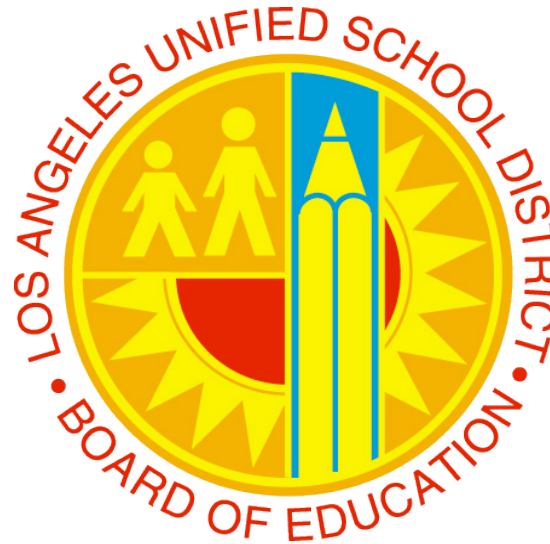


Los Angeles Unified School District

Single Plan for Student Achievement
CORE Waiver Focus and Support Schools
2014-2016
Implementation
Canoga Park Senior High School



Superintendent

John Deasy

Board Members

Richard Vladovic, Board President

Mónica Garcia

Tamar Galatzan

Steve Zimmer

Bennett Kayser

Mónica Ratliff

Revised: 2/11/14

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SCHOOL PROGRAM IDENTIFICATION

School Name: Canoga Park Senior High School	Educational Service Center: North
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CDS Code	County	District	School											
	1	9	6	4	7	3	3	1	9	3	2	4	7	6

For additional information on our school programs contact the following:

Principal: Dr. Luis Rodriguez	E-mail address: luis.x.rodriguez@lausd.net
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Contact Person: Brian York	Position: Title 1 Coordinator	E-mail address: byork@lausd.net
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Address: 6850 Topanga Canyon Blvd. Canoga Park, CA 91303	Telephone Number: 818-673-1300
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Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

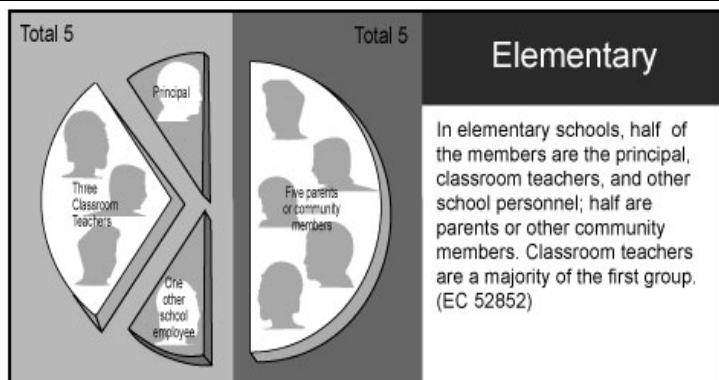
- ☒ Title I Schoolwide Program (SWP)
- ☐ Reward
 ☐ Collaborative Partner
 ☐ Priority
 ☐ Focus
 ☒ Support
- ☐ Title I Targeted Assistance School (TAS)
- ☒ Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Quality Education Investment Act (QEIA)
- ☐ Other _____

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

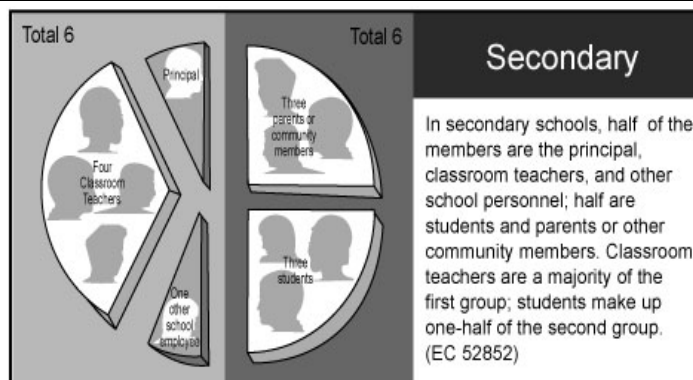
The Educational Service Center staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

Signature _____ _____ Educational Service Center Instructional Director Date	Signature _____ _____ Educational Service Center Superintendent or Designee Date
--	--

School Site Council Composition (SSC) EC 52852



The membership of the council shall be no fewer than 10 members.



The membership of the council shall be no fewer than 12 members. *

* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student
Dr. Luis Rodriguez	X			Mary Boatright	X		
Donna Matthews		X		Sonia Flores	X		
Stacy Medina		X		Norma Arreola	X		
Nicholas Maccarone		X		Hifza Murtuza			X
Lucy Calvillo		X		Kiana Naimi			X
Caryn Michaels			X	Santiago Larios			X

Total number in each column	1	4	1
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Total number in Part A	6
------------------------	---

Total number in each column	3	3
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Total number in Part B	6
------------------------	---

Donna Matthews	Teacher
Name of SSC Chairperson	Position (e.g., Parent, Teacher)

Dr. Luis Rodriguez
Name of Principal

Signature of SSC Chairperson

Date

Signature of Principal

Date

Canoga Park Senior High School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

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

1. School site councils have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

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

Committees	Chairperson		Check		Date of recommendation
	Print Name	Signature	Parent/Community	Staff	
English Learner Advisory Committee (ELAC)	Alma Bernal		X		
UTLA Chapter Chair or Chapter Chair's Designee	Nicholas Maccarone			X	
Other (list)					

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

Date

Attested:

Donna Matthews
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Dr. Luis Rodriguez
Typed name of school principal

Signature of school principal

Date

Directions: Check which groups or committees participated in the plan writing process. If box is checked, indicate date.

☐ Grade Level Teams	Date(s): _____	☐ Vertical Teams	Date(s): _____
☐ WASC Focus Groups	Date(s): _____	☒ Departments	Date(s): <u>3/13/14, 3/20/13</u>
☐ Professional Learning Community (PLC)	Date(s): _____	☐ Community of Practice Partners	Date(s): _____
☐ Reward/Priority School Partnership	Date(s): _____	☒ Other: <u>Instructional Cabinet</u>	Date(s): <u>3/17/14</u>
☐ School Quality Review Team	Date(s): _____		

Parental Involvement Policy Assurances

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents, include participation from the appropriate advisory committee and be agreed upon by the School Site Council.

The written parental involvement policy at Title I schools must be developed with parent participation and describe how parents will be informed of the school's Title I program requirements, including the development of a School-Parent Compact. The policy must be distributed to parents annually.

Schools not receiving categorical funds must develop a written parental involvement policy with parent participation that describes how the school will:

- (a) engage parents in their children's education by helping parents develop skills to use at home to support their children's academic efforts and their children's development as responsible members of society*
- (b) inform parents that they can directly impact the success of their children's learning by providing them with strategies to improve academic success and to assist children in learning at home*
- (c) build consistent and effective communication between the home and school so parents know when and how to help their children with classroom learning*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

Questions regarding this requirement should be addressed to the Educational Service Center Administrator of Parent and Community Engagement or the Parent Community Student Services Branch at (213) 481-3350.

Committees	Chairperson		Check		Date of review by Committee
	Print Name	Signature	Parent	Staff	
English Learner Advisory Committee (ELAC)	Alma Bernal		X		

Council	Chairperson		Check		Date of review and approval by Council
	Print Name	Signature	Parent	Staff	
School Site Council	Donna Matthews			X	

Person(s) Responsible for Parental Involvement Activities at the School Print Name (s)	Signature(s)
Martha Sanchez, EL Coordinator	
Brian York, Title 1 Coordinator	

Canoga Park Senior High School

Los Angeles Unified School District Profile District Mission Statement

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

District Description:

Local Educational Agency (LEA) Plan Goals

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

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

- Increasing literacy skills through the transition to the Common Core State Standards in K-12 ELA, K-12 mathematics, and literacy in secondary H/SS, science, and technical subjects.
- Increasing the number of students performing at proficient or advanced on the Algebra 1 California Standards Test.
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data.

Goal 2: English Learners—Proficiency for All

- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
 - Structured English Immersion
 - Mainstream English Instructional Program
 - Dual Language two-Way Immersion
 - Transitional Bilingual Education Program
 - Maintenance Bilingual Education Program
 - Accelerated Learning Program for Long Term English Learner Program
 - Secondary English Learner Newcomer Program
- Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the needs of students in the core subject areas including ELD
- Meeting the District's expectation for EL at the elementary level to advance on English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, ESC, and school site level
- Enhancing the quality of language instruction in the District's EL programs
- Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs
- Monitoring the continued academic success of former ELs

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

- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule.
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness.
- Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready.

