	98	87%	141	113	80%
White	133	123	92%	113	108	96%	118	113	96%
Declined to state	6	n/a	n/a	12	10	83%	10	n/a	n/a
RFEP	83	75	90%	70	68	97%	82	80	98%
EL	64	41	64%	66	42	64%	56	32	57%
Non-economically disadvantaged	397	355	89%	329	304	92%	366	328	90%
SED	159	125	79%	175	145	83%	182	151	83%
Special Education	36	14	39%	18	10	56%	24	7	29%

California High School Exit Exam (CAHSEE) results
English Language Arts: Grade 10 Students

	2006-2007			2007-2008			2008-2009		
Tested Group	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
CCHS	578	518	90%	558	482	86%	586	530	90%
Male	300	258	86%	304	251	83%	278	244	88%
Female	278	260	94%	254	231	91%	308	286	93%
Am. Indian	2	n/a	n/a	3	n/a	n/a	2	n/a	n/a
Asian	67	67	100%	55	51	93%	58	56	97%
Pacific Islander	5	n/a	n/a	4	n/a	n/a	9	n/a	n/a
Filipino	20	20	100%	10	n/a	n/a	18	16	89%
Hispanic	213	177	83%	232	183	79%	223	193	87%
African American	132	115	87%	122	110	90%	145	133	92%
White	133	129	97%	120	112	93%	120	113	94%
Declined to state	6	n/a	n/a	12	10	83%	11	9	82%
RFEP	84	84	100%	71	70	99%	82	79	96%
EL	63	40	63%	76	37	49%	58	32	55%
Non-economically disadvantaged	395	372	94%	352	318	90%	372	346	93%
SED	157	127	81%	184	149	81%	187	158	84%
Special Education	35	17	49%	45	16	36%	34	16	47%

In 2006-2007 CCHS implemented Numeracy to meet the needs of 10th grade students in danger of not passing CAHSEE. With budget cuts, the class is now only for 11th and 12th grade students who have failed CAHSEE Math. In 2007-2008, CCHS implemented Read 180. Though this class is not specifically designed to prepare students for CAHSEE ELA, it addresses literacy issues for students reading well below grade level.

Advanced Placement Exam Participation and Passing Rates

Course/Exam	2007 #Tested/ Total #	2007 % Tested	2007 % getting a 3 or better	2008 # Tested/ Total #	2008 %Tested	2008 % getting a 3 or better	2009 # Tested/ Total #	2009 %Tested	2009 % Getting a 3 or better
AP Biology	n/a	n/a	n/a	28/42	66.7%	54%	8/9	89%	50%
AP Calculus AB	32/49	65%	50%	36/38	94.7%	39%	40/44	91%	45%
AP Calculus BC	11/18	61%	82%	9/10	90%	78%	8/9	89%	88%
AP Chemistry	14/25	56%	43%	13/14	92.9%	15%	21/21	100%	43%
AP Engl. Lang.	123/154	80%	50%	151/175	86.3%	45%	164/169	97%	48%
AP Engl. Lit.	56/143	39%	63%	43/91	47.3%	63%	81/97	84%	43%
AP Euro. Hist.	41/59	69%	88%	66/66	100%	67%	55/55	100%	91%
AP French Lang.	5/8	62%	80%	3/4	75%	100%	4/5	80%	75%
AP French Lit	n/a	n/a	n/a	n/a	n/a	n/a	1/1	100%	0%
AP Japanese	12/12	100%	83%	10/10	100%	100%	10/10	100%	100%
AP Macro Econ.	41/66	62%	80%	57/86	66.3%	70%	93/112	83%	44%
AP Physics	13/14	93%	69%	5/7	71.4%	80%	10/10	100%	70%
AP Spanish Lang.	56/73	77%	64%	58/76	76.3%	59%	77/93	83%	69%
AP Spanish Lit.	18/37	49%	67%	16/27	59.3%	81%	10/12	83%	67%
AP Statistics	30/53	57%	67%	35/68	51.5%	71%	51/59	86%	49%
AP Studio Art	16/23	70%	88%	10/14	71.4%	90%	16/21	76%	81%
AP US Gov.	34/92	37%	62%	22/38	57.9%	41%	19/24	79%	68%
AP US History	47/89	53%	55%	76/80	95%	71%	97/97	100%	73%
Total	***549/915***	***60%***	***65%***	***639/846***	***76%***	***59%***	***765/848***	***90%***	***58%***

In 2007, the AP pass rate was 39% and increased to 45% in 2008. By 2009, the pass rate grew to 52%. Though the number of students taking one or more AP classes has not increased, the number of students taking the AP exams has increased. In 2007-2008, CCHS administration implemented the recommended College Board policy: if the student does not take the AP exam for their course in May, they will not receive the grade point advantage for the course.

2009 Advanced Placement Course Participation by Gender & Ethnicity

Course Type	Male							Female						
	Tot	Asi.	Filip.	Hisp.	Whi.	Af. Am.	Oth.	Tot	Asi.	Filip.	Hisp.	Whi.	Af. Am.	Oth.
AP Sciences	19	9	1	3	4	2	0	21	8	0	2	7	3	1
AP Mathematics	73	33	1	13	20	5	1	60	16	0	16	16	9	3
AP English	108	27	4	18	51	8	0	163	32	2	30	47	45	7
AP History	140	36	7	26	63	6	2	155	47	6	23	46	27	7

AP Modern Languages	44	7	0	20	14	0	3	81	9	0	45	20	4	3
AP Art	8	0	1	1	5	1	0	13	5	0	3	4	0	1
Total	392	112	14	81	157	22	7	493	117	8	119	140	88	22

With regard to gender, a much greater percentage of female students participated in the AP English and AP Modern Languages programs than male students during the 2008-2009 school year. With regard to ethnicity, whereas only 10% of the total enrollment is made up of Asian students, 25% of those participating in AP courses are Asian. Hispanic students make up 38% of the population, yet only 23% of the students participating in AP classes are Hispanic. African American students are 23% of the population, yet only 12% of those participating in APs are African American.

SAT Results

School Year	# of seniors tested out of total #	% of seniors tested	Average Critical Reading Score	Average Math Score	Average Writing Score
2007-08	226/439	51.48%	503	507	503
2006-07	302/515	58.64%	498	495	497
2005-06	228/475	48%	499	505	501
2004-05	211/427	49.41%	487	497	n/a

The number of seniors tested and their scores have remained above statewide averages, with the exception of the math in 2004-05 and 2007-08.

Staff Development

Over the last several years, all staff have participated in teacher-led training in: Ruby Payne—*A Framework for Understanding Poverty*, Writing Across the Curriculum, Backwards Planning, and Anti-Bullying. In 2006-7 the high school staff read and discussed the book *The Respectful School* in order to address morale and lack-of respect issues among all stakeholders. In 2007-2008, three professional development days were devoted to teacher-driven professional development. Staff members were allowed to self-select three of seven workshops offered on such topics as: Incorporating Avid Techniques into the classroom, The Socratic Method, Using Portfolios as an Alternative Assessment, etc.

In the current school year, each department has selected a chapter from Marzano's *Classroom Instruction the Works* to present to the staff during monthly meetings. Research-based strategies such as summarizing and note taking, reinforcing effort and providing recognition and cooperative learning are demonstrated and discussed among staff members.

In addition to on-going school-wide professional development, selected teachers have attended AP and AVID training. Teachers have also had the opportunity to apply for grants/BTSA professional development money to attend conferences and/or workshops. The following is a year-by-year outline of professional development since 2005.

2005-06
- Utilization of Ron Clark's *Essential 55* for a school-wide discussion on campus culture. The end product was the development of the "Centaurian Essential 5"
- Effective instructional strategies presented by CCHS staff

2006-07
- Backwards mapping based on *Understanding by Design*
- Departmental time:
  Alignment of curriculum to State standards
  Development of common assessments
  Analysis of CST data
- Staff reading - *Understanding Poverty* by Ruby Paine
- Introduction of new electronics policy and cap policies

2007-08
- Staff reading - *The Respectful School* by Stephen Wessler
- Building an Academic Environment – Using CST data and developing common assessments
- AVID Strategies - Building a College-going culture
- Development of the new mission statement and 3 yr strategic action plan
- Introduction of Galileo; training on using data to improve instruction
- Explanation of SI Plan and how to apply for SI grants

2008-09
"Building a Culture of Continuous Improvement"
- Centaur Seminars (August)
  Strategic Plan
  School Culture and policies
  Effective questions
  Socratic Seminars
- Centaur Seminars (January)
  Strategic Plan
  Budget issues
  School Culture
  AVID strategies
  "Every 15 Minutes"
- Schoolwide writing program
- WASC Focus Groups and Home Groups

2009-2010
"Building a Culture of Continuous Improvement-Taking Action Based on Evidence"

- Galileo – Using data to improve instruction
- Online gradebook training
- SDAIE strategies
- WASC Focus Groups and Home Groups
- Department presentations of universal instructional strategies from Robert Marzano's *Classroom Instruction that Works*

Chapter II: Progress Report (2 pages)

The last full WASC self-study took place in 2003-2004 and was followed up by a one-day visit in 2007. Since 2004, the Leadership Team has annually reviewed the WASC Action Plan and the Single Plan for Student Achievement to determine areas of focus for the school year. The Single Plan is updated yearly by the Single Plan Committee, which is composed of teachers, administrators, parents, and students. Each curricular department presents academic goals for the year and categorical funding needs to reach these objectives. The Single Plan is posted on the school website and paper copies are provided to the Leadership Team.

The 2007 WASC Visiting Committee made several recommendations that have been since addressed including the development of a school mission statement. Members of the CCHS Leadership Team, teachers, students, parents, and other interested parties participated in this process. The school took this a step further to create a Three Year Strategic Plan and is now in the second year of this action plan.

The strategic planning process began in January 2008 with the development of the mission statement. An outside facilitator guided this process to ensure that all stakeholders were represented. Following the presentation of the mission statement to CCHS staff and parents for approval, an awareness campaign was launched beginning with the translation of the statement into the four languages taught at CCHS (English, Spanish, French, Japanese). A mission statement poster was created and is displayed in each classroom and throughout the school.

School leaders reconvened in March and June 2008 to draft the Three Year Strategic Action Plan. The group identified six goals, many of which have now been incorporated into the current WASC action plan. These goals are as follows:
- Build a culture of motivation on campus through active interpretation and promotion of *Student Outcomes* and *Centaurian Essential Five*.
- Create mentoring networks to maximize personal and academic potential within the CCHS community.
- Develop integrated curricula that incorporate a variety of options and multiple teaching styles to engage students and prepare them for life after high school.
- Expand the school's role as a cultural community center and showcase innovative programs.
- Promote open and respectful communication among all members of the CCHS community.
- Strengthen and expand collaboration among parents, community, and school to create a more supportive learning environment.

The Strategic Action Plan was presented to CCHS staff in August 2008 when staff participated in small group seminars designed to both inform and gather in-put regarding meeting the objectives. CCHS revisited these objectives in January 2009. The Leadership Team reviewed the school's progress toward these objectives in August and September 2009 noting many accomplishments and identifying areas for focus this year.

The action plan addressed 15 critical areas of follow-up left by the visiting committee. Progress has occurred to various degrees in each area as follows:

1. *Continue to involve and integrate counselors into the classroom environment.*

In 2008, the guidance staff grew from four to five academic counselors along with a full-time college and career counselor. The college and career counselor presents a four-year plan to students in their classrooms. Follow-through is provided by the academic counselors in social science classes during sophomore, junior, and senior years. In accordance with National Counseling Standards, counselors go into classrooms at every grade level to provide in-services specific to each grade level. Pre and post tests are used to gauge presentation effectiveness. Guidance staff has increased face-to-face time with students. There is ongoing, open, two-way communication between teachers and counselors about students' needs.

2. *The district needs to investigate ways to better disseminate data and research to staff in a timely manner in order to provide the needed support to students and their progress.*

In June 2007, the district began implementation of the Galileo program for English Language Arts and mathematics from kindergarten through 12th grade. 60 plus teachers district wide were trained, with the help of West Ed, in choosing "essential" standards at each grade level, and then separating these standards into three benchmark periods. For the past two years, the high school has benchmarked in English 9-11 classes and Algebra Readiness through Algebra II classes. The English and math departments are still struggling with how to access and handle the data that the program provides. There is not widespread use of formative assessments, nor are there department interventions taking place. The school states that it has not used disaggregated data at all. The Science and Social Studies departments have begun choosing essential standards in their content areas, but it is not clear whether "benchmark tests" will be available through Galileo in the coming year. Up until the fall of 2009, there were two Teachers On Special Assignment--Data/Intervention Specialists--to help teachers administer exams and gather data. These positions were cut due to the budget crisis, so teachers are struggling with their new responsibilities in administering benchmark tests.

This year, for the first time, the high school received general CST data before the school year began so teachers could use the data to inform their instruction. The Galileo program contains information by teacher and class on how students did on their respective CST exams broken down by strand, but there was no training provided by the district or site in how to find the data. Isolated teachers were able to figure it out and passed along the information as they could.

3. *Infuse a technology program into the curriculum.*

There are three Computer On Wheels (COWs) labs totaling 52 student laptops as well as nine video cameras, five still cameras, two LCD projectors, two laptops, and two document cameras

on carts with projectors available for teacher checkout. *My Access*, an online writing program is used by some members of the English department. There are two computer labs (the tech center and the English lab), but there is still not equitable access to the labs across the board, especially during benchmark testing periods. The Galileo Program provides opportunities to tie formative assessments to standards in English, math, science and social studies classes, but not all teachers have been adequately trained in doing so.

Many teachers, particularly in the math department, have written grants to receive document cameras and projectors in their classrooms. There exists isolated instances of innovative use of technology to enhance instruction, but there is still no district or site requirement, systemic review or accountability for infusing technology in the classroom. All staff members have been encouraged to post their homework and assignments on the school website. This year (2009-2010) all staff was trained in using the ABI gradebook and encouraged to post grades online so parents and students can view their progress through a parent portal.

> *4 & 5. Reinstitute programs such as AVID and provide proper training and resources to staff and students to insure their success rate and infusion throughout the school culture that will be funded through specific FTEs to the program. The site will continue to investigate and develop academies or small learning communities that are not tied to personalities, but school vision.*

Currently CCHS has met its goal of growing and maintaining the AVID program. There have been professional development workshops over the last few years to learn to infuse AVID principles in all classes. During the 2008-2009 school year, daily bulletins included an "AVID word of the week". There are now three sections of AVID. District-wide funding is, however, not guaranteed. This also goes for the AVPA program. There has not been a commitment from the district regarding funding for the AVPA program.

> *6. The district needs to research ways and work with the CCPD to insure the continuance of the SRO program on the school site and maintain current security personnel in order to insure continued safety of all staff and students.*

An SRO through the CCPD is guaranteed for next year, but cannot be ensured beyond that; however, as a small city there is immediate access to police as needed. Since campus security has decreased from five to four, administrative staff has taken on more supervisory duties throughout the school day. As of last year, there is a new Director of Security, Ted Yant.

> *7. Develop programs to aid students in taking responsibility for maintaining a clean campus (cafeteria and bathroom facilities).*

A Recycling Program is run through ASB. ASB has developed several campaigns and task forces to varying degrees of success: "Pick Up Your Trash", "Anti-Graffiti" and "Anti-Vandalism". Students have the option to pick up trash to make up detention hours. One student, (2008-2009), promoted using hand-sanitizers by distributing short DVDs to all classrooms. He also worked to get hand-sanitizers strategically placed around the campus. This was his culminating Eagle Scout project. According to the most recent student survey, students recognize that they do not take enough responsibility in keeping the CCHS grounds clean.

8. *Create a vision statement that can be easily articulated by staff, community, and students that tie into the belief statement developed through this process.*

In the past year and a half, a group of school staff, students, parents and community members worked together to articulate our mission statement: ***"Culver City High School is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society.***" This team also developed a strategic action plan that defines our school goals and objectives.

9. *Continue to provide activities/opportunities for increased school spirit among all students.*

In 2008-2009, CCHS instituted Link Crew to help incoming ninth graders transition to high school. Upper classmen take on leadership roles and are responsible for their group of freshman to help them get involved in activities, answer questions, and access support services. Link Crew organizes a Freshman Orientation that has been held successfully for the past two years.

Pep Rallies are now held during lunch to increase spirit and participation in athletic events. ASB has organized and held three Blood Drives per year. Participation in Disneyland Grad Nite increased by 50 students in 2009 so that 200 Seniors participated in the event. There has been student and adult increased participation in Class Councils. Friday has become "Culver Pride" Day where all students and staff members are encouraged to wear blue in support of the school.

This year, the AVPA's music department put on an assembly for the holiday season to highlight musical happenings. Based on student and staff surveys, there have been changes to the assembly schedule. Last year's February Assembly was reformatted to be a Diversity Assembly honoring the civil rights movement and acknowledging its contribution to our multi-cultural society today. The STAR Testing Assembly was expanded to be an academic motivational assembly featuring senior students accepted to four-year universities. This year AVPA departments [Film, Art, Music, Theater, and Dance] prepared the holiday assembly. Last year CCHS hosted the Every 15 Minutes program prior to Prom to address concerns about drinking and driving.

10. *Develop and implement programs to provide remediation and support for all students arriving without fundamental mathematics and literacy skills necessary for success in graduation requirements.*

The math department offered Numeracy to 10th graders in danger of not passing CAHSEE and 11th and 12th graders who still need to pass the exam. Due to budget cuts, this class now only serves 11th/12th grade students. In 2008, the Read 180 program was implemented with two sections of 20 students. Pre and Post tests are given to define the reading levels of incoming 9th graders and students are recommended to the class due to a perceived lack of grade-level literacy. CCHS offers before- and after-school tutoring in all subject areas. This year, due to budget cuts, the paid tutoring scheduling was limited to two hours a week per subject area. Lists of peer tutors are distributed through the counseling office and selected peer tutors can either receive $10/hr from the tutee or community service hours for their service. Beginning in January 2010, CCHS implemented an after-school Peer Tutoring Program with tutors specifically trained

in AVID strategies.

> 11. *Investigate ways to increase time for teacher collaboration, lesson planning, assessments, curriculum development, and professional development.*

In 2007 the bell schedule was changed to allow for department collaboration meetings bi-monthly during the school day. There is also a monthly all-staff meeting. Teachers have been required to perform peer visitations twice a semester—once in their own department and once outside their department. There is a follow-up department meeting to discuss the visitations. During the 2008-2009 professional development days prior to school starting, members of the Leadership Team held self-select workshops covering various content (i.e. AVID techniques, getting students to think critically in the classroom, the Socratic Method, etc.). This year (2009-2010) each department is responsible for presenting one of Marzano's Research-Based Best Instructional Practices at each All-Staff meeting.

> 12. *Continue utilization of disaggregated assessment data in order to develop strategies towards closing the performance gap between identified subgroup student populations on standardized achievement tests.*

The Galileo program has the potential to be extremely helpful in gaining timely information regarding assessment data. Training of teachers is still inconsistent and many rely on district leadership since the Teachers On Special Assignment (who served as trainers and liaisons) were cut. Departments continue to meet twice a month to develop common assessments, finals, and pacing guides within subject areas. The English department is most in need of developing common assessments that will provide meaningful data for teachers to utilize to improve instruction and student achievement.

> 13. *Explore and implement ways to insure parent associations mirror the student population.*

In the last year and a half, PTSA has developed an email list serve that goes out to all members to disseminate important school-related information. The Booster Club is an active entity and provides much needed support. Parents of Academy of Visual and Performing Arts students formed a non-profit organization; The AVPA Foundation raises money for the academy to fund workshops, art projects, and special classes. In the last couple of years, there has been a table during registration to recruit parents to join campus organizations. The Spring Open House was changed to an EXPO format where parents participate in classroom lessons and also have a full view of campus activities and clubs. The school website has become more user-friendly and provides information for parents and community members regarding what is occurring on a daily/weekly basis on campus.

> 14. *The district and school insure the accuracy of the database that will better lead to a development of a timely, systematic process for securing and disseminating formalized test (STAR) data to the faculty and parents in a timely manner so that effective decisions can be made to improve instruction and student achievement; thus, allowing the time for staff and parents to be proactive rather than reactive. (addresses critical areas for follow-up 14 and 15)*

See responses to Critical area #2. This is no longer a major issue. The District has standardized input procedures to insure the accuracy of our database. Parents may now receive portal access to an online Gradebook that teachers have been trained to use.

Chapter III: Self-Study Process (1–2 pages)

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

CCHS has worked hard to incorporate all staff and other stakeholders into the self-study process. School staff, students, and parents participated in an electronic survey in the spring of 2009. Focus Groups began meeting in May of 2009 to discuss the criteria and began to develop responses. In the fall of 2009, staff reviewed CST and CAHSEE data at the school and department level. Focus groups met monthly from August through January to complete the self-study report. Each focus group had student participants. Initially parents were also included in the focus group meetings but as it became evident that they felt uneasy with the educational language constantly used, a separate parent group was created.

In October 2009, the staff received a copy of Chapters 1, 2 and 3 of the self-study to review and comment. Chapter 4 was reviewed in January, as well as the Action Plan which was reviewed and finalized.

In our discussions with the various stakeholder groups, the classified representatives did not always feel included in the discussion though they were members of focus groups. Students were involved throughout the process but were not present in the Focus Group meetings with the Visiting Committee. The parents felt they had fully participated in the process. They reviewed and commented on the report and contributed greatly to the refining of the Action Plan goals.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

During the 2007-2008 school year, 30 members of the CCHS community (teachers, classified staff, students, parents, administrators) developed a new mission statement: *Culver City High School is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society.*

CCHS curricular emphasis is based on the California State Standards, while Student Outcomes (ESLR's) are the driving force in curricular development and teaching methodology. The Student Outcomes are intended to challenge students to become:

1. **Critical Thinkers**, with a knowledge core, who will identify, access, integrate and use available information in order to reason, solve complex problems and make decisions in different settings with the ability to communicate in a variety of manners.
2. **Self-Guided Achievers**, who use positive core values to create a positive self-image for themselves and their future, set priorities and achievable goals, create

options for themselves, monitor and evaluate their progress and take responsibility for their own choices and actions.

3. **Involved Citizens**, who take the initiative to contribute of their time, energies and talents to better the welfare of themselves and others and the quality of life in their diverse world with understanding and respect for all people.

4. **Collaborative Workers**, who use effective leadership and group skills to cultivate and manage interpersonal relationships within culturally and organizationally diverse settings with confidence and self-motivation.

5. **Quality Producers**, who create intellectual, artistic, practical and physical products which reflect originality, high standards and the use of technologies in a variety of career paths with a broad base of practical skills that serve many job functions.

6. **Adaptable Problem Solvers**, who anticipate, assess and resolve the problems and challenges that accompany the rapidly changing political, economic, environmental and social conditions of modern life and maintain their own physical and mental health.

After an extensive process, a 7th student outcome was added, that of Effective Communicator. An *effective communicator* speaks articulately, writes clearly, and listens attentively. ASB is in the process of rewriting the Outcomes to be more student-friendly. Leadership Team will then review them and work to find consensus on the new definitions with the school staff.

3. The gathering and analyzing of data about students and student achievement.

At the beginning of this year, CAHSEE and CST data was analyzed. API and AYP data was reviewed as it became available. The community profile was distributed to staff and parents to review but there is little evidence that this disaggregated data was extensively analyzed.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria.

CCHS has fully implemented the self-study process and staff comments that they have grown from it. It has allowed teachers to come out of isolation and learn what their colleagues are doing. It has allowed staff to create relationships and build rapport to assist communication during weekly collaboration time. The importance of using data to drive the school program is not embraced schoolwide; therefore, there is minimal impact on ESLR results and attainment of standards. In some cases the focus group criteria was not fully addressed.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

CCHS has identified three goals for their action plan. These areas are an increase in the academic achievement of EL and students with disabilities; an increase in the proficiency level in math and English; and an increase in the completion of A-G requirements. These areas directly correlate to the school's analysis of data and their identified areas of growth.

There is a system in place for monitoring the Action Plan. The school administration will share data with all stakeholders as it becomes available. The Principal's Cabinet (Assistant Principals,

counselors, Principal's secretary, and head of security) meets weekly and will take the lead in monitoring the Action Plan. Decisions made at this level will be conveyed to the Leadership Team who meets monthly. Based on the Leadership Team's discussion, department chairs will share information with department members (in their bi-monthly meetings) where the bulk of the work will take place.

Chapter IV: Quality of the School's Program

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

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

It is evident that the school's mission statement is the driving force behind its actions. During student, staff, and parent discussions, particular attention had been paid to student diversity and relationship building but there was an undercurrent of lack of communication and support from district office personnel.

During the school's Self-Study meetings it was determined that a seventh Student Outcome – *"Effective Communicator"* should be added. By adopting this outcome, the school hoped to instill appropriate and effective communication skills in students. The school has begun to adopt a schoolwide writing initiative in hopes of developing student writing skills which ties directly to this Outcome. Oral communication skills are being worked on in some class assignments and by students involved in Speech and Debate, Mock Trial, AVPA, etc.

This year the school initiated a campaign to make students more aware of the Student Outcomes. Student Outcome posters have been seen in each classroom. The campaign also includes mentioning them in the student bulletin, hanging posters around campus, and posting them on the school's website.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

CCUSD has five Board of Education members. The Board meets with the district Superintendent, Assistant Superintendents, and student representatives of the high school, continuation high school and middle school twice a month. Agendas are posted in advance so that staff or community members may choose to be present to address issues. The district created a new website and posts the Board agendas and minutes. Additionally, school board policies are now posted. Most board polices are created using CSBA's templates and adapted to specific district needs. The school board continuously re-examines policies and updates them to reflect current educational trends and the needs of students.

The Culver City School Board represents one traditional high school, one continuation high school, one middle school, five elementary schools, one independent school, one adult school, and a child development center. During staff discussions, it was clear that the school site is responsible for implementing district policies. At CCHS, decisions are made by staff and administration collaboratively, but the implementation of standards-based, data driven instruction is inconsistent. The Leadership Team meets once a month and minutes are disseminated to faculty through department chairs and bi-monthly department meetings. The full faculty meets once a month to address schoolwide issues and review instructional strategies.

The school board works with district administration to make educational decisions for the school. The district administration works with site administration to implement these educational decisions. There are monthly secondary administrative meetings at the district office where the principal and assistant principals meet with the Assistant Superintendent of Educational Services to discuss and problem-solve Board and district policies and decisions.

A3.   To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

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

The VC noted that the self-study did not include 11th and 12th grade CAHSEE data nor did it include CELDT (including AMAO1 & 2) and reclassification data. CCHS should examine all available data prior to making decisions and initiating activities. Since the EL population is an Action Plan goal area, it is even more critical that this data be analyzed.

Through classroom visits, it is evident that posters invite students to review the Student Outcomes. It is not clear if all teachers have lessons that include the ESLRs or if all core departments employ achievement data when setting department goals and objectives. Proof that student performance is continually reviewed and affects the general direction of programs was consistently not witnessed in student and staff discussions. During parent forums, it was evident that interested parents enjoy numerous opportunities to visit the school's academic paths.

CCHS reviews and updates the schoolwide action plan annually however the VC does not necessarily feel that decisions/modifications are based on data analysis.

A4.   To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The faculty and staff at CCHS have participated in a variety of professional development activities provided by administration and the district. The Visiting Committee did not feel that implementation of professional development is consistent.

All teachers have the CLAD or equivalent as mandated by district policy; the majority of teachers are NCLB highly qualified credentialed teachers. Teachers are assigned to courses that maximize their credentials. Teachers conduct peer reviews four times annually to learn from

colleagues both in and out of their departments. They then share observations to learn new strategies they can implement in their own classrooms.

The Beginning Teacher Support and Assessment (BTSA) program trains new teachers and ensures they are using cultural and relevant pedagogy, effective classroom management, and technology in the classroom. Though many staff members have been trained in the utilization of Galileo, it was not apparent that use is a part of the school culture. Due to minimal use, it is difficult to facilitate the alignment of curriculum to the needs of students. Benchmarks have been created in ELA and math courses but data analysis is inconsistent.

Professional development needs to be an essential part of the CCHS system to ensure that teachers are trained in standards based instruction to facilitate student achievement. CCHS has identified this need and incorporated it into their Action Plan. CCHS classified staff has also expressed a need for cross-training and on-site collaboration. The bell schedule at CCHS has been modified to allow time each week for teachers to meet as departments, leadership groups, and as a whole faculty. In focus group discussion, it did not appear that sharing of best practices consistently takes place. This school year, faculty has presented professional development, but most of it is not focused on gathering data. Finally, teachers are encouraged and supported in attending off-campus training and conferences. The Culver City Education Foundation and School Improvement money are used for these teacher opportunities. Some of these conferences include LACOE and AP training, and CTAP and CMC conferences.

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

As a school, annual test results are analyzed and evaluated to prioritize student needs. The School Improvement Committee has identified English Learners and Special Education Students as groups of focus for the 2009-2010 school year.

The school administration has been a part of CCUSD's professional development series, A Culture of Continuous Improvement, led by Dennis Fox for the past two years. These in-services provide a foundation for site level administrators to develop professional development opportunities for staff. At the core of the series is the use of data from state tests, benchmark assessments, and the use of Galileo (the district adopted data assessment technology program). During conversations, the staff questioned the district's commitment to training all staff in the use of assessment tools. Many staff report not having been trained in Galileo, making it difficult to measure student progress toward mastery of state standards and the ability to provide interventions.

During staff conversations it was clear that the leadership at CCHS is striving to become a professional learning community that embraces a collaborative model, research based instructional strategies, and data based approaches to planning and designing learning experiences for students. This philosophy is not fully embraced by all staff. Departments review student state test scores to determine appropriate placement, but inconsistently use data to adjust pacing guides and semester plans. Some departments have completed subject area common assessments. Some teachers meet to review exam results on a regular basis, making revisions to exams, and adjusting instruction as needed. Three years ago Galileo was introduced to CCHS in

the English and math departments to facilitate benchmark testing. 9-11th grade ELA and math teachers administer three benchmark tests throughout the year.

The school bell schedule was altered three years ago to incorporate teacher collaboration time into the school day. The new bell schedule includes a minimum day each week. Students are released at 1:03 p.m. each Wednesday at which time teachers engage in collaboration with faculty, departments, or in subject areas. This schedule allows the school to focus on interpreting data such as grades, test results, benchmarks, and student work and to apply the findings to the development of instructional strategies that will benefit all students.

For the 2009-2010 school year the faculty of CCHS is utilizing the book, <u>Classroom Instruction that Works; Research Based Strategies for Increasing Student Achievement</u>, by Marzano/Pickering. The faculty meets on a monthly basis to discuss chapters and strategies in the book. Each department has volunteered to lead a discussion at the meetings.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

The allocation of categorical and general funds is based on improving student performance. The site instructional budget is developed in a collaborative process involving administrators, staff members, and community members. Every June teachers order supplies, approved by their department chair, for the next year. The athletics department and the AVPA rely on funding from ASB, Booster Club, community donations, and student fundraising activities. The Culver City Education Foundation funds teacher grants four times a year for standards-based expenditures.

CCHS was originally built to accommodate 1200 students and three grade levels. Currently they accommodate approximately 2300 students and 4 grade levels. To accommodate this growth, CCHS has added 12 bungalows, 8 classrooms from new construction, and 9 classrooms that were the result of remodeling and deletion of shop classes from the CCHS curriculum. During the last 10 years a bond issue was passed (Measure T) that resulted in remodeling classrooms and updating facilities.

Many classrooms have a large number of students for the square footage of the room and some rooms are not well insulated from the adjoining classrooms. This results in disturbances due to noise and general commotion.

Staff positions have recently been cut due to budget issues. This has resulted in larger class sizes. Support staff has also been cut resulting in a redistribution of the work load. These cuts have resulted in some communication and clerical issues. During a parent meeting, current communication issues seem to have been resolved.

Staff reports that the physical plant has suffered due to budget cut backs. The cleanliness of the classrooms on a daily basis as well as the aesthetic décor has suffered. Cuts and unfilled jobs in the maintenance department may account for this situation. The loss of See's Candies as a partner has had an impact on the exterior of the school. However the school has added waterless

urinals and hand-dryers in the bathrooms to reduce trash. Additionally, students initiated a school-wide recycling program to help keep school grounds clean. CCHS has installed new locks on student lockers and athletic lockers were purchased and installed.

The PE and coaching staffs commented that the conditions at CCHS for both PE and Athletics are poor. Fields are shared with CCMS and along with the track, are in use on a daily basis. At times, conditions of the fields border on being unsafe. According to staff and parents, the district auditorium lacks adequate care and maintenance.

The staff at CCHS maintains a professional and mostly positive outlook. New staff members are hired from a pool of people who want to work at CCHS. The current staff attempts to meet the needs of most students, but commented they are hindered by increased class size due to recent budget cuts.

A long range plan has been implemented through the Galileo project that includes assessment of the educational process and student accomplishment. Due to recent budget cuts the school has lost its Galileo Teacher-On-Special Assignment who implemented the project at the site. Therefore, staff has concerns about its continued successful implementation.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- A dedicated administrative team that has the students' best interest at heart.
- A committed certificated and classified staff.
- A school leadership team well versed in the latest researched based education methods.
- The tools for harvesting data and producing assessments are in place.
- The creation of teacher collaboration time.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- Practice implementation of the Effective Communicators Student Outcome schoolwide.
- Re-train and provide ongoing and consistent training for staff members to use the Galileo data system.
- Use standards based lessons and common assessments in all core courses.
- Focus on professional development to improve student achievement.
- Lack of communication and support from district administration.
- Decline in the care and maintenance of the school building, fields, and auditorium.
- A common belief among stakeholders that student success is largely due to a student's individual determination. Steps need to be taken to promote a culture where all students are supported to succeed.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report, classroom observations, focus and home group discussions, student achievement data, and site interviews.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results (student outcomes)?

Are the expected schoolwide learning results accomplished through standards-based learning (i.e. what is taught and how it is taught)?

CCHS course content is comprehensive in nature and aligned to state standards. Data shows that students perform well and demonstrate ongoing improvement on standards-based testing. In grades 9-11, ELA and math benchmark assessments have been created through Galileo. Some teachers are using benchmark data to drive their instruction. During the focus group discussions, it was communicated that all teachers have not been trained in using Galileo.

CCHS offers a variety of classes to demonstrate an ongoing commitment to academic excellence and meeting the needs of all students (Regional Occupation Program classes, Academy of Visual and Performing Arts classes, Advanced Placement/Honor's classes, Specially Designed Academic Instruction in English classes, General Education, Special Education, AVID, West Los Angeles College courses, Tutoring programs, etc.).
In addition, CCHS has developed a cross-curricular writing program. All English classes use a 6-point rubric to evaluate student writing and develop portfolios that travel with them from grade to grade.

The Student Outcomes (ESLR's) are posted in every classroom, hallways, in the student bulletin, and on the school's website. During classroom visitations, the VC determined that more training is needed to reinforce Student Outcomes within daily lessons. In-depth teaching of standards-based instruction is not consistent schoolwide. There is limited classroom evidence of a rigorous standards based curriculum or how what is being taught is related to standards based assessments. Moreover, teachers expressed inconsistencies in the development and usage of pacing guides and common assessments.

B2: To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to career goals?

CCHS offers all students a 4-year comprehensive academic program, with support and academic interventions to build student success toward appropriate post-secondary options. They have a College and Career Center that is staffed by a certificated College/Career Counselor and Guidance Technicians. In the spring, the incoming freshmen are given a "suggested" four year

plan worksheet: one for trade technical and community college and the other is for CSU/UC system or private colleges and universities. The College/Career Counselor meets with sophomores and juniors to continue monitoring their 4-year plan. Seniors are required to make an appointment if they need assistance. Furthermore, the College and Career Center provides students with an abundance of additional services to help them prepare for postgraduate options.

To communicate academic, career, and scheduling information to students and parents, CCHS hosts informational services/meetings. CCHS has Back to School Night, Open House, 9th-11th grade parent nights, SAT/ACT preparation workshop, ELAC meetings, etc. Moreover, CCHS offers support and intervention classes to assist students with academic, social, emotional, or health challenges. They offer before and after school tutoring in core subjects and languages, formal and informal peer tutoring, and social-emotional counseling through the Health Center, School Psychologist, and Nursing office.

During the VC focus group discussion it was identified that if a student needs additional academic support or resources, it is generally student initiated. Additionally, some classes are limited based on class prerequisite, teacher recommendation, placement test results, availability and educational pathway of the specific student. Additional academic support services and resources are needed for Special Education and EL populations to ensure growth in these sub-groups.

B3: To what extent will students be able to meet all the requirements of graduation upon completion of the high school program?

CCHS implements academic support programs to help students meet the graduation requirements beginning with incoming freshmen. The Link Crew provides guidance for freshmen transitioning from middle school. The school has embedded study skills support classes for all students within the master schedule.

Each student has a 4-year plan. Meetings with parents and students are held to keep them advised of student progress. Remedial classes are offered to students in danger of failing. Counselors and teachers keep a watchful eye over seniors, and offer a flexible course schedule to ensure that graduation requirements are met and offer alternative class options when failing.

During every reporting period, counselors meet with students on the "D" or "F" list to offer guidance, support and options to help them become more academically successful. A variety of courses that meet graduation requirements are offered through college courses. Numeracy classes are offered to 11th and 12th graders needing to pass the math section of CAHSEE. The Read 180 program is offered to students to help pass the ELA section of CAHSEE. CCHS graduation requirements, guidelines and expectations are clearly defined in the Course Description Manual.

In a 2009 senior survey of 497 students, 97% of CCHS students continued their education after high school. 40% of them attend four-year universities and 57% attend two-year school or vocational trade schools.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- CCHS English and math classes implement benchmark assessments via the Galileo program.
- Departments collaborate twice a month to increase articulation of course content and improve common instructional practices.
- The 4-year plan guides students to meeting graduation requirements and post-secondary options.
- CCHS offers a variety of courses in all content areas to meet the needs of their diverse student population.
- Academic interventions are available before, during, and after school.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Consistently develop and use common assessments.
- Re-train teachers on the use of Galileo to disaggregate and analyze data.
- Create and teach to a standards based pacing guide in all core areas.
- Consistently incorporate a deeper level of rigor across all content areas.
- Increase the opportunity for all students to meet A-G requirements.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report, classroom observations, focus and home group discussions, student achievement data, and site interviews.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Culver City offers a variety of academic and extracurricular programs that support the goals and interests of the diverse student body. There are a myriad of courses offered to allow students to reach academic standards and personal development of the ESLR's.

Academic Support is offered to help students succeed at CCHS. Staff is developing student placement guidelines using multiple sources (including CST scores) to allow students to be in classes for which they are prepared. The math department requires all incoming freshman and students new to the district to take UCLA's MDTP before they are placed in a math class. Students must demonstrate "readiness" before they can enroll in a course.

CCHS addresses reading issues by testing all incoming 8th graders using Scholastic's SRI to obtain a Lexile reading score and identify students for the Read 180 program. Co-Lab classes in History/English/Biology/Earth Science (taught by both a general ed and special education teacher) provide increased "mainstream" opportunities for Special Ed Students in collaborative settings, as well as tutoring for various subjects before and after school. After school tutoring is

voluntary for students in most subject areas.

SDAIE strategies were observed in some core classrooms to help English language learners. Students are placed in smaller settings to provide differentiation. During the VC focus group meeting it was shared that English teachers attended a training that provided them with English Learner writing strategies. Specific SDAIE strategies such as scaffolding, use of sentence frames, wait time, and use of structured academic talk were not consistently evident in the English Learner classrooms.

In the student meeting, students shared how they support freshman through the Link Crew. Link Crew is a diverse group of students who are chosen to help support incoming freshman by offering advice and activities to promote academic and social success. Activities include Cocoa and Cram during midterms and finals

Culver City students complete assignments that reflect a varied work experience. The work is standards-based and reflects the school's ESLR's. During teacher interviews and focus group meetings teachers shared that they feel they are challenging students academically. Teachers cite "professional experience" as their gauge for rigor. Some departments are developing pacing guides and midterm and final tests. During collaboration time there are isolated conversations about data analysis. During a Leadership team meeting, the administration stated that there is a need for further training in data analysis. This will lead to systematically creating and using pacing guides, common mid-terms and finals, and benchmark assessments. The VC observed that standards based lessons vary between classrooms in a subject.

Culver City provides programs that encourage, support and prepare students to apply to and attend college. There are three sections of AVID (9th, 9/10 and AVID ACR). This year the first AVID class will be graduating. Outstanding AVID students are featured in a showcase at the District Office.

Students are offered PSAT/SAT, PATH/ACT prep classes. The College Career Center is a hub of activity all year long. Last year the Community Scholarship Committee gave over $130,000.00 to over 100 students, with amounts ranging from $300 to $40,000.

AVPA articulates with, and holds WLAC classes on campus for college credit. For the 2009-10 school year, AVPA college courses have included 25 classes in Visual Art, Music, Dance, Film, and Theatre. A class in Human Development offered through the CCHS Counseling office has also been included in the college courses offered on campus. Advanced courses of study at universities/VAPA colleges, specialized programs, and scholarships have continually been awarded to CCHS AVPA students to prepare students for higher education.

CCHS offers courses geared towards its diverse student population and interests. In many programs, speakers from the respective industries come and work with the students.
18 AP courses are offered. Honors courses are offered in all core subject areas as well as specialty languages: Multi-cultural Literature, Spanish for Native Speakers, Japanese and Spanish Immersion.

ROP classes are offered for specific interest areas: the ROP ACME animation class uses video conferencing and industry mentors. Sports Therapy, Hospitality, Fashion Merchandising, CNA, and Home Health Aid programs have unpaid internship opportunities to work in the community. WorkAbility provides job coaches for Special Ed Students.

The Academy of Visual and Performing Arts offers school to work prospects as well as concurrent college credit and opportunities to work with and be mentored by industry professionals. Outcomes produce events such as the Frost Film Festival, Java Gala (interdisciplinary) and Sony Studios screens student films. Through the AVPA, paid internship programs have provided art students opportunities through The Los Angeles County Museum of Art and The Museum of Contemporary Art.

Culver City offers a number of extracurricular activities that give students additional options to explore their interests. Students participate in a Job Shadow Day (through the College Career Center), Conflict Resolution Club, *Sojourn to the Past* travels to historic sites of the civil rights movement, F.I.R.S.T. Robotics team, Math/MESA club (sponsored by USC MESA), Penstrokes Literary magazine, Mock Trial, and Speech and Debate teams that compete on a State level. Academy of Visual and Performing Arts' students compete on the local, regional, state, and national level.

CCHS students demonstrate the Expected Student Learning Results. ESLRS are posted in and outside the classroom and opportunities are provided for students to be involved citizens, self guided achievers, quality producers, critical thinkers, collaborative workers, adaptable problem solvers, and effective communicators.

C2.   To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers use a range of technology and industry experience to supplement learning and enhance comprehension of subject matter. CCHS is exploring additional ways to use technology and planning time to address student learning and motivation. Some teachers use advanced technology in core as well as elective classes to present lessons. 49 of the 84 classrooms are equipped with LCD projectors, 15 have laptop computers that can be taken home, 11 have doc cameras and three have Smart Boards. All classrooms are minimally equipped with a computer, printer, DVD/VCR player, Internet access, and Microsoft Office. The Tech center has technology for check out which includes document cameras on carts, projectors, video/digital cameras, laptops, and iMacs for digital video edition with iMovie.

The Read 180 program uses 8 PCs daily and the Scholastic Reading Inventory test is given to all students using the school server.

Many classes utilize field trips to enhance instruction and understanding. Popular trips include the major cultural centers of Los Angeles as well as trips to the state and nation's capitols. Students have participated in the *Sojourn to the Past* trip and AVPA students participate in yearly Film, Drama, and Music festivals. The English department has planned field trips to give

students a better and deeper understanding of themes presented in English classes. The Visual Arts department and AVPA Art Program utilize field trips as an integral part of the curriculum for specialized programming through major museums, galleries, and various institutions and businesses for in-depth instruction and professional exhibitions.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Use of technology is evident in some classes and in the tech center.
- Benchmark tests are given in math and English classes in grades 9-11.
- Broad offering of curricular and extracurricular programs to meet individual student needs and interests.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Increase use of SDAIE techniques for academic support of English Learners.
- Assess all students with common benchmarks based on state content standards in order to increase student achievement.
- Increase student proficiency in all subjects, particularly English and math, by utilizing standards based lessons that incorporate a variety of instructional strategies.
- Increase student understanding of what expectations are in and outside of the classroom to achieve ESLRs and standards.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report, classroom observations, focus and home group discussions, student achievement data, and site interviews.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

CDE provided performance data is used to monitor student achievement. API, CST, CAHSEE, AP, and SAT results are reviewed and disseminated. Parents receive information through report cards, school publications, parent meetings, and high stake test results, as well as access through the CCHS parent portal.

Evidence is lacking that CST and benchmark data is disaggregated and utilized in driving instruction. After meeting with focus groups, it has been acknowledged there is no systematic approach for intervention based on assessment/benchmark results. Schoolwide use of formative assessments and department interventions occur but disaggregated data has not been used consistently. Teachers and staff acknowledge an intervention piece needs to be developed and consider a common practice of data analysis/intervention to be their next steps in moving forward towards sustainable growth. Anecdotal feedback is common in driving instruction.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

Many teachers use a wide variety of assessment tools and strategies to evaluate student learning. These include common assessments, standardized tests, writing assessments, technology based assignments, project based assignments, rubric based activities, portfolios, AVID strategies (Socratic seminars), informal assessments, performances, oral presentations, and role playing scenarios or reenactments.

Multiple intelligences are supported by a multitude of evaluation strategies; however, students shared that not all students benefit from these practices. Student evaluation varies from teacher to teacher, even within departments or subjects. Students and teachers alike acknowledge that assessment results are not always shared or available unless students take the initiative to review their results with their teacher. Students can identify which teachers and classes are challenging and engaging as well as those that are not.

Focus group interviews reveal that updated pacing guides for every subject do not exist. Both students and teachers stated that time to review and reteach critical standards does not exist due to the amount of content that must be taught prior to the CST testing window.

D3. To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Every 5 weeks a grade report is generated to demonstrate student achievement. Benchmark assessments and grade books are also available online. Galileo benchmark results are sometimes used to remediate areas where students are not meeting the standards. Some teachers use common assessment data to monitor student achievement and collaborate to review results. AVID strategies and writing rubrics are implemented in some classes.

Although students have access to assessment data, the VC feels that not all students have an understanding of content standards or assessment results. Students interviewed express the desire to excel, but are struggling with the capacity to utilize their personal data to enhance their own education. The pervasive sentiment of students and parents is that student success is largely the result of individual determination. Practices in place, as stated by faculty members, confirm this belief.

The *Galileo* data system has been implemented; however, some teachers have been trained and utilization has been retarded by the removal of two teachers on assignment to work and train peers on the program. Only 5 out of 20 teachers in one focus group acknowledged they are trained in the use of Galileo, and only two scanners/printers exist to utilize the program.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

The self reported need for school wide data analysis, evaluation of student assessment, and intervention has emerged as next steps for CCHS. Common pacing guides and benchmark assessments to monitor student achievement are expected to create changes in practice and delivery of the curriculum. The creation of collaboration time, modifications to the master

schedule by the creation of support classes, and placement of students in support classes through analyzing student results on entrance level assessments have created the foundation for change to improve student performance. Extended learning opportunities (Link Crew and after school tutorials) are provided to assist students identified as at risk. Expected School Wide Learning Results for CCHS are supported through these steps.

Students have identified additional resources and support exists through personal relationships with teachers, extra curricular programs, guidance counselors, career counselor, administrative staff and classified staff. Feedback from students reveals the effectiveness of the guidance department varies from counselor to counselor. Based on ASCA (American School Counselors Association) standards, a clear comprehensive guidance program that provides support for students' academic, career, and personal-social development is not uniformly followed.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.
- Assessment of students in math for appropriate placement.
- Creation of support classes for at risk students.
- Galileo data program to create benchmark exams and analyze data.
- Use of CDE data to look at achievement annually.
- Multiple forms of student assessment to support multiple intelligences.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.
- Implement a strategic plan to ensure schoolwide data analysis and use of benchmark exams.
- Re-train teachers in the use of the *Galileo* program.
- Provide timely feedback to students from assessments and evaluations to support learning and intervention.
- Consistently utilize common pacing guides and teaching practices that engage all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report, classroom observations, focus and home group discussions, student achievement data, and site interviews.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CCHS benefits from strong parental and community involvement. It draws substantial financial support from the community through organizations such as the Culver City Educational Foundation, CCHS Booster Club, The Academy of Visual and Performing Arts, and the PTSA. A recent parcel tax was passed to further support the school and

district financially.   Additionally, CCHS has numerous community and corporate partnerships that play important roles in providing support and funding to CCHS programs and activities.

Multiple levels of communication are in place to inform parents and the community about policies and events taking place in the school, including school and district websites, automated phone messages, Principal newsletters, a school newspaper, online parent portals, Open House/Back to School Night events, PTSA emails, and easily accessible phone and email contact with faculty. Parents receive eight progress reports per year and have increasing access to their student's grades and assignments through online parent portals. There is a need for additional parent outreach for those students academically and personally at risk.

The school's Associated Student Body enables over 50 student-run clubs and organizations that are actively involved in the community and, in turn, draw support for the school. There is also a 60-hour service-learning requirement for graduation, and relationships in the community are built and strengthened in the process.

English Learners are one of the subgroups with the greatest need at Culver City High School. There is one counselor identified to directly serve the EL population. She places students in appropriate ELD and SDAIE classes and monitors their progress via monthly meetings with ELD and SDAIE teachers, meetings with students who are not progressing adequately, and preparing students' reclassification documents. She is in frequent contact with parents and suggests interventions as necessary. The English Learner Advisory Committee meets monthly to discuss student progress, successful strategies, and classroom needs.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

CCHS maintains a clean and orderly environment, with a notable exception of after lunch when trash is strewn about the campus. The campus is immaculate at the beginning of each day, and the custodian works hard to clean the grounds after break and lunch. Facilities are kept operable and suitable for student learning. Discipline policies are clearly defined through student handbooks and at school culture forums, and school security personnel and faculty maintain these policies. The City dedicates two police officers to CCHS as School Resource Officers, and there are numerous cameras installed throughout campus for security.   School employees are well prepared and have practiced for emergencies.

CCHS nurtures learning through many organizations, programs, and student led clubs. A sense of community and trust is fostered as many teachers are actively involved in extracurricular activities. The school is currently participating in an anti-bullying

campaign developed through a district committee consisting of stakeholders from all sites.

There is a stated need to work on a school-wide approach to reducing litter on campus as well as to explore strategies for reducing congestion in the halls. Although these contribute to the climate of the school, they do not directly relate to student learning.

Trust and professionalism are exhibited between all stakeholders. Teachers and counselors are thankful for the support they receive from site administration. They also note that administrators listen to students' concerns; however students feel the administration is "totalitarian" and does not see shades of gray between black and white. Conversely, students felt very supported by most teachers and counselors.

This Focus Group sees a progression in high expectations and a continual focus on school improvement. The district has been considering requiring A-G requirements to serve as graduation requirements, and progressively more electives are one-year, UC approved courses. The expectations of students in Special Education are high as cited by the fact that they use the same textbooks as their General Education counterparts, and they are in a Collaborative class structure that is supported by the master schedule and both general education and special education teachers.

According to the School Culture and Support focus group, the recent impetus for school improvement began with the development of the Mission statement and corresponding Student Outcomes and Strategic Plan. Staff reports the addition of collaborative time each week has been the most significant improvement in school culture and achievement in recent years.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Academic support is available through a variety of means. Students are placed in classes based on previous grades and, in the case of math classes, placement exams. There are 18 Advanced Placement courses, eight Honors courses, 83 UC approved courses, four intervention courses, and the opportunity to take community college courses, which collectively meet the needs of all students.

Counselors identify and hold meetings with D/F students after every grading period. Student Success Team meetings can be called by parents, counselors, or teachers to identify learning blocks and address student problems. Tutoring opportunities seem to be adequate as CCHS offers two hours a week of free tutoring by teachers per core subject area, and peer tutors can work for either $10 per hour or to accumulate community service hours. Doctoral candidates from UCLA assist in some Physics, Biology, Chemistry, and Earth Science classes.

The College and Career Center counselor meets with students to develop and monitor four-year plans as well as provide SAT workshops, mock SAT's, college application workshops, an annual College Fair, and other college supports. The College and Career Center is also staffed by an ROP coordinator, counselor, and guidance tech.

There are multiple means to help students socially, academically, emotionally, and physically. CCHS is a student-centered environment but many times, in order to develop student responsibility, the onus is placed on students. To their credit, students are learning to be self-aware and take the responsibility of seeking support.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

There are numerous personal support services, activities, and opportunities available for students to access at the school and, to a lesser extent, within the community. These include:

- Health Center: personal and emotional counseling and some medical services are available
- Clare Foundation: drug and alcohol counseling available on campus twice monthly
- ROP on campus during the school day and after school
- Counseling services include grievance, drug, one-to-one, group, and peer mediation settings to meet students' needs
- Entourage: new students are connected with others during lunch
- Link Crew: upperclassmen lead freshmen orientation activities and mentoring for all 9th graders
- School newspaper: *The Centaurian* keeps students updated on campus activities
- Over 50 student clubs, with more being added as students desire
- The AVPA involves over 10% of the student population in a rigorous program of music, film, visual art, dance, and/or theater. Working in collaboration with the local artistic community, students have the opportunity to earn credit.
- Every 15 Minutes Anti-Drinking and Driving Program: junior and senior classes are challenged to think about drinking and personal responsibility
- 23 Athletic programs (53 teams) on campus
- WorkAbility Program (WAI): provides comprehensive pre-employment skills training, employment placement, and follow-up services so Special Education students can complete their secondary education while also obtaining marketable job skills.
- Best Buddies: create one-to-one relationships between students with intellectual disabilities and their normally developing peers.
- Multiple tutoring opportunities are available throughout the day

In the self-study, writers included the "No-Go List" and SARB process as evidence

of support and intervention for students who are not attending class/school on a regular basis. One proactive incentive entitled "20 for 20" is for students who turn around their attendance problems. If they attend 20 sequential days without tardies they get a reduction of 20 detentions.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- CCHS is generally a safe and orderly campus.

- The school offers numerous outlets for students to connect to the school.

- There are extended learning opportunities for students.

- Teachers are involved in the numerous student organizations and programs, which provide support and belonging for students.

- Parent, community, and corporate support is evident through donations of time and financial resources.

- CCHS uses various forms of media to disseminate information.

- Faculty in the Counseling office and College and Career Center work to ensure students are able to meet their post-secondary goals.

- Link Crew provides support to incoming freshmen.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- Increase communication with parents of at-risk students.

- Develop and implement a well-defined action plan to improve EL, Special Education, and at-risk student literacy and numeracy skills so students achieve proficiency in core areas.

- The number of support classes does not mirror the number of students requiring support according to CST results. Additional support classes and interventions may be necessary.

- Continue to make uniform and user-friendly grade, assignment, and attendance reporting to simplify and improve communication with families.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report, classroom observations, focus and home group discussions, student achievement data, and site interviews.

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

General Comments:

CCHS has created a school culture where students feel welcome and secure. The campus is generally safe and clean. Systems are in place to support students academically, as well as socially and emotionally. The next step in improving student achievement is to consistently implement standards-based pacing guides in all core courses, utilize a variety of research-based instructional strategies, establish common/benchmark assessments, and analyze a variety of disaggregated student performance data. Professional development is needed to ensure these steps are successful.

Schoolwide Areas of Strength (list numerically)
1. The school is to be commended for its dedicated parents, student body, classified and certificated staff that promotes a safe and positive school culture and community.
2. The principal and supporting administration are to be commended for creating a collaborative school culture.
3. A broad offering of curricular and extra curricular programs meet individual student needs and interests.
4. The creation of weekly collaboration time has been valuable in increasing articulation of course content and improving instructional practices.
5. CCHS has purchased the Galileo Data System to assist with the creation of benchmark exams and analyze data.

Schoolwide Critical Areas for Follow-Up (list numerically)
1. Develop and teach to standards based pacing guides consistently in all core areas.
2. Analyze benchmark and common assessment data to drive instructional decisions.
3. Implement a rigorous curriculum utilizing a variety of research based instructional strategies.
4. Establish and monitor a schoolwide professional development program that focuses on data analysis and teaching methodologies.
5. Provide timely feedback of assessment and evaluation data to students to support learning and intervention.

Chapter V: Ongoing School Improvement (1–2 pages)

CCHS has developed three action plan goals designed to directly impact student achievement. The first goal is to improve the proficiency level of EL students and students with disabilities in order to meet their AYP/API targets. The second is to improve the overall student proficiency level in math and English, and the third goal is to increase the percentage of students meeting A-G requirements. These three goals are fully aligned with the school's identified areas for growth in Chapter II of their self-study.

In reviewing the action plan, the Visiting Committee believes the plan, as it currently exists, may not garner the expected results. There is a need for professional development in data analysis and disaggregation, and research-based instructional strategies. The action plan needs to build in a monitoring plan to ensure that data analysis occurs regularly and that new strategies are implemented into the classroom. In addition, ongoing monitoring of student achievement throughout the year should take place through the analysis of grades and common/benchmark assessment results. Interventions and/or reteaching may need to be implemented to address

identified weaknesses based on the data. Intervention programs need to be systemic and required for those needing help. Correct placement of students appears to be a major school concern, but criteria for placement is unclear.

The Visiting Committee believes there are sufficient school personnel and fiscal resources to implement the action plan. Professional development support from the district office will assist in plan implementation. We believe that the school leadership and staff, as well as the district leaders, are committed to the action plan and will implement it.

CCHS has a system of leadership in place that will facilitate the implementation of the Action Plan. The school's Leadership Team is committed to a process of improvement though a follow-up process should be specifically defined. At the present time, the VC does not identify any factors that will impede the school's ability to move forward with the Action Plan and positively affect student achievement.