

The Single Plan for Student Achievement

Culver City High School

School Name

19-64444-1932201

CDS Code

Date of this revision: 10-05-2011

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Culver City Unified School District

School District

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The District Governing Board approved this revision of the School Plan on .

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

II. School Vision and Mission

Culver City High School (CCHS) is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become lifelong learners and contributing members of our global society.

We believe that:

- each person deserves to be safe
- everyone deserves to be treated with respect
- honoring diversity makes us stronger
- peace is worth pursuing
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits
- everyone has a right to a belief system
- aesthetics is essential to life
- we are responsible for ourselves and accountable to each other
- individuals have the right to express their views, opinions, and thoughts
- that family and belonging are integral to our lives
- everyone has the right to preserve his/her dignity
- each person has the capacity for goodness

CULVER CITY HIGH SCHOOL BELIEFS

...”Learn to achieve. Achieve to learn. Tomorrow starts today....”

Culver City High School believes:

1. that each member of our school community plays an integral part in making student success a certainty.
2. that all students are provided the necessary resources and opportunities to become successful Collaborative Workers, Adaptable Problem Solvers, Critical Thinkers, Involved Citizens, Quality Producers, Self-Guided Achievers, and Effective Communicators.
3. that all students are immersed in vigorous, standards-based curricula that promote higher level thinking skills.
4. that all students are capable of learning and as such, we educate the whole person, providing students the necessary support to achieve their fullest potential.
5. that we value diversity and promote tolerance, and espouse understanding and compassion.
6. that the aesthetic value of our campus is an important part of student achievement.

III. School Profile

SCHOOL DESCRIPTION

Culver City High School is a four year comprehensive high school serving approximately 2,200 students in grades 9 through 12. Culver City High School is accredited by the Western Association of Schools and Colleges for a six-year term through Spring, 2016.

SCHOOL COMMUNITY

Culver City High School serves a diverse student body in Culver City and students by permit from surrounding communities. These communities range from low to mid to high income areas of Culver City, Inglewood, and metropolitan Los Angeles.

FACULTY

There are about 100 certificated staff members including six guidance counselors and four administrators. The teacher to student ratio is 29:1.

CURRICULUM

Graduation Requirements: Culver City High School students are required to complete 220 credits with 5 credits earned for each semester course completed.

Students in graduating classes 2012-2013

English

8 semesters - 40 credits

Mathematics (must include Algebra 1 or higher)

4 semesters - 20 credits

Science (must include a lab science)

4 semesters - 20 credits

Social Studies

7 semesters - 35 credits

P.E.

4 semesters - 20 credits

Arts or Foreign Language

2 semesters - 10 credits

Health

1 semester - 5 credits

Electives

14 semesters - 70 credits

Students in graduating classes 2014 and beyond

English

8 semesters - 40 credits

Mathematics (must include Algebra 1 or higher)

4 semesters - 20 credits

Science (must include a lab science)

4 semesters - 20 credits

Social Studies

7 semesters - 35 credits

P.E.

4 semesters - 20 credits

Arts

2 semesters - 10 credits

Foreign Language

2 semesters - 10 credits

Health

1 semester - 5 credits

Electives

12 semesters - 60 credits

The school is on a traditional semester schedule. There are 6 periods with an optional 0 period. Students in grades 9 through 11 are required to take 6 classes. Seniors may take 5 classes. All classes meet for 55 minutes daily, with the exception of Wednesdays when students adhered to a modified schedule; all classes meet for 40 minutes.

All students must complete 60 hours of community service to graduate. Students must also pass the California High School Exit Exam.

ADVANCED PLACEMENT EXAMS

In May of 2012, 497 students took 917 Advanced Placement exams in 18 subjects. 66% of the tests were scored at 3 or above.

ADVANCED PLACEMENT COURSES

Culver City High School offers 13 Advanced Placement courses in the following subjects:

ENGLISH

English Literature
English Lang. &Comp

MATHEMATICS

Calculus AB
Statistics

SCIENCE

Biology
Chemistry
Physics

SOCIAL SCIENCE

European History
U.S. History
U.S. Government
Macro-Economics

FOREIGN LANGUAGE

Spanish Language
Spanish Literature
Japanese Language

ART

Studio Art: Drawing
Studio Art: 2D

HONORS AND ACCELERATED COURSES

Culver City High School offers advanced-level Honors courses in English (9th and 10th grade), Social Studies (Global Issues), Science (Biology, Chemistry, Physics), and Math (Geometry, Algebra 2, Trigonometry). We also offer Finite Math and Trigonometry as non-Honors advanced math options.

COLLEGE AND CAREER CENTER

We offer a four-year sequential program for all students staffed by a college and career counselor. A comprehensive career exploration program, the Regional Occupations Program, is available to all students and is staffed by a full time counselor.

SPECIAL PROGRAMS

We offer Advancement Via Individual Determination (AVID), English Language Development classes, Peer Tutoring, Link Crew (peer support program for 9th grade students), and Read 180.

GRADING AND GRADE DISTRIBUTION

Culver City High School has a traditional A to F grading system. GPAs are calculated on a weighted 4 point system based on all CCHS courses reported on the transcript. Class rank is computed based on the weighted GPA.

Pride

- Culver City High School's Academic Performance Index (API) score is 812.
- Students earn recognition for outstanding achievement in national testing programs such as the National Merit Scholarship and Advanced Placement exams.
- Renowned performing and visual arts program including band, art, photography, film, and theatre.
- Comprehensive athletic program.
- Over 50 organizations and clubs on campus.

COLLEGE ACCEPTANCE

Culver City High School graduates are admitted to colleges and universities across the country. Here is a partial list of four-year colleges and universities attended by our most recent graduates:

- ARIZONA STATE UNIVERSITY

- BRANDEIS UNIVERSITY
- CALIFORNIA STATE UNIVERSITIES -
- CSU POLYTECHNIC
- CSU DOMINGUEZ HILLS
- CSU EAST BAY
- CSU FULLERTON
- CSU LONG BEACH
- CSU LOS ANGELES
- CSU MONTEREY BAY
- CSU NORTHRIDGE
- DUKE UNIVERSITY
- EDISON COLLEGE
- GRAMBLING STATE UNIVERSITY
- HAMPTON UNIVERSITY
- HOWARD UNIVERSITY
- HUMBOLDT STATE UNIVERSITY
- INDIANA UNIVERSITY BLOOMINGTON
- ITT TECHNICAL INSTITUTE
- JOHNS HOPKINS UNIVERSITY
- LANGSTON UNIVERSITY
- LOYOLA MARYMOUNT UNIVERSITY
- MOUNT ST MARY'S COLLEGE
- NORTHERN MICHIGAN UNIVERSITY
- NOTRE DAME DE NAMUR UNIV
- OAKLAND UNIVERSITY
- OCCIDENTAL COLLEGE
- OREGON STATE UNIVERSITY
- OTIS COLLEGE, ART AND DESIGN
- PENNSYLVANIA STATE UNIVERSITY
- PEPPERDINE UNIVERSITY
- SAN FRANCISCO ART INSTITUTE
- SAN FRANCISCO STATE UNIVERSITY
- SAN JOSE STATE UNIVERSITY
- SAVANNAH COLLEGE, ART & DESIGN
- SAVANNAH STATE UNIVERSITY
- SMITH COLLEGE
- SOKA UNIVERSITY OF AMERICA
- SONOMA STATE UNIVERSITY
- SPELMAN COLLEGE
- ST JOHNS UNIVERSITY
- STANFORD
- THE EVERGREEN STATE COLLEGE
- UNIVERSITY OF ARIZONA
- UNIVERSITY OF CALIFORNIA -
- UC MERCED
- UC RIVERSIDE
- UC IRVINE
- UC LOS ANGELES
- UC SAN DIEGO
- UC SANTA BARBARA
- UC SANTA CRUZ
- UNIVERSITY OF MISSOURI-COLUMBIA
- UNIVERSITY OF NEVADA LAS VEGAS
- UNIVERSITY OF NEVADA-RENO
- UNIVERSITY OF OREGON
- UNIVERSITY OF SOUTHERN CALIFORNIA
- VIRGINIA STATE UNIVERSITY
- WASHINGTON STATE UNIVERSITY
- WHITWORTH UNIVERSITY
- XAVIER UNIVERSITY OF LOUISIANA
- YALE UNIVERSITY

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

CCHS has an Academic Performance Index (API) score of 821. The scores have steadily increased over the past few years. The score has improved 89 points since 2006. Last the score increased ten points.

Only one student sub-group did not meet their API growth target for 2012. The API score associate with our studetns with diabilities increased by seven points, but fell short of the target of 11 points of growth.

English Language Arts - Annual Yearly Progress

In the area of English Language Arts, the Annual Yearly Progress (AYP) goals were met by our Asian, White, and Hispanic/Latino (SH) sub-groups. African-American, Socio-Economically Disadvantaged, and English Learner sub-groups fell short of the AYP target of 77.8%. Schoolwide, the percentage of students at CCHS scoring proficient or advanced increased to 74.5% in 2012, a 1.5% increase . The Afric-American subgroup demonstrated a proficiency rate of 70%. Socio-Economically Disadvantaged students demonstrated proficiency at a rate of 66.8%. English Learners were 34.8% proficient.

Mathematics - Annual Yearly Progress

In the area of Math, the Annual Yearly Progress (AYP) goal was 77.4%. The target was met by the following student sub-groups: African-American (SH), Asian, Hispanic-Latino (SH), White, and English Learners (SH). Our Socio-Economically Disadvantaged student sub-group did not demonstrate adequate growth. The sub-group demonstrated proficiency at 62.6%.

For these reasons, the school has identified African-American, Socio-Economically Disadvantaged, English Learner, and Students with Disabilities subgroups as areas of focus for providing academic support.

B. Surveys

CCHS uses information gathered from the school community to guide the decision making process. Two surveys that are conducted are the California Healthy Kids Survey distributed to all 9th and 11th graders and the School Climate survey administered to students, parents, and staff. Both survey instruments indicate areas of strength and areas of need. As a result of the information shared through surveys, the school implemented the AVID program to meet the needs of students performing in the middle percentiles who need additional support to access college opportunities. The Link Crew 9th grade transition program was also initiated as a result of feedback provided through surveys. The Anti-Bullying Initiative is highly informed by surveys, as well. Currently, the school administration is using the feedback from staff surveys to inform the professional development process.

2009-2010 was a WASC accreditation year for CCHS. The school community came together to produce a self-study in advance of the review of our program by the Western Association of Schools and Colleges (WASC). Focus groups consisting of students, staff, parents, and community members were developed and met weekly to discuss the needs and strengths of CCHS . From these meetings, a self study was developed and an action plan established that will drive the school program in coming years. This process has also informed the Single Plan for Student Achievement. Ultimately, WASC accredited our school for a six year period.

C. Classroom Observations

Teachers are expected to develop units and lessons aligned with the curricular standards for their subject areas. Teachers can be observed providing standards based instruction during all lessons. This is evidenced by documented classroom observations, recorded lesson and unit plans, and student work. Teachers can be observed in any classroom providing lessons that are designed to foster student learning by including anticipatory sets and review, teacher input and instruction, guided group and individual practice, collaboration, checking for understanding, closure, and independent practice.

All teachers design lessons and are evaluated based on the California Standards for the Teaching Profession. Teachers are expected to establish classroom environments that foster student engagement in curriculum. Teachers organize material to support learning for all students. The needs of all students are considered in lesson plans. Teachers continually assess student learning and adjust instruction to meet the needs of all students. Ultimately, our teachers are continually refining their practice and contribute to a culture of continuous improvement.

In addition to the curricular standards taught in every classroom, instruction is also guided by the CCHS commitment to develop well rounded students as outlined in our student outcomes; every student will be a critical thinker, self-guided achiever, involved citizen, collaborative worker, adaptable problem solver, and quality producer. Student work reflects these standards and can be observed in all classrooms.

Classrooms are observed by the administrative staff including the principal and three assistant principals. Teachers are also expected to observe the class of peer teachers twice during a semester. Teachers debrief in their department meetings. It is evident from classroom observations that CCHS has a dedicated staff. Teachers provide dynamic lessons that expose the students to rigor and the curricular standards. In conjunction with assessment data, classroom observations have assisted the administration in determining areas of focus for the school, including differentiated instruction, increasing writing in all curricular areas, and utilizing assessment data to plan instruction and intervention strategies are areas of focus for the school.

D. Student Work and School Documents

The School Improvement Committee (SI) develops the SPSA annually with input from students, staff, parents, faculty, and administration. School goals and action steps are developed in response to needs identified from assessment data, surveys, and focus groups. This year, the plan has been developed with additional input from the WASC school self-study process and action plan that was produced in 2010.

Student work at CCHS is expected to demonstrate progress toward mastery of the curriculum. Work also reflects the CCHS Student Outcomes; critical thinkers, self-guided achievers, involved citizens, collaborative workers, adaptable problem solvers, and quality producers. Observable students artifacts include essays, labs, reports, research papers, collaborative group and individual projects, oral presentations, multi-media presentations, current events, debates, portfolios, and more.

Student learning is regularly assessed through unit tests and quizzes, benchmark assessments, common midterm and final exams, and state tests. Class work and projects are also a means of ongoing assessment.

Since the 2008-2009 school year, there is a particular focus on a school wide writing initiative. All teachers are expected to initiate a student writing assignment each quarter. Professional development has included instructions for teaching writing in non-English Language Arts classrooms.

E. Analysis of Current Instructional Program (See Appendix B)

CCHS has a positive record of ensuring that all staff are appropriately credentialed and trained to be highly qualified by federal and state criteria. All curriculum and materials are aligned to state standards. Lesson and unit pacing is evaluated and adjusted each year for maximum efficacy.

Our school is working toward becoming a Professional Learning Community in which data is utilized to drive instruction and intervention. The school has taken steps to implement common assessments, Benchmark tests, and analysis of disaggregated state test results in an effort to extract data that will inform teachers' instruction. All faculty have been trained to analyze the data and respond accordingly. The bell schedule has been altered to provide collaboration time for teachers to review data and plan lessons and intervention strategies. The administration continues to explore bell schedules and models that provide additional time for remediation and intervention for student that are not performing at proficient levels.

CCHS continues to explore available community resources to support learning for our students. The school hopes to increase parent-school communication by updating technology and communicating via the internet and school website. CCHS strives to include parents in the learning process and values input from all stakeholders in decision making.

The administration has identified areas of need from observations, assessment data, and focus groups, and plans professional development accordingly. Currently, there is a focus on students with special needs, English Learners, improving the use of technology and assessment data to plan instruction, and student engagement.

V. Description of Barriers and Related School Goals

CCHS is a diverse school that serves a large population from a wide variety of backgrounds. A primary goal for CCHS is to support our subgroups that are not meeting their AYP goals and supporting students that are not achieving proficiency or higher on standardized tests. English Language Arts and Mathematics are subject areas in which there is a need for significant improvement in the number of students achieving proficient levels or higher. The school recognizes the need to further support English Learners and students with disabilities. Additionally, CCHS aims to increase the number of students that graduate from high school prepared to enter a four-year university.

Our EL population struggles with achieving proficiency as measured by standardized tests. For many Limited English Proficient/English Language (LEP/EL) students, time is needed to grasp language skills. Many of our EL students have transferred to our school from other countries and are unequipped to master curriculum that is not delivered in their native language. Other students have maintained the same English Language Development (ELD) designation for many years. In addition to providing academic and curricular supports, many students may also benefit from increased motivation through mentoring. These students need to be challenged with rigorous curriculum and inspired to excel in academics.

CCHS intends to break the cycle in which ELD students remain in Specially Designed Academic Instruction in English (SDAIE) programs for excessive numbers of years. One counselor has been designated to monitor and provide support to all EL students. Students that have not raised their level of language acquisition for multiple years have been identified and receive additional counseling support. Teachers of SDAIE and ELD classes meet monthly to discuss instructional strategies and methods to support specific students. The English Language Advisory Committee (ELAC) now meets monthly and serves as a parent education forum for bilingual families. Teaching assistants have been provided for additional support of EL in general education classrooms.

Progress is being made in the area of providing challenging curriculum to our Special Education students. CCHS serves students with a wide array of disabilities. These students may have difficulty raising their achievement scores to proficient or above at the rate determined by the AYP. It is our belief that students need exposure to rigorous curriculum while receiving appropriate educational supports. CCHS provides a program that serves the entire spectrum of students with disabilities. Students are assigned to classes that provide the least restrictive environment.

Many students come to CCHS lacking foundational reading, writing, and math skills needed to succeed in all subject areas. Some students have been placed in math classes for which they are under-prepared. CCHS has implemented math placement testing for all incoming students to assist in proper placement. Additionally, reading assessments have been implemented to identify students that need reading support. These students are provided support through the Read 180 elective course. Writing needs are being addressed through the school-wide writing initiative. Teachers work collaboratively to develop common lessons to develop student writing.

Achievement is often lower among 9th and 10th grade students. Some students are not motivated. Others do not recognize the importance of achievement at these grade levels. We hope to address this lack of motivation and understanding through counselor presentations, individual counseling, teacher mentors, and peer relationships built through the Link Crew program in which upper-classmen provide guidance to 9th grade students.

Some students have difficulty accessing academic support at home. Students may be unable to receive guidance in the home specific to developing college readiness, planning for post-secondary education, or gaining assistance with comprehension of some subject matters. Annual parent nights, Back-to-School Nights, Open Houses, and monthly parent group meetings are used as a means support parents in helping their students at home.

The CCHS community (parents, teachers, and students) recognizes that resource limitations exist. More efficient allocation of resources as well as additional resources would drastically improve the performance of the students at CCHS.

CCHS strives to provide all students with an appropriate and rigorous curriculum that challenges students to increase in skill level. The use of data to drive instruction is a primary tool for planning instruction that will yield improvement. Subgroups are identified and targeted by teachers and committees to determine appropriate intervention models. Through counseling, professional development for teachers, and programs such as AVID more students will be challenged to follow a college preparatory path.

VI. Planned Improvements in Student Performance (continued)

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of students scoring at the proficient or advanced level in ELA will increase from 74.5% to 79.5% by the end of the 2012-13 school year.	
Student groups and grade levels to participate in this goal: All students will benefit from added support of school educational programs.	Anticipated annual performance growth for each group: English Language Arts: Overall - 5% growth
Means of evaluating progress toward this goal: Performance on state standardized tests, the CAHSEE, student grades, and graduation rates will be evaluated on an annual basis by the faculty and staff to determine the ongoing needs of our student body. The administration and faculty will disaggregate the data to determine the strengths and needs of our educational program.	Group data to be collected to measure academic gains: AYP report. CAHSEE test results.

SCHOOL GOAL #1 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
Actions to be Taken to Reach This Goal (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Teachers will be provided with opportunities for professional growth and development in the areas of high engagement and SDAIE strategies for the classroom. Teachers will also receive training on improving writing for English Language Learners.	August to June	Conferences, Substitutes, travel, lodging, transportation	\$2,500	School Improvement Funds
Teaching materials will be renewed as necessary and as prescribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Textbooks, software, visual aids, subscriptions, project materials	\$5,000	School Improvement Funds Title III Funds
Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the school day	\$1,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Tutoring and intervention classes will be provided before and after school.	September to June	Hourly pay for tutors, one section for lead teacher, materials	\$28,000	General Fund, School Improvement Funds, Title III funds
The English department will continue to create and revise common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, 3) identify areas for intervention.	Quarterly	N/A	N/A	N/A
Faculty in four department, English, Math, Social Studies, Science, and Culver Park and Independent Study teachers will be trained to use new educational software - Odysseyware (Vantage Learning).		Software & Training	\$10,000	School Improvement Funds
English department members will plan benchmark assessments and distribution of essential standards at the beginning of the school year. English department members will review benchmark tests and recommend revisions so that they will accurately reflect the curriculum being taught. English departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results and 2) identify areas of intervention need.	As prescribed by benchmark test schedule	N/A	N/A	N/A

A cross curricular team of teachers will explore effective strategies for support and intervention strategies for underperforming students in 10th grade.	September - November	Hourly pay, Substitutes, materials	\$1,000	School Improvement funds, Title III funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of students scoring at the proficient or advanced level in math will increase from 72% to 75% by the end of the 2012-13 school year.	
Student groups and grade levels to participate in this goal: All students will benefit from added support of school educational programs.	Anticipated annual performance growth for each group: All students will meet AYP targets. AP pass rate will be maintained or improved. Math: Overall - 3% growth
Means of evaluating progress toward this goal: Performance on state standardized tests, the CAHSEE, student grades, and graduation rates will be evaluated on an annual basis by the faculty and staff to determine the ongoing needs of our student body. The administration and faculty will disaggregate the data to determine the strengths and needs of our educational program.	Group data to be collected to measure academic gains: CAHSEE scores AYP results

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The English department will continue to create and revise common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, 3) identify areas for intervention.	Quarterly	NA	NA	NA
Teaching materials will be renewed as necessary and as prescribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Conferences, substitutes, travel	\$5,000	School Improvement funds
Teachers will be provided with opportunities for professional growth and development in the areas of high engagement and SDAIE strategies for the classroom. Teachers will also receive training on improving writing for English Language Learners. A team of five teachers, including at least 1 math teacher, will participate in six EL workshops hosted by Educational Services.	September to June	Conferences, travel, Substitutes	\$2,500	School Improvement Funds
20 teachers (or more) will be trained to use new educational software - Odysseyware (Vantage Learning).	September to June		\$3000	
Tutoring and Intervention Classes will be provided before and after school.	September to June	Hourly pay for tutors, materials	\$8,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the regular work day	\$1,000	
The math department will review placement in courses according to grades, placement tests, teacher recommendations and CST and CAHSEE scores, where appropriate, to ensure success in and readiness for course placement. State test scores will be used to identify students that may be eligible for programs such as AVID, Honors, and AP, as well as remedial programs.	May & June, August & September April to June	Paid hours outside the regular work day	\$1,000	N/A
Math department members will plan benchmark assessments and distribution of essential standards at the beginning of the school year. Math department members will review benchmark tests and recommend revisions so that they will accurately reflect the curriculum being taught.	As prescribed by benchmark test schedule	N/A	N/A	N/A

Math departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results 2) identify areas of intervention need and 3) adjust pacing guides and instruction.				
Three AVID teachers will attend summer institute and trainings.	September to June	Training fees, substitutes, travel	\$10,000	

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) All subgroups not currently meeting AYP targets in ELA or Math will decrease the number of students not reaching proficiency by 10% in order to achieve Safe-Harbor status with the California Department of Education.	
Student groups and grade levels to participate in this goal: EL, Hispanic, and Socio-Economically Disadvantaged students.	Anticipated annual performance growth for each group: ELA Hispanic/Latino subgroup - 4% English Learner subgroup - 7% Africa-American subgroup - 5% SED subgroup - 3.5% Math Hispanic/Latino subgroup - 4% English Learners - 5% African-American subgroup - 4% SED subgroup - 4% The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency in tested subject areas.
Means of evaluating progress toward this goal: Analysis of disaggregated test scores and passage rate of the CAHSEE.	Group data to be collected to measure academic gains: AYP, CAHSEE passage rate, disaggregated state test results

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
CST and CAHSEE data for all EL students will be provided to all ELD and SDAIE teachers at the beginning of the year in order to identify needs of EL students. CELDT Data will be provided to all ELD and SDAIE teachers as re-leveling occurs in order to identify needs and placement of EL students.	September to June	Facilitators	\$0	
Teachers of ELD students will meet monthly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department. Monthly ELAC meetings to increase parent involvement and awareness.	September to June	Hourly pay	\$0	
Teaching assistants will be assigned to mainstream, SDAIE, and ELD classrooms to provide additional support to students in various stages of language acquisition. Provide computer, software, and supplemental resources specific to language development for ELD I and II students.	September to June	Teacher assistants, visual aids, supplementary materials	\$0	
Bilingual guidance technician will assist in student conferences and Spanish translations during meetings and student interventions.	September to June	Hourly pay	\$2,000	School Improvement Funds
Targeted prevention and intervention instruction will be provided to Long Term English Language Learners in ELA and Mathematics to pass the CAHSEE.	September to June	Hourly pay, materials	\$10000	Title III funds
ELD and SDAIE, and teachers will attend six training and collaboration sessions to improve instruction for EL students. Participating teachers will provide training to entire faculty at staff meeting.	August to June	Conferences, transportation, substitutes, lodging, teacher aides	\$8,000	School Improvement Funds

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Reduce the percentage of students in the 9th grade who fail one or more courses from 28% to 24% by the end of the 2012-2013 school year.	
Student groups and grade levels to participate in this goal: Students in 9th grade	Anticipated annual performance growth for each group: 4% fewer freshman will earn a failing grade at the end of a semester.
Means of evaluating progress toward this goal: Final grades	Group data to be collected to measure academic gains: Grades

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
All students earning marks below a C- at any grading mark will receive counseling from an academic counselor.	Each 5 week grading period.			
Teachers will communicate with parents and counselors about students in danger of failing and offer guidance and support.	September to June			
Counselors and administrators will make presentations about the importance of passing classes to all students.	September to October			
The Link Crew freshman support program will be expanded to provide mentoring and support to 9th grade students throughout the school year. The previously extra-curricular activity will be formalized as a leadership class.	September, October	Teacher salary (0.2 - general fund), class materials, professional development for teacher	\$3,000	School Improvement Funds
Peer tutoring will be available to 9th grade students after school everyday and twice each week in before school. 9th grade students will be encouraged to attend.	October to June	Hourly pay for teachers - 12 hours per week, materials for tutors	Up to \$20,000	School Improvement Funds
Athlete Support Program will be implemented (A+A) to provide academic support and guidance to student athletes in danger of ineligibility to participate in sports (gpa below 2.0). Teacher "coaches" will meet with candidates weekly to assist with organization and provide tutoring to students in lieu of team practice.	October to June	Hourly pay for teacher	Up to \$8,000	CCEF Grant

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) The UC/CSU A-G completion rate will increase from 42% to 44% by the end of the school year thereby increasing the number of students eligible to attend a four year university upon graduation.	
Student groups and grade levels to participate in this goal: All students.	Anticipated annual performance growth for each group: 12th Grade students - 2% increase in A-G completion
Means of evaluating progress toward this goal: Progress will be evaluated by review of the following data: -Number of students completing UC/CSU A-G requirements. - Number of students reporting admissions to four year colleges or universities. -Reports from local community colleges identifying the number of CCHS students in enrolled in classes. -Number of students participating in college entrance testing (PSAT, SAT, SAT II, PLAN, ACT). -Number of students enrolled in AP / Honors courses.	Group data to be collected to measure academic gains: -Number of students completing UC/CSU A-G requirements.

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Increase student awareness of UC/CSU A-G requirements through individual counseling, annual classroom presentations and parent information nights.	September to June	Materials, copies, postage	\$3,000	School Improvement Funds
All staff will be encouraged to serve as mentors to students and classes in an effort to promote college going culture. Mentoring will include but not be limited to: sharing college entrance requirements, discussing college life and expectations, promoting readiness for college, participating in college promotional activities such as College-Wear Thursdays and College Fair.	September to June		\$0	
Teachers and counselors will identify and recommend students that are capable of pursuing a rigorous course schedule, including Honors and AP classes.	February		\$0	
CCHS will continue to offer a wide variety of AP and Honors classes, expanding the number of classes as needed. The Guidance Office will evaluate the changing needs of the student body and investigate the implementation of new courses.	May	Testing materials, hourly pay, substitute costs for test proctoring	\$0	
The AVID Site Team will identify students "in the middle" that demonstrate academic proficiency and whose parents have not completed college. Those students will be offered an opportunity to apply to the AVID program and receive mentorship via the AVID elective throughout high school.	April-May	Elective classroom materials costs, tutors, trainings (Path and/ or Summer Institute), transportation and lodging, LACOE fees, substitute, college field trip expenses, buses	\$15,000	Site Improvement Funds
The PSAT and PLAN tests will be offered at CCHS for all students. Counselors and teachers will encourage students in the 9th and 10th grade to participate.	October	Test costs, hourly pay for proctors	\$0	
Continue to provide both the College and Career Counselor and the College and Career guidance technician positions in order to ensure students will receive support in college and career planning.	Ongoing.	Salaries		General Funds
College and Career counselor will provide individual and group counseling to all students regarding preparation for college admission.	Ongoing.	Salaries		General Funds

VII. Annual Year-End Evaluation of School Plan Objectives

<u>Culver City High School</u> School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
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Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were **not** met.

<u>Objectives</u>	<u>Met / Not Met / Not Measurable</u>
<u>Goal #1</u> The percentage of students scoring at the proficient or advanced level in ELA will increase from 74% to 78% by the end of the 2011-12 school year as measured by the California Standards Test.	Not met
<u>Goal #2</u> The percentage of students scoring at the proficient or advanced level in math will increase from 64.7% to 70% by the end of the 2011-12 school year as measured by the California Standards Test.	Met
<u>Goal #3</u> English A. The percentage of Hispanic students scoring at the proficient or advanced level in ELA will increase from 64.5% to 68% by the end of the 2011-12 school year. Actual Performance for 2012 – 67%, B. The percentage of English Learners scoring at the proficient or advanced level in ELA will increase from 42.5% to 49% by the end of the 2011-12 school year. Actual Performance for 2012 – 34.8%. Math C. The percentage of EL students scoring at the proficient or advanced level in Math will increase from 54.2% to 60% by the end of the 2011-12 school year. Actual Performance for 2012 – 51.6%. D. The percentage of Hispanic students scoring at the proficient or advanced level in Math will increase from 64.5% to 69% by the end of the 2011-12 school year. Actual Performance for 2012 – 62.3%. E. The percentage of Socio-Economically Disadvantaged students scoring at the proficient or advanced level in Math will increase from 55.0% to 60% by the end of the 2011-12 school year.. Actual Performance for 2012 – 62.6%.	A. Not met B. Not met C. Not met D. Not met E. Met
<u>Goal #4</u> To allow more students and teachers to have access to effective researched based software and technology tools that will result in higher achievement, the goal is to increase by 20% technology tools such as document cameras, LCD projectors, smart boards, etc. and computers by the end of the 2011-12 school year.	Met
<u>Goal #5</u> The UC/CSU A-G completion rate will increase from 37% to 40% by the end of the school year thereby increasing the number of students eligible to attend a four year university upon graduation.	Met

Narrative Explanation for each objective not met:

Goal #1 - While our schoolwide performance in ELA improved slightly, it was insufficient to meet our target. We are strategizing to provide increased support for our subgroups to meet Safe Harbor targets for the coming year.

Goal #3 - Hispanic/Latino and English Learner subgroups did not meet performance targets in ELA. English Learners continue to be a priority for CCHS. It is expected that improved performance by English Learners will also impact the performance of Hispanic/Latino

students. Math targets were not met by English Learners or Hispanic/Latino subgroups. This continues to be an area of focus.

Total number of School Plan Objectives: 5

Total number of School Plan Objectives met: 2

Percentage of School Plan Objectives met: 60%

Appendix A - School and Student Performance Data**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	1718	1,683	1,621	337	353	358	412	399	365	188	193	191
Growth API	803	812	821	853	866	876	777	782	787	883	881	891
Base API	775	804	811	837	854	864	739	779	780	863	882	881
Target	5	A	A	A	A	A	5	5	5	A	A	A
Growth	28	8	10	16	12	12	38	3	7	20	-1	10
Met Target												