2013-2014 District Professional Development Priorities:

1. Transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics, and H/SS, Science, and Technical Subjects
2. Improve instruction and increase reclassification rates for English learners by implementing the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Transition to and implementation of the Smarter Balanced Assessment Consortium

Canoga Park Senior High School

District Core Program for All Students:

The District's core program is built on the Common Core State Standards (CCSS) in ELA and math, and on the California State Content Standards in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2013/2014 school year the District will implement a phase-in transition to the CCSS in all grade levels. This phase-in will align with the provision of 1:1 devices for all students and the 3-year strategic plan. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2013/2014

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

Instructional focus-2013/2014

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices-particularly Standard 1-Make sense of problems and persevere in solving them, Standard 3-Construct viable argument and critique the reasoning of others, and Standard 4-Modeling with mathematics.
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2013/2014

- Use of a multi-tiered system of support (RtI²) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, *a web-based tool that will increase the availability and usability of student data for LAUSD educators, in order to improve teaching and learning.*
- Use of benchmark, progress monitoring, and diagnostic assessments (CoreK-12 Assessment System) to drive instruction and intervention.
- Use of *School Performance Framework* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2014-2015 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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

Canoga Park Senior High School

ESEA CALIFORNIA OFFICE TO REFORM EDUCATION (CORE) WAIVER

Overview of the CORE Waiver

On August 6, 2013, eight California school districts including LAUSD, received a waiver from the Program Improvement mandates of the No Child Left Behind Act from the U.S. Secretary of Education. The eight school districts are grouped together under a consortium called the California Office to Reform Education (CORE), a non-profit organization whose charge is to collaborate to improve student achievement for the more than one million students they serve. The CORE waiver is based on three key principles that will support reform. They key principles are: Principle 1: College- and Career-Ready Expectations for All Students; Principle 2: Differentiated Recognition, Accountability, and Support; and Principle 3: Supporting Effective Instructional Leadership. Central to the CORE Waiver is a holistic school performance system with tailored support for schools and Local Educational Agencies (LEAs) called the School Quality Improvement System.

Goals of the CORE School Quality Improvement System seek to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level improvement index (School Quality Improvement Index) that clearly evaluates schools on student achievement, subgroup performance and graduation rates
- Annual Measurable Objectives (now referred to as School Quality Improvement Goals) that are used to design targeted interventions and rewards
- A school designation system that identifies and outlines rewards for high performing or high progress “reward” schools, and interventions for severely underperforming Priority schools or Focus schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self-assessments, professional learning community topics, and school partner pairing to drive tailored interventions and school support

LEA Commitments:

- Implement Common Core Standards in the 2013-2014 School Year (SY) and Smarter Balanced Assessment Consortium (SBAC) assessments, starting in 2014-2015
- Participate in the School Quality Improvement System, which includes a CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- Track, submit, and release school-level academic, social-emotional, and culture and climate information
- Develop guidelines for the teacher and principal evaluation system by the start of the 2013-2014 SY
- Implement by 2015-2016 (and pilot by 2014-2015) a teacher and principal evaluation system that differentiates performances into four tiers and includes student growth as a significant factor
- Partner with LEA peers to support and monitor waiver activity implementation
- Ensure Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

Canoga Park Senior High School

Required program activities for Reward schools and paired Collaboration (Other High Performing/High Progress) Schools:

- Reward schools paired with Priority or Focus schools will deliver assistance and hold monthly meetings with their paired schools
- Reward schools will establish professional learning communities with other Reward schools, and receive specialized professional development and technical assistance from CORE

Required program activities for Priority schools:

- Priority schools will be paired with Reward schools and meet monthly to support implementation of the “School Quality Review Process” and the “7 Turnaround Principles”
- Complete a School Self-Assessment Reflection, participate in a Peer Review with their partner school and develop a three-year plan.
- When completing the SPSA Goal Matrix, Priority schools must remember to describe related professional development activities in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- School Improvement Grant (SIG) schools are automatically designated Priority schools; they must continue implementation of their SIG plans

Required program activities for Focus and Support schools:

- Complete a School Self-Assessment Reflection
- Beginning in the 2013-2014 SY, Focus and Support schools will join appropriate “Communities of Practice” which will convene at least quarterly to address specific needs
- In years 1 and 2 of designation, Focus schools will have the option to pair with peer Reward schools that have demonstrated excellence in closing achievement gaps or in improving results for traditionally underserved subgroups to assist in developing the improvement plan
- Focus and Support schools are required to develop a two-year plan
- Upon reflecting on shared learning from the Communities of Practice, Focus and Support schools may revise their school improvement plans on a regular basis
- When completing the SPSA Goal Matrix, Focus and Support schools must remember to describe professional development activities related to “Communities of Practice” in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”

Seven Turnaround Principles

The CORE Waiver is predicated on providing meaningful, pragmatic support for school transformation. Interventions are designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles that are based on Principle 2 of the Core Waiver. For more details regarding the seven turnaround principles, go to <http://coredistricts.org/school-quality-improvement-system/> and read “Full approval request for waivers.” **[Please note that the Seven Turnaround Principles are applicable to Priority schools only.]**

7 Turnaround Principles	School Quality Improvement System Proposed Interventions
1. Provide strong leadership	<i>LEA responsibility (not under the purview of the School Site Council):</i> • LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year • LEA must develop criteria to hire an instructional leader and provide evidence the new principal: ○ Has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school ○ Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead ○ Has a minimum of 3 years' experience as a principal ○ Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL • LEA must also provide evidence that: ○ There is a program in place that supports the leadership team in their instructional and management skill development ○ The new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates ○ LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction
2. Ensure that teachers are effective and able to improve instruction	<i>LEA responsibility (not under the purview of the School Site Council):</i> • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school <i>School responsibility:</i> • Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Provide teacher and administrators with PD related to low-performing area(s) • Implement walk through protocols including teacher support • Participate in professional learning provided by CORE

	• Hire an instructional coach to engage teachers in school-based, job-embedded professional learning
3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration	<i>School responsibility:</i> • Create a plan to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography • Explore and capitalize on opportunities outside of the regular student day to enhance student learning; could include after-school, before-school, lunch time, or extended year opportunities • Ensure that extended learning time is available to all students • Evaluate the effectiveness of the extended learning time
4. Strengthen school's instructional program	<i>School responsibility:</i> • Implement curriculum fully aligned to the Common Core Standards • Schedule continuous, data-based curriculum review • Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
5. Use data to inform instruction and for continuous Improvement	<i>School responsibility:</i> • Develop and implement a short-term action plan to achieve the goals in the school improvement plan • Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan • Design local data system, which includes multiple-levels of assessments and informs programmatic/instructional decisions • Facilitate data-driven conversations in learning communities • Train and support teachers' data use through formal and informal PD; Differentiate PD for new teachers
6. Establish a school environment that improves school safety and discipline and addressing other nonacademic factors that impact student achievement	<i>School responsibility:</i> • Develop a sustained and shared philosophy, mission, and vision • Maintain facilities that support a culturally responsive and safe environment • Analyze teacher attendance and develop a plan for improvement, if needed • Analyze student attendance and develop a plan for improvement, if needed • Identify students who are at-risk of not graduating and develop a plan of action for supporting those students • Analyze student discipline referrals and develop a plan for improvement, if needed
7. Providing ongoing mechanisms for family and community engagement	<i>School responsibility:</i> • Develop and implement a plan for student, family and community engagement • Provide evidence of efforts to increase effective parental and community involvement

MISSION STATEMENT AND SCHOOL PROFILE DESCRIPTION

School Vision and Mission

Vision Statement

Canoga Park High School is a high-quality learning community in which students develop the knowledge, skills, and habits of successful and responsible citizens

Mission Statement

The mission of Canoga Park High School is to assess, monitor, and guide our diverse student population in developing high levels of academic achievement and the skills to attain their goals.

Canoga's SECRET to success (ESLRs)

- **Self-Directed Learner**
 - Identify objectives, create a plan, and self-monitor progress toward a desired goal
 - Access information from a variety of sources at school and within the community
 - Utilize effective student skills
 - Work independently
- **Effective Communicator**
 - Communicate in appropriate oral and written form
 - Read with grade level comprehension
 - Use multimedia technology for purposes of communication
 - Communicate artistically and persuasively
- **Collaborative Worker**
 - Contribute and function responsibly in various group activities in and out of the classroom
 - Use collaborative efforts to contribute to peer learning
 - Develop and manage interpersonal relationships in culturally diverse settings
- **Responsible Citizen**
 - Contribute time, energy, and talent to improve the quality of life in school and the global community
 - Demonstrate positive and productive citizenship
- **Effective Problem Solver**
 - Identify problems and use various strategies to reach solutions
 - Utilize information from a variety of sources
 - Demonstrate perseverance in search of solutions and problem solving
- **Technology User**
 - Demonstrate proficiency in accessing information from a variety of sources
 - Demonstrate competence with various technological devices

School Profile Description

Please include:

- **Geographical, social, cultural, educational and economic community base:**

Canoga Park High School is located on the western end of the San Fernando Valley. The campus is located in the community of Canoga Park but the school sits in an area that borders the city of West Hills and Woodland Hills. CPHS is one of the oldest schools in the West Valley area. The majority of the students at Canoga Park High School are in the middle to lower class. The median household income for Canoga Park was 44k as reported by the last census. 28% of our parent population has obtained a high school diploma and of that group, 50% have sought after a post-secondary education. Of the student population, 82% are Latino.

- **Grade levels/school configuration:**

The student body is comprised of ninth to twelfth graders that primarily live in the area. The school has two separate magnets: Veterinary/Agricultural Science Magnet and our World Languages International Business and Trade Magnet. A calendar change and a bell schedule change took effect in the fall of 2010. The Calendar is an early start that parallels Universities and Community Colleges with an early August start and early June end. The Block Schedule is an eight period schedule with four classes meeting every other day. The school's small learning communities are comprised of the Freshman House, the Sophomore House and the Upper House. Each of the houses have their own designated lead teacher, administrator, and counselor.

- **Student enrollment figures/trends:**

Currently, there are 1,763 students enrolled at Canoga Park High School. Of the 1,763, 180 students are enrolled in the Veterinary and Environmental Science Magnet Program and 200 students in our World Languages International Business Trade Magnet Program. The two will allow for more opportunities for students to advance, recover missed credits, obtain intervention throughout the school day, and allow for career exploration and community college attendance for those students that have satisfied the needed requirements. 82% of the student population is Latino, 6% White, 5% African American, 4% Asian, and 3% other. The special education programs provide services

to approximately 16% of the total student body population in Resource, Special Day Program, Autistic and Community-Based Instruction.

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

76% of our student body population is on the Federal Meal Program. Our socioeconomically disadvantaged percentage has been consistently in the 66% range and rising for over five years.

- **Feeder program and schools:**

Although the Canoga Park complex serves a limited number of middle and elementary schools, the feeder schools for Canoga Park High School stretch beyond the complex. The feeders are: Canoga Park Elementary, Canoga Park Early Education Center, Capistrano, Enadia Way, Hamlin, Hart, Justice, Sunny Brae, Columbus MS, Sutter, Woodland Hills Academy, and Hale Middle School.

- **Language, racial and ethnic make-up of the student body:**

Of the 1,763 students at Canoga Park High School, the ethnic majority at Canoga Park High School is Hispanic/Latinos with a total of 82%. Our second largest ethnic subgroup is White with 6% and African American with 5%. English learners make up 21% of the entire school population. 64% of the school population speaks primarily Spanish at home and only 35% primarily speak English at home. The remaining 1% is comprised of Farsi, Russian, Korean, and other languages.

- **School facilities, including technology, library and media resources:**

The Canoga Park High School campus consists of six permanent two-story buildings, 25 bungalows, two gymnasiums, two athletic fields, an agricultural/veterinary sciences complex, a library media center, oral arts room, assembly hall, student and faculty cafeterias, two student quads, and administrative offices. Students at Canoga Park High School also have access to three student/teacher computer labs and advanced technology programs and instruction with our BAIT Academy (Building Assets through Integrated Technology). Technology at Canoga Park High School has improved over the past few years with smart board technology, data cameras, LCD projectors, and other various forms of media and software within the classroom. However, most of the desktop computers throughout the school for teacher use are in poor to fair

condition. Some of the IBM based computers are running windows 98 with the majority of them running earlier Service Packs of Windows XP.

- **How the school community will work together to establish and promote the culture of the school:**

Our school site council is comprised of representatives from all stakeholders. We maintain parity with a School Site Council of 12 members for the 2013-14 school year. The instructional cabinet is a restoration of our Governance Council that is comprised of all department chairpersons, counselors, coordinators, UTLA chairperson and administration. Although the SSC oversees federal and state services as well as local services and allocates the resources according to the needs identified in student achievement data, recommendations from the instructional cabinet are highly considered – especially when dealing with Professional Development, Calendar, Curriculum, and Data Analysis. Along with the school site council and instructional cabinet, our English Learner Advisory Committee and Compensatory Education Advisory Committee meet monthly to review allocation of funds, school policy, and adherence to our Single Plan for Student Achievement. Moreover, a wide range of celebrations from International Day to Memorial Day ceremonies have long been a part of school culture, and are reflective of the diversity of the student population. Diversity is evident in the co-curricular and extracurricular opportunities that draw eager student participation: academic, art, athletics, dance, drama, music, multicultural groups, community service, and specialized organizations like our active chapter of Future Farmers of America (FFA). The CPHS Booster club additionally promotes school culture with their mission to assist clubs, organizations, and athletic teams. Beginning in 2007-2008 school year, the West Valley Boys and Girls Club has also become an integral part of Canoga Park High School by promoting school culture with various activities Beyond the School Bell and on Saturdays.

- **Description of how the school will provide individual student academic assessment results in language the parents understand, including an interpretation of those results:**

Our school site council and our local designed instructional cabinet insure that student subgroups receive the service they need and assure that students falling below standard are supported in closing the

achievement gap. CAHSEE and CST Data is sent home in parent home language and reviewed during parent conferences and parent meetings. Other data is reviewed on periodic bases in order to note and tackle areas of improvement. Along with our governing bodies, all communication with parents is available in a language that the students and parents can comprehend. Grades are printed by correlating language and Blackboard Connect is utilized on a regular basis to communicate academics, assessment results, and important events in languages that parents can understand. The interpretation of the results in the School Experience Survey, School Report Card, and other Data and Statistics is made possible through discussion of school wide results in our SSC, CEAC, and ELAC meetings and through school events such as Open House and PHBAO conferencing. During PHBAO conferences, Canoga Park Faculty utilizes student lead conferences that foster the communication between student, parent, teacher, and school. Our user-friendly website (www.canogaparkhs.org) has all the news, events, and description of programs offered at Canoga Park High School. Additionally, a wider range of teachers through various departments and programs are using Easy Grade Pro (grade software) and the website to be able to deliver instant progress reports for students and parent to view off the teacher's Canoga Park page.

- **Description of how the strategies adopted by the school incorporate a system of early warning to address the needs of underperforming students (e.g., "Early Warning System" and "At-Risk System" on the District's MyData website):**

Counselors will monitor 5 and 10-week progress reports to generate a list in SIS of at-risk students that have three or more D's or Fails in their core classes. The at-risk students will be summoned by the counselor to discuss additional strategies they can use to reach academic success before the semester final grades. Strategies may include using a student agenda book that is supplied to all 9th and 10th grade students, attending afterschool tutoring provided everyday in the library by the Boys and Girls Club, and Tier 2 targeted intervention in Saturday School. All intervention will be documented into the student's records.

- **Description of Reform Process:**

Canoga Park High School is currently running under three major Small Learning Communities and two magnets. The central idea behind the three SLC's was to model the existing Freshman Small Learning Community that services a true concentrated group with its own center,

counselor, teachers, and programs to serve students with intervention and enrichment. The two additional SLC's outside of the magnet are: the Sophomore House that services all tenth grade students and those that have fallen short of tenth grade credits, and the Upper Grade House, which is servicing students in the 11th and 12th Grade. All three of the houses have created their own vision and mission statement centered on the school's ESLR's. The purpose behind the separate statements is to have a clear objective in transitioning students from one house to another and beyond high school. Aside from the three Small Learning Communities that service the bulk of the Canoga Park student population, CPHS has two Magnet programs. The Veterinary and Environmental Magnet along with the World Languages International Business Trade Magnet serve as two separate Small Learning Communities with their own coordinator, shared counselors with the other three grade-level SLCs, network of teachers and separate vision and mission statement. Both of these programs are also part of the LAUSD choices program offering students a differentiated program from the main site and other schools within the district.

- **Other important characteristics of the school (e.g., SLC, PLC)**

We are currently developing the PLC concept at Canoga to assist with the transition to the Common Core State Standards (CCSS). This has allowed course-alike teachers within the departments to develop lessons, assessments, and materials aligned to CCSS. Other PLCs have been cross-curriculum to develop a new STEM program at Canoga.

- **WASC Accreditation Results**

From our last WASC visit in 2009-10, Canoga Park High School was granted a three-year revisit. The recommendations for the WASC committee can best be summarized as a greater focus on rigor across all content areas, increased intervention for subgroups not achieving benchmarks, data as a means of driving interventions and practice, and a shared understanding between administration and teachers in terms of strategies and implementation.

FOR PRIORITY, FOCUS, and SUPPORT SCHOOLS, identify areas and/or subgroups not meeting School Quality Improvement Index goals

In the pursuit of college and career ready graduates using the School Quality Improvement Index goals, Canoga Park High School has identified the areas and/or subgroups not meeting the domains of Academic (60%), Social/Emotional (20%), and School/District Culture & Climate (20%). The first goal within the Academic domain is to increase the four-year cohort graduation rate for EL, LTEL, and SPED students by working closely with parents and students, monitoring grades and attendance every 3 weeks to reach the goal of 100% graduation. The second goal within the Academic domain is to increase the 10th grade first-time CAHSEE pass rate with emphasis on EL, LTEL, and SPED students. The third goal within the Social/Emotional domain is to increase student and staff attendance by monitoring attendance closely, conducting home visits, school attendance meetings, and rewarding attendance improvement. The fourth goal within the School/District Culture & Climate domain is to increase the percentage of parents who talk with the teacher about their child's homework by providing a myriad of opportunities for communication and interaction with parents. And finally, the fifth goal within School/District Culture & Climate domain is to implement the School-wide Positive Behavior Support (PBS) plan by using the newly established demerit system created by Canoga Park High School to provide guidance and meaning to students and how they can be an integral part of the school community.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions. The COMPREHENSIVE NEEDS ASSESSMENT, CORE Waiver Status and Intervention Form, and LAUSD School Review Process Recommendations comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Insert the following documents that were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement.

- AYP Report

2012 -13 Accountability Progress Reporting (APR)



School Report 2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
9/19/2013

School: Canoga Park Senior High
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-1931476
School Type: High

2013 AYP and PI Links:

- [School Chart](#)
- [School PI Status](#)
- [Cohort Graduation Rates](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: No

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP:
Met 13 of 22 AYP Criteria

No

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method
Schoolwide	414	393	95	Yes		411	385	94	Yes	<u>Y2</u>
Black or African American	21	20	96	--		21	20	96	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	17	17	100	--		17	17	100	--	
Filipino	7	7	100	--		7	7	100	--	
Hispanic or Latino	348	330	95	Yes		346	322	93	Yes	<u>Y2</u>
Native Hawaiian or Pacific Islander	1	1	100	--		1	1	100	--	
White	17	15	89	--		16	15	94	--	
Two or More Races	1	1	100	--		1	1	100	--	
Socioeconomically Disadvantaged	311	295	95	Yes		308	292	95	Yes	
English Learners	182	176	97	Yes		182	171	94	Yes	<u>Y2</u>
Students with Disabilities	68	64	95	Yes	<u>ER</u>	69	62	90	No	<u>ER</u>

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 88.9 % Met all percent proficient rate criteria? No					Mathematics Target 88.7 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2013 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2013 AYP Criteria	
Schoolwide	366	153	41.8	No		361	146	40.4	No	
Black or African American	18	12	66.7	--		17	9	52.9	--	
American Indian or Alaska Native	2		--	--		2		--	--	
Asian	12	6	50.0	--		12	7	58.3	--	
Filipino	6		--	--		6		--	--	
Hispanic or Latino	312	121	38.8	No		308	114	37.0	No	
Native Hawaiian or Pacific Islander	1		--	--		1		--	--	
White	15	9	60.0	--		15	9	60.0	--	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	287	124	43.2	Yes	SH	284	120	42.3	No	
English Learners	168	60	35.7	Yes	SH	166	57	34.3	Yes	SH
Students with Disabilities	62	7	11.3	No		61	5	8.2	No	

Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group for the initial AYP release. Therefore, the results for the "Two or More Races" student group is likely to change and will be reflected in the updated AYP reports released in January 2014.

Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
696	693	-3	No	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

Met Schoolwide Graduation	Met Student Group Graduation Rates	Met Overall Graduation Rate Criteria
Yes	Yes	Yes

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

Groups	2012 Cohort Graduation Rate (class of 2010-11)	2013 Cohort Graduation Rate (class of 2011-12)	2013 Target Graduation Rate	2013 Graduation Rate Criteria Met	2014 Target Graduation Rate (Class of 2012-13)	Exclusion/Alternative Method
Schoolwide	81.00	84.35	76.29	Yes	78.58	
Black or African American	78.26	50.00	N/A	N/A	N/A	U50
American Indian or Alaska Native	100.00	100.00	N/A	N/A	N/A	U50
Asian	69.23	100.00	N/A	N/A	N/A	U50
Filipino	91.67	100.00	N/A	N/A	N/A	U50
Hispanic or Latino	81.03	85.53	75.41	Yes	77.84	
Native Hawaiian or Pacific Islander	50.00	50.00	N/A	N/A	N/A	U50
White	90.48	87.50	N/A	N/A	N/A	U50
Two or More Races	--	--	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	81.04	85.03	77.97	Yes	79.97	
English Learners	68.33	66.36	53.88	Yes	59.90	
Students with Disabilities	68.63	60.00	63.54	Yes	65.00	5Y

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

- Data Summary Sheet (subgroup data reflects sample size down to 11 students)

PERFORMANCE METER - DATA SUMMARY SHEET

CANOGA PARK SENIOR HIGH
6850 TOPANGA CYN BLVD CANOGA PARK, CA 91303

Student Demographics (2012-13)

Total Students Enrolled: 1,763			
African American	5%	English Learners	21%
American Indian	0%	Reclassified ELs (RFEP)	44%
Asian	4%	Students with Disabilities (SWD)	16%
Filipino	2%	Economically disadvantaged	66%
Latino	82%	Identified Gifted - All	12%
Pacific Islander	0%	Identified Gifted - African Amer	11%
White (not Latino)	6%	Identified Gifted - Latino	11%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2008-09:	654	659	5	No	3	7
2009-10:	658	678	20	No	3	7
2010-11:	679	693	14	No	3	6
2011-12:	694	695	1	No	3	8
2012-13:	696	693	-3	No	3	8

AYP

Met AYP 2012-13	No
Criteria Met	13
Criteria Possible	22
PI Year	5
Year Entered PI	2006-2007

GOAL 1: 100% Graduation

College Readiness - A-G Courses

Grade	2011-12 % A-G with C or Better	2012-13 % A-G with C or Better
9th Grade	28.8%	29.3%
10th Grade	17.6%	17.4%
11th Grade	19.2%	16.9%
12th Grade	19.8%	22.2%

CAHSEE Pass Rate (as of May)

	2011-12	2012-13	Chg
10th grade:	67.0%	57.5%	-9.4
11th grade:	84.0%	77.8%	-6.2
12th grade:	90.0%	91.0%	1.0

Graduation Rate

	2011-12	2012-13	Chg
Four Year Cohort Rate(LAUSD)	75.2%	69.9%	-5.3

Advanced Placement

	2011-12	2012-13
Students taking at least one AP course	15.4%	12.6%
Students passing at least one AP course	80.2%	78.3%

GOAL 3: 100% Attendance

Attendance Rate

	2011-12	2012-13	Chg
Staff	96.5%	96.5%	0.0
Student	94.1%	93.4%	-0.7
Student transiency	30.2%	30.2%	0.0

Percentage with 96% or Higher Attendance

	2011-12	2012-13	Chg
Staff	69.1%	70.4%	1.3
Student	52.0%	57.0%	5.0

GOAL 5: School Safety

Student Suspensions

	2011-12	2012-13	Chg
% Students Suspended:			
All:	7.5%	7.0%	-0.5
African American:	15.4%	16.3%	0.9
Latino:	7.9%	6.9%	-1.0
SWD:	14.6%	12.1%	-2.5
Instructional Days Lost to Suspension:	263	205	-58

Student Survey

	2011-12	2012-13	Chg
% of Students that responded	77.6%	73.8%	-3.8
% Strongly Agree or Agree:			
Feel safe on school grounds	92.2%	72.8%	-19.4

GOAL 2: Proficiency For All

English Learner Progress

	2011-12	2012-13
Scoring Proficient on CELDT	33.0%	21.5%
Scoring Basic or Above on CST ELA	30.2%	28.8%
Passing English/Adv ESL with "C" or above	37.0%	47.7%
	2010-11	2011-12
Reclassification Rate Trend:	9.3%	11.6%
	2012-13	11.3%

English Learner Accountabilities

	MET	2011-12	2012-13
AMAO 1 - CELDT Annual Growth	No	60.2%	42.0%
AMAO 2 - Attaining Eng Prof: < 5 Yrs > 5 yrs	No	20.6%	12.7%
	No	38.1%	32.1%
AMAO 3 - Proficiency in ELA	Yes	17.6%	35.7%
Proficiency in MATH	Yes	29.4%	34.3%

Students With Disabilities (SWD)

% Basic and Above	2011-12	2012-13	Chg
CST ELA	42.3%	57.0%	14.7
CST Math	18.2%	18.2%	0.0

CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13			
All Students	1,355	1,339	1,305	1,245	1,195	32.5%	34.5%	39.2%	40.1%	42.4%	-2.3	9.9	2.5
African American	54	61	59	68	56	38.9%	44.3%	35.6%	48.5%	44.6%	-3.9	5.7	1.4
Asian	53	52	50	45	43	56.6%	59.6%	58.0%	60.0%	48.8%	-11.2	-7.8	-2.0
Latino	1,126	1,107	1,078	1,017	1,002	29.3%	30.6%	36.4%	35.9%	40.3%	4.4	11.0	2.7
White	87	84	82	81	55	55.2%	60.7%	59.8%	60.5%	65.5%	5.0	10.3	2.6
English Learner	421	378	328	305	233	3.3%	3.7%	1.8%	4.9%	2.6%	-2.3	-0.7	-0.2
SWD	128	163	158	149	114	7.0%	5.5%	9.5%	10.7%	14.9%	4.2	7.9	2.0
Socio-Eco Disadv	1,041	1,069	1,040	1,020	964	30.5%	33.2%	38.1%	38.5%	42.1%	3.6	11.6	2.9

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13			
All Students	1,292	1,304	1,258	1,218	1,153	19.0%	19.0%	22.8%	18.2%	19.1%	0.9	0.1	0.0
African American	52	59	54	66	54	13.5%	10.2%	11.1%	18.2%	13.0%	-5.2	-0.5	-0.1
Asian	51	50	50	45	42	29.4%	48.0%	44.0%	42.2%	31.0%	-11.2	1.6	0.4
Latino	1,074	1,080	1,042	994	969	17.5%	17.5%	19.9%	15.7%	17.1%	1.4	-0.4	-0.1
White	80	82	76	81	50	30.0%	28.0%	46.1%	27.2%	40.0%	12.8	10.0	2.5
English Learner	399	363	306	293	222	4.0%	6.1%	5.9%	5.5%	4.5%	-1.0	0.5	0.1
SWD	99	151	143	143	99	5.1%	4.0%	4.2%	5.6%	5.1%	-0.5	0.0	0.0
Socio-Eco Disadv	1,002	1,041	1,010	997	930	18.3%	18.4%	21.9%	19.0%	18.6%	-0.4	0.3	0.1

CALIFORNIA STANDARDS TESTS (CST) (2012-13)

	#Tested	CHANGE IN PROF/ADV					CHANGE IN BB/FBB				
		%ADV	%PROF	%BASIC	%BB	%FBB	2011-12	2012-13	Chg	2011-12	2012-13
ELA Gr 9	478	12.3%	29.5%	36.2%	13.6%	8.4%	37.1%	41.8%	4.7	33.3%	22.0%
ELA Gr 10	394	16.0%	28.4%	29.4%	15.0%	11.2%	40.5%	44.4%	3.9	27.9%	26.2%
ELA Gr 11	323	13.3%	27.6%	35.0%	16.1%	8.0%	44.4%	40.9%	-3.5	20.5%	24.1%
Algebra I	520	2.7%	14.4%	22.5%	40.6%	19.8%	16.7%	17.1%	0.4	65.1%	60.4%
Geometry	431	1.9%	13.7%	24.6%	44.5%	15.3%	15.6%	15.5%	-0.1	57.0%	59.8%
Algebra II	160	5.0%	20.0%	33.8%	25.0%	16.3%	20.7%	25.0%	4.3	40.8%	41.3%
HS Math	41	17.1%	41.5%	24.4%	17.1%	0.0%	56.5%	58.5%	2.0	13.0%	17.1%
World History	380	12.1%	21.6%	28.9%	13.2%	24.2%	27.0%	33.7%	6.7	41.5%	37.4%
US History	333	14.1%	25.5%	27.6%	12.9%	19.8%	41.0%	39.6%	-1.4	25.9%	32.7%
Life Science	395	14.7%	20.8%	29.4%	18.2%	17.0%	37.1%	35.4%	-1.7	30.2%	35.2%
Biology	595	6.4%	16.0%	41.0%	21.3%	15.3%	26.5%	22.4%	-4.1	41.6%	36.6%
Chemistry	181	13.3%	21.5%	44.8%	16.6%	3.9%	31.3%	34.8%	3.5	31.6%	20.5%
Earth Science	276	5.1%	18.5%	40.6%	18.1%	17.8%	23.4%	23.6%	0.2	32.5%	35.9%
Physics	31	32.3%	45.2%	19.4%	0.0%	3.2%	70.5%	77.4%	6.9	4.5%	3.2%

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to <http://istar.cde.ca.gov>

- SPSA Evaluation

Los Angeles Unified School District
Federal and State Education Programs
2013-2014 Single Plan for Student Achievement (SPSA) Evaluation

School Name: CANOGA PARK SH

ESC: North

1. Based on the comprehensive needs analysis, which subgroup(s), grade level(s), and/or content area(s) was targeted as needing improvement?

Math,English Language Arts -ELA,Science,English Language Development -ELD,English Learners,Students with Disabilities -SWD,Socio-economically disadvantaged

Grade 9,Grade 10,Grade 11,Grade 12

2. Identify the Tier 2 intervention programs that are currently in place for:

2a. English/Language Arts

CAHSEE Prep classes during the day for 11th and 12th grade students that have not passed the ELA portion of the test. Saturday program for at-risk 9th and 10th grade students.

2b. Mathematics

CAHSEE Prep classes during the day for 11th and 12th grade students that have not passed the math portion of the test. Saturday program for at-risk 9th and 10th grade students.

2c. English Language Development

LTEL classes for all students identified.

2d. Other

Biology support classes for all 9th grade students in Biology.

3. Which English Language Arts strategies/activities supported by categorical programs address targeted subgroups or grade levels?

Saturday tutoring, During the day intervention, Paraprofessionals, Certificated Support Personnel, Contract Services

3a. What data supports this finding?

Curriculum-based assessments, Program Assessments, Teacher-created assessments, Student work, CST, CAHSEE, School calendar

4. What were the results of the English Language Arts strategies/activities supported by categorical programs?

Partial growth I improvement

4a. If there was no improvement or only partial improvement what are the possible underlying causes?

Lack of timely implementation, Not all targeted students participated

5. Which mathematics strategies/activities supported by categorical programs address targeted subgroups or grade level?

After school tutoring, Saturday tutoring, Between the Bell intervention, Paraprofessionals, Certificated Support Personnel, Contract Services

5a. What data supports this finding?

Curriculum-based assessments, Program Assessments, Teacher-created assessments, Student work, CST, CAHSEE

6. What were the results of the math strategies/activities supported by categorical programs?

Partial growth I improvement

6a. If there was no improvement or only partial improvement what are the possible underlying causes?

Lack of timely implementation, Not all targeted students participated

7. As measured by CELDT, what percentage of ELs are making progress in ELD (AMAO 1)?

26%

7a. As measured by CELDT, what percentage of ELs demonstrated English proficiency (AMAO 2 < than 5 year cohort)?

6%

7b. As measured by CELDT, what percentage of ELs demonstrated English proficiency (AMAO 2 > than 5 year cohort)?

36%

8. Did your Long Term English Learner (LTEL) population:

Decrease

8a. By what percentage did the LTEL population increase or decrease?

9% decrease

9. Which English Language Development strategies/activities supported by categorical programs address targeted language proficiency levels?

After school tutoring, Saturday tutoring, Paraprofessionals, Certificated Support Personnel, Supplemental materials, CELDT preparations in ELD/LTEL classes

9a. What data supports this finding?

Curriculum-based assessments, Student work, CELDT, RFEP percentages

10. What were the results of the ELD strategies/activities supported by categorical programs?

Partial growth/improvement

10a. If there was no improvement or only partial improvement, what are the possible underlying causes?

Not matched to students needs, Less EL students are attending tier 2 intervention

11. What research based professional development training or activities were funded by categorical programs?

Data Analysis, Lesson Planning, Lesson Study

11a. What indicators were used to measure effectiveness of professional development provided?

Teacher surveys, Evidence of implementation in classroom instruction, Student work, Impact on student achievement, RFEP percentages

12. What other evidence (i.e. other performance data) shows an increase in student learning?

Reclassification rate of EL students continues to increase. 3% increase in graduation rate. LTEL population continues to decrease. 3% increase in the number of proficient

and advance students for CST scores in English and in Social Sciences.

13. What strategies/activities supported by categorical programs resulted in improved parent engagement?

Parent Community Representative, Parent Resource Liaison, Parent Trainings, Instructional Materials, PIQE

14. Examine the graduation data on the California Department of Education's AYP Summary Sheet. Did the school meet or exceed its annual target? (High Schools Only)

Yes

14a. If yes, what strategies and/or expenditures resulted in the meeting or exceeding of the target?

Afterschool CAHSEE Intervention, Intervention Coordinator, Counselor, Paraprofessionals, Parent and Student Workshops, Contract Services, Auxiliary, CSR teachers

15. Which of the expenditures did not increase growth in graduation rate and therefore will no longer be funded? (High Schools only)

There were no expenditures deemed as not increasing growth in graduation rate.

15a. What factors may have caused not meeting the target?

None

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix**

**ACADEMIC DOMAIN
100% GRADUATION**

LEA Goal: All students will graduate from high school.

Two-Year School Goal:* The number of students including subgroups of EL, LTEL, and SPED in the 10th grade earning a C or better in A-G courses will increase by 8% from 72% to 80% by the end of the 2016 Spring semester.

Identify data used to form this goal:⁵

☒ AYP Report/CAHSEE
 ☒ CORE Waiver Data Report (if applicable)
 ☒ MyData (A-G Report)
 ☒ Data Summary Sheet
 ☐ Student Grades
 ☐ Curriculum-Based Measure: _____
 ☐ Other: _____

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- Did the school meet schoolwide graduation rate targets? If not, what strategy(ies) will the school use to increase graduation rates?
- Did the school have graduation rates with less than 5% improvement? If so, what strategy(ies) will the school use to increase graduation rates to meet graduation rate targets?
- How will the school provide differentiated support to subgroups of 20 or more with the lowest proficiency rate on the CAHSEE?

- The school did meet graduation targets. The graduation rate rose 8 percent, and from 2012 to 2013, the graduating class went from 294 to 374. In addition to the efforts in the classrooms by all teachers, the added credit recovery classes greatly impacted the increase in the rate as students were not forced to wait for summer school options.
- Although the grad rate was met, there is still a critical need to increase the number of students with a "C" or better in A-G classes. With the grad requirement for the class of 2017 of a "C" or better in A-G courses, we are developing a plan to assist students that are at-risk of not meeting these new requirements.
- CAHSEE support classes have become part of the master program to assist targeted students found by an Early Warning System through MyData and by counselors monitoring 5- and 10-week progress reports.

Key Strategy(ies): Increase the 4-year-cohort graduation rate of EL, LTEL, and SPED students by actively monitoring grades, conducting frequent credit audits, and holding meetings with parents to discuss student progress, college, and career readiness.

Turnaround Focus Areas***	Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	Counselor X-Z and CPA X-time will provide training for all staff, hold meetings with students, and coordinate parent workshops to discuss student progress, college, and career readiness for matriculation and graduation for EL, LTEL, and SPED students. - Counselors, CPA, and teachers will monitor grades and conduct frequent credit audits to determine made needs, at-risk factors for graduation, and program students in appropriate A-G courses and intervention opportunities. - Counselors, teachers, and coordinators will facilitate workshops (during and beyond the school day) with parents and school personnel as a means of helping students with educational and personal problems that may interfere with their learning and success in school. - Administration will plan informational assemblies by graduating class for graduation requirements, college and career readiness and supports offered at the school	\$3,672 (54 hrs @ \$68/hr) CPA X-Time Title I \$718 Diff. CPA Title 1 \$408 (6 hrs @ \$68/hr) Counselor X-Z	Principal will monitor workshops and meeting agendas, sign-ins, presentations, and over-time sheets. Principal and CPA will	Principal CPA	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	- Counseling staff will hold college nights for various grade levels on informing students and families of post-secondary opportunities and preparation. - Using Other Non-Instructional Contract funds for the Toshiba Ghost account for reproduction services for the Konica machines located in the textbook room, pamphlets, letters, and other documents on graduation, college opportunities, and other workshops and meetings will be disseminated to families in a language they can understand. - Parent workshops like PIQE, will be set up by the Parent Representative to inform all stakeholders about the importance of student progress, college and career readiness, graduating on time, and taking advantage of all support services to obtain that goal.	Time TSP,LCFF \$820 Other Non-Instructional Contract Title I \$12,449 (3.6 hrs a day x 5 days a week x 40 weeks@\$17.29/hr) Parent Representative Title III	monitor copier usage.		
Maximizing Instructional Time ³	The SLCs will implement monitoring and case management of at-risk students to increase the 4-year-cohort graduation rate of EL, LTEL, and SPED students that have been identified as potential dropouts, grad risks, and not meeting grade level mastery. - Counselors and APSCS will ensure that all students have access to core A-G courses. - Counselors will develop and implement Individual Graduation Plans (IGP) and meet with students and families on a one-to-one basis throughout the school year to go over the plan and note student progress, college and career readiness, and risk factors. - Funding for an additional Secondary Counselor position will assist at-risk students with more individual attention to insure that they are on pace to meet the "C" or better requirement for core A-G courses and proficient or advance on the CAHSEE strands. - Assemblies and workshops will be facilitated by SLCs and counseling staff to help in developing programs in the area of career planning and college advisement. - Counselors and APSCS will work with the CPA to develop, implement, and monitor various intervention programs by use of the Early Warning System in MyData, teacher input, recommendations from SST and COST teams for at-risk students to include core A-G courses and CAHSEE strands. - Funding for Curricular trips will provide access to local colleges and universities (Pierce CC, Valley CC, CSUN, UCLA, and USC) for at-risk students to see first hand the academic environment to expect after graduating from high school. - Clerical Relief/Overtime will be used to make direct phone calls to parents in the evening and on weekends for community collaboration, information, and parental participation to focus on student progress, college, career readiness, and graduation rates. - Connect-Ed messages, Marquee, school website, course syllabi and newsletters will inform parents of important dates and deadlines for parent workshops and student interventions in a language that they understand.	\$98,954 Secondary Counselor Title I, LCFF \$58,045 ½ Cat Prg Advisor (3 hrs) Title I \$3,700 (10 @ \$370 per bus) Curricular Trips Title I, LCFF \$500 Clerical Relief/Overtime/X-Time Title I, LCFF	APSCS will monitor counselor ratios and ensure that 4-year plan meetings are being held with families at a minimum of the beginning of the first semester and towards the end of the second semester. Reevaluating second semester classes based on final marks of the first semester. CPA will monitor and log curricular trips Administration and CPA will monitor logs for classified support.	Principal and APSCS Principal and APSCS CPA, Title 1 Office Principal and CPA	August 2014 – June 2016
Interventions to Close Achievement Gaps ^{2, 3}	In order to ensure more students pass both parts of the CAHSEE, support is given to all students identified as at-risk of not passing the CAHSEE based on MyData Alerts, progress in ELA and Math Courses, and diagnostic exam results. Support will be given in intervention classes that focus on ELA and Math skill sets but differentiated for students based on content strand needs, grade level and proficiency level during and beyond the school day. - Title I Coordinator, Counselors, teachers and Instructional Coach will analyze data for students through an Early Warning System provided by MyData to identify who will need Tier 2 intervention in support classes and after school tutoring programs. - Coordinators and/or counselors will hold evening information meetings for parents on	\$10,080 Auxiliary(ies), Intervention (63 hr	Administration, coordinator, and counselors will analyze student data, set student growth targets, and create action plans. Administration and	Principal, Counselors, Teachers, and CPA	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	graduation requirements and the interventions offered to assist students. - Students in the 11th and 12th grade will be programmed in an Auxiliary Senior Seminar Intervention class during the school day to focus on text dependent strategies, close reading, math practices and writing workshops to support their regular English and Math classes. - Tutor Teacher X-time will be used to offer support for tutoring at-risk students beyond the school day after school and on Saturdays offering Tier 2 intervention. - Software License Maintenance for ALEKS program will be used for 10th grade math support and Renaissance Learning will be used for 10th grade ELA students targeted for intervention. - By the second quarter semester marks, 9th grade students will be provided intervention in ELA and Math to prevent student risk of not scoring C or better in A-G courses. - Summer School Bridge Program will target approximately 120 incoming 9th grade students to include: subgroups of EL, LTEL, and Socio-economic Disadvantage who have been identified as scoring at below basic and far below basic proficiency levels in ELA and Math skills, markedly at-risk in study skills and other attributes necessary for school success like transitioning from Middle School to High School. Six highly qualified core CCSS course teachers will be funded through Tutor Teacher X-time for four weeks in July during the regularly scheduled Summer School program at Canoga Park High School.	x 5 days x 32 weeks) Title I, LCFF \$5,500 Software License Maintenance Title I, LCFF \$26,135 Tutor Teacher X Time (385 hrs x \$68) Title I, LCFF	CPA will monitor and evaluate intervention program goals and objectives quarterly and annually to determine if goals and objectives are being met. Administration and CPA will monitor software licenses	Principal and CPA	
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***Applicable section number(s) of the “Seven Turnaround Principles” are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix**

**ACADEMIC DOMAIN
ENGLISH LANGUAGE ARTS**

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:*	The CAHSEE ELA pass rate of first-time 10th grade at-risk students, including subgroups of EL, LTEL, and SPED test takers will increase 8% from 68% to 76% by the end of the 2016 Spring semester.
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Identify data used to form this goal:⁵	☒ AYP Report/CAHSEE ☒ CORE Waiver Data Report (if applicable) ☒ MyData (CST Strand Report)
☐ DIBELS ☐ Student Grades ☐ Curriculum-Based Measure: _____ ☒ Data Summary Sheet	

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? - Based on the assessments, in what strands of the English Language Arts instructional program were subgroups of 20 or more least proficient? - What factors explain changes in proficiency levels over time? - Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose? - What intervention(s) will be used to address the lowest-achieving subgroups?	School-wide there has been a steady 6% decline to 68.6% in the past three years of the number of 10th grade students passing the ELA portion of the CAHSEE. EL and LTEL students have a 24.3% pass rate with SPED having 28.6% - A 6% decrease of the past three years on content strands of writing strategies and conventions, with the lowest proficient strand of writing applications at 54.6% - With the new 2 X 8 bell schedule, students are earning more credits than a traditional 6 periods, which allows them to matriculate quicker to the next grade. 10th grade CAHSEE support classes during the school day, after school, and on Saturdays has been implemented for the past three years with little to no effect in improving CAHSEE testing results. - Future interventions need to become more effective by targeting the essential CAHSEE stands and skills needed by our lowest achieving subgroups.
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Key Strategy(ies):	Increase the ability of EL, LTEL, and SPED students in the ELA CCSS to utilize close reading and text dependent questions to access core content by augmenting teachers' capacity to develop the use of academic language, and provide opportunities for engaged student discussion with effective question and discussion techniques.
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Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	Administration, Instructional Coach, CPA, and Parent Representative will provide training for all staff, hold meetings with students, and coordinate parent workshops to develop the use of academic language, and provide opportunities for engaged student and parent discussion with effective question and discussion techniques for improvement on ELA writing strategies and applications: - Funding for a ½ time Instructional Coach will be utilized to provide ELA professional development to augment teachers' capacity to demonstrate interventions that will have positive outcomes on at-risk students including EL, LTEL, and SPED student close reading, text depending questions, and writing strategies and applications. - Counselors, CPA, Instructional Coach, and teachers will analyze data to determine	\$58,045 ½ Time Inst. Coach Secondary (3 hrs) Title I \$863 Differential, Inst. Coach Title 1	Principal and CPA will monitor workshops and meeting agendas, sign-ins, and presentations. Principal will monitor instructional coach logs	Principal CPA	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	student needs, at-risk factors for graduation, and program students in appropriate intervention opportunities. - Counselors X-Z and CPA X-Time will be used to facilitate workshops beyond the school day with parents and school personnel paid at Staff Training Rate as a means of helping parents and students with educational and personal needs that may interfere with their learning and success in school. - Administration, Instructional Coach, and other support staff will plan informational assemblies for first time CAHSEE passage and support opportunities offered at the school such as tutoring and intervention courses offered that focus on close reading, text dependent questions, and writing. - With the addition of PLCs, teachers have been given opportunities to work with colleagues to develop an ELA support class curriculum that helps at-risk students including EL, LTEL, and SPED students to develop the use of academic language, and provide opportunities for engaged student discussion with effective question and discussion techniques. - Administration, Instructional Coach, CPA, and other support staff will use Other Non-Instructional Contract funds for the Toshiba Ghost account for reproduction services for the Konica machines located in the textbook room to provide pamphlets, letters, and other information about the ELA CCSS course requirements at workshops and meetings to staff, students, and families in a language that they can understand.	\$408 (6 hrs @ \$68/hr) Counselor X-Z Time Title 1, LCFF \$3,672 (54 hrs @ \$68/hr) CPA X-Time Title I \$1,800 (64 hrs @ \$28.18) Staff Training Rate Title I \$820 Other Non-Instructional Contract Title I, LCFF	Principal and CPA will monitor overtime sheets Principal and CPA will monitor copier usage.		
Maximizing Instructional Time ³	The SLCs will implement monitoring and case management of at-risk students to include subgroups of EL, LTEL, and SPED students who may not pass ELA CCSS courses with a "C" or better due to deficiencies in close reading, text depending questions, and writing skills: - Provide a Class Size Reduction Secondary Teacher in order to facilitate better mastery of content and the skills necessary for ELA academic achievement in CCSS courses for at-risk students. - A ½ time Categorical Program Advisor (CPA) will provide guidance and planning for categorical funding and resources to assist with school-wide intervention for at-risk students during the school day. - A Teacher Assistant and an Education Aide for AVID will be provided to enhance literacy and the skills required for academic achievement in the ELA CCSS courses both in the core classroom, support classes, and in computer labs. - Counselors, APSCS, and CPA will ensure that all students have access to intervention classes taught by ELA credentialed teachers. - Counselors will develop and implement individual student graduation plans with students and families on a one-to-one basis throughout the school year to go over the plan and explain important components. - Assemblies and workshops will be facilitated in each SLC by counseling staff and CPA to help develop interest for first-time success on the ELA CAHSEE at proficient and advanced levels. - A Microcomputer Tech Assistant will maintain, update, and assist teachers and computer labs with technical support for computer ELA support programs. - Clerical Relief/Overtime will be used in each SLC will make direct phone calls to parents in the evening and on weekends for community collaboration, information, and parental participation to facilitate familiarity with upcoming interventions and testing dates in the language our parents understand. - The CPA will insure that Connect-Ed messages, Marquee, School Webpage, and parent newsletters to include information about upcoming parent workshops, student interventions, and school-wide testing dates in the language our parents understand.	\$93,641 CSR Teacher Title I, LCFF \$58,045 ½ Cat Prg Advisor (3 hrs) Title I \$718 Diff. CPA Title 1 \$12,827 Teacher Assistant/Degree (6 hrs) Title I \$9,967 Edu Aide 3(AVID) Title I \$65,123 Micro Comp Tech (8 hrs) Title 1 \$500 Clerical Relief/Overtime/X-	APSCS and counselors will monitor the class size ratios and ensure that class size reductions occur in the ELA classes Administration and CPA will assign and monitor placement of Teacher Assistants and Educational Aide to maximize their effectiveness Administration and CPA will monitor logs and overtime sheets for classified support.	Principal and APSCS Principal and CPA Principal and CPA	August 2014 – June 2016

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		Time Title I, LCFF			
Interventions to Close Achievement Gaps ^{2, 3}	In order to ensure more students are meeting the ELA CCSS course requirements with a “C” or better, support is given to all at-risk students identified by MyData Alerts, progress in ELA Courses, and diagnostic exam results. Support will be given in intervention classes that focus on utilizing close reading and text dependent questions to access core curriculum during and beyond the school day. - Title I Coordinator, Counselors, teachers and Coach will analyze data for students needing Tier 2 intervention in support Auxiliary Intervention Classes during the day and after school tutoring programs. - CPA will design, develop, and monitor the before/after school and Saturday school tutoring programs funded by Tutor Teacher X-time to provide Tier 2 intervention to at-risk students. - Coordinators and/or counselors will hold evening information meetings for parents on ELA CCSS course requirements and the interventions offered during the day, after school and on Saturdays to assist students. - Students in the 10th grade will be programmed during the school day into CAHSEE support classes to focus on text dependent strategies, close reading, and writing workshops to support their regular English classes. - Software License Maintenance funds for Renaissance Learning will be used for 10th grade ELA students targeted for intervention. - Custodial Overtime will be used to support a clean and safe environment for beyond the school day interventions after school and on Saturdays. - All 9th grade students will be given a CAHSEE diagnostic to determine if intervention in ELA is needed for their 10th grade programming into support classes in order to increase their first time pass rate of CAHSEE at Proficient and Advance levels	\$26,135 Tutor Teacher X Time (385 hrs x \$68) Title I, LCFF \$10,080 Auxiliary(ies), Intervention (63 hr x 5 days x 32 weeks) Title I, LCFF \$450 Teacher Asst. Relief (38 hrs x \$12) Title 1 \$5,500 Software License Maintenance Title I, LCFF \$1,500 Custodial Overtime Title I, LCFF	Administration, coordinator, and counselors will analyze student data, set student growth targets, and create action plans. Administration and CPA will monitor and evaluate intervention program goals and objectives quarterly and annually to determine if goals and objectives are being met.	Principal, Counselors, Teachers, and CPA	August 2014 - 2016

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Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
MATHEMATICS

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:* The CAHSEE Math pass rate of first-time 10th grade at-risk students, including subgroups of EL, LTEL, and SPED test takers will increase 8% from 63% to 71% by the end of the 2016 Spring semester.

Identify data used to form this goal:⁵

☒ AYP Report/CAHSEE	☒ CORE Waiver Data Report (if applicable)	☒ MyData (CST Strand Report)
☐ DIBELS	☐ Student Grades	☐ Curriculum-Based Measure: _____ ☒ Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? - Based on the assessments, in what strands of the mathematics instructional program were subgroups of 20 or more least proficient? - What factors explain changes in proficiency levels over time? - Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose? - What intervention(s) will be used to address the lowest-achieving subgroups?	School-wide there has been a steady 7% decline to 63.7% in the past three years of the number of 10th grade students passing the MATH portion of the CAHSEE. EL and LTEL students have a 35.6% pass rate with SPED having 28.8% - A 5% to 6% decrease of the past three years on content strands of number sense and algebra, with the lowest proficient strand of algebra 1 at 55.2% - With the new 2 X 8 bell schedule, students are earning more credits than a traditional 6 periods, which allows them to matriculate quicker to the next grade. 10th grade CAHSEE support classes during the school day, after school, and on Saturdays has been implemented for the past three years with little to no effect in improving CAHSEE testing results. - Future interventions need to become more effective by targeting the essential CAHSEE stands and skills needed by our lowest achieving subgroups.
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Key Strategy(ies): Increase the ability of EL, LTEL, and SPED students in the Math CCSS to construct viable arguments and critique the reasoning of others by elevating teachers' capacity to develop the use of academic language and provide opportunities for engaged student discussion with effective question and discussion techniques.

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	Administration, instructional coach, CPA, and Parent Representative will provide training for all staff, hold meetings with students, and coordinate parent workshops to increase awareness of the Math CCSS and what skills students need to obtain academic success: - Funding for a ½ time Instructional Coach will be utilized to provide Math workshops to elevate teachers' capacity to develop the use of academic language and provide opportunities for engaged student discussions with effective question and discussion. - Counselors, CPA, and teachers will analyze data to determine student needs, at-risk factors for graduation, and program students in appropriate intervention opportunities. - Counselors X-Z and CPA X-Time will be used will to facilitate workshops beyond the school day with parents and school personnel paid at Staff Training Rate as a means of helping parents and students with educational and personal needs that may interfere with	\$58,045 ½ Time Inst. Coach Secondary (3 hrs) Title I \$863 Differential, Inst. Coach Title 1	Principal will monitor workshops and meeting agendas, sign-ins, and presentations. Principal will monitor instructional coach logs Principal and CPA will	Principal CPA	August 2014 – June 2016

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	their learning and success in school. - Administration, instructional coach, and other support staff will plan informational assemblies for Math CCSS course requirements, first time CAHSEE passage, and support opportunities offered at the school such as tutoring and intervention courses offered that focus on use of academic language, engaged student discussions, and effective question and discussion techniques. - With the addition of PLCs, teachers have been given opportunities to work with colleagues to develop a Math support class curriculum that helps at-risk students including EL, LTEL, and SPED students to develop the use of academic language, and provide opportunities for engaged student discussion with effective question and discussion techniques. - Administration, Instructional Coach, CPA, and other support staff will provide Mathematics workshops for teachers to demonstrate interventions that will have positive outcomes on student achievement of Math CCSS courses to include number sense and algebra skills. - Administration, Instructional Coach, CPA, and other support staff will use Other Non-Instructional Contract funds for the Toshiba Ghost account for reproduction services for the Konica machines located in the textbook room to provide pamphlets, letters, and other information about the Math CCSS course requirements at workshops and meetings to staff, students, and families in a language that they can understand.	\$408 (6 hrs @ \$68/hr) Counselor X-Z Time TSP, LCFF \$3,672 (54 hrs @ \$68/hr) CPA X-Time Title I \$1,800 (64 hrs @ \$28.18) Staff Training Rate Title I \$820 Other Non-Instructional Contract Title I, LCFF	monitor overtime sheets Principal and CPA will monitor copier usage.		
Maximizing Instructional Time ³	The SLCs will implement monitoring and case management of at-risk students to include EL, LTEL, and SPED students who may not pass the Math CCSS course requirements with a "C" or better due to deficiencies in constructing viable arguments and critiquing the reasoning of others, number sense and algebra skills: - Provide a Class Size Reduction Secondary Teacher in order to facilitate better mastery of content and the skills necessary for Math academic achievement in CCSS courses for at-risk students. - A ½ time Categorical Program Advisor (CPA) will provide guidance and planning for categorical funding and resources to assist with school-wide intervention for at-risk students during the school day. - A Teacher Assistant and an Education Aide for AVID will be provided to enhance literacy and the skills required for academic achievement in the Math CCSS courses both in the core classroom, support classes, and in computer labs. - Counselors and APSCS will ensure that all students have access to Mathematics intervention classes taught by credential Math teachers. - Counselors will develop and implement individual student graduation plans with students and families on a one-to-one basis throughout the school year to go over the plan and explain important components including passage of the Math CAHSEE at proficient and advanced levels. - Assemblies and workshops will be facilitated in each SLC by counseling staff to help develop interest for first-time success on the CAHSEE at proficient and advanced levels. - A Microcomputer Tech is needed to maintain, update, and assist teachers and computer labs with technical support for computer Math support programs. - Clerical Relief/Overtime will be used in each SLC to make direct phone calls to parents in the evening and on weekends for community collaboration, information, and parental participation to facilitate familiarity with upcoming interventions and testing dates in the language that our parents understand. - The CPA will insure that Connect-Ed messages will be sent out to include information	\$93,641 CSR Teacher Title I, LCFF \$58,045 ½ Cat Prg Advisor (3 hrs) Title I \$718 Diff. CPA Title 1 \$12,827 Teacher Assistant/Degree (6 hrs) Title I \$9,967 Edu Aide 3(AVID) Title I \$65,123 Micro Comp Tech (8 hrs) Title I	APSCS and counselors will monitor the class size ratios and ensure that class size reductions occur in the Math classes Administration and CPA will assign and monitor placement of Teacher Assistants and Educational Aide to maximize their effectiveness Administration and CPA will monitor logs and overtime sheets for classified support	Principal and APSCS Principal and CPA Principal and CPA	August 2014 – June 2016

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	about upcoming parent workshops, student interventions, and school-wide testing dates in the language that our parents understand.	\$500 Clerical Relief/Overtime/X- Time Title I, LCFF			
Interventions to Close Achievement Gaps ^{2, 3}	In order to ensure more students are meeting the Math CCSS course requirements with a “C” or better, support is given to all at-risk students identified by MyData Alerts, progress in Mathematics Courses, and diagnostic exam results. Support will be given in intervention classes that focus on Math skill sets but differentiated for students based on content strand needs, grade level and proficiency level during and beyond the school day with focus on viable arguments and critique the reasoning of others. - Title I Coordinator, Counselors, teachers and Coach will analyze data for students needing Tier 2 intervention in support Auxiliary Intervention Classes during the day and after school tutoring programs. - CPA will design, develop, and monitor the before/after school and Saturday school tutoring programs funded by Tutor Teacher X-time to provide Tier 2 intervention to at-risk students. - Coordinators and/or counselors will hold evening information meetings for parents on Math CCSS course requirements and the interventions offered during the day, before/after school and on Saturdays to assist students. - Students in the 10th grade will be programmed during the school day into CAHSEE support classes to focus on text dependent strategies, close reading, number sense, algebra skills to support their regular Math classes. - Software License Maintenance funding for ALEKS will be used for 10th grade Math students targeted for Tier 2 intervention. - Custodial Overtime will be used to support a clean and safe environment for beyond the school day interventions after school and on Saturdays. - All 9th grade students will be given a CAHSEE diagnostic to determine if intervention in Math is needed for their 10th grade programming into support classes in order to increase their first time pass rate of CAHSEE at Proficient and Advanced levels.	\$26,135 Tutor Teacher X Time (385 hrs x \$68) Title I, LCFF \$10,080 Auxiliary(ies), Intervention (63 hr x 5 days x 32 weeks) Title I, LCFF \$450 Teacher Asst. Relief (38 hrs x \$12) Title 1 \$5,500 Software License Maintenance Title I, LCFF \$3,000 Custodial Overtime Title I, LCFF	Administration, coordinator, and counselors will analyze student data, set student growth targets, and create action plans. Administration and CPA will monitor and evaluate intervention program goals and objectives quarterly and annually to determine if goals and objectives are being met.	Principal, Counselors, Teachers, and CPA	August 2014 – June 2016

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**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix**

**ACADEMIC DOMAIN
ENGLISH LANGUAGE PROGRAMS
English Language Development (ELD) and Access to Core**

LEA Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Two-Year School Goal:* The reclassification rate of EL and LTEL students will increase 8% from 11% to 19% by the end of 2016 Spring semester.

Identify data used to form this goal:⁵	☒ AYP Report/CAHSEE	☐ CORE Waiver Data Report (if applicable)	☒ MyData (CST Strand Report)
☒ CELDT / AMAOs	☒ Student Grades	☐ Curriculum-Based Measure: _____	☒ Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • What factors explain the changes in proficiency levels over time? • Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment? • What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?	English learners have made adequate progress in their reclassification rate and ELA proficiency within the past two years; however, there is still a need for significant improvement in the following areas: AMAO's, CAHSEE pass rate, and academic grades. The following conclusions can be drawn based on the identified data: • ELA proficiency (AMAO 3) has increased through effective Professional Development focusing on SDAIE and ELA classroom strategies. • ELD and English support interventions were effectively offered by only a cohort of teachers to EL students as Tier 2 to monitor their proficiency on their CELDT (AMAO 1). Strategic Reclassification monitoring with the support of the Title III Instructional coach has annually decreased the number of LTELs.
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Key Strategy(ies): Increase the ability of the students in ELD and LTEL classes to reclassify by augmenting teachers' capacity to ensure greater access to the core academic content by developing academic language and utilizing a variety of SDAIE methodologies.

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	The Title III Instructional coach and EL coordinator in collaboration with the Instructional leadership team will facilitate professional development focusing on the following: • Continuous CELDT classroom strategies in ELA, ELD and LTEL courses. • Train teachers, counselors, and support personnel on monitoring the progress and implementing a strategic plan using data driven instruction. • Designing curriculum and implementing Common Core State Literacy standards with an emphasis on supporting English learners. • At departmental workshops developed and presented by coaches and coordinators before/after school and on Saturdays, teachers will develop their skills in helping ELs develop proficiency levels in all domains (listening, speaking, reading, and writing) in all content areas through SDAIE strategies.	\$13,600 (200 hrs @\$68/hr) PD Tch'r X-Time Title III, TSP, LCFF \$1,200 (48 hrs @ \$25) Staff Training Rate Title III, TSP, LCFF	EL Coord. & Title III Coach will work with Instructional leadership team and with the support of the principal and school administrators	Principal, admin staff, EL coordinator, Title III Coach, Instructional Coach, teachers and leadership team	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	District or school-site trainings addressing best practices and the most recent pedagogy and research. Trainings for teachers to build a community of shared lessons enhancing ELD and SDAIE as well as effective differentiated classroom strategies via technology/internet resources.				
Maximizing Instructional Time ³	All classroom teachers, EL coordinator, Title III Instructional Coach, and instructional support staff (i.e. resource teachers, instructional aides and bilingual aides) will implement and support the following instructional practices to ensure access to core academic content and the scaffolding/differentiating instruction for ELs through: - Develop lessons and instructional practices that will make instruction more comprehensible using SDAIE methodology. - Effective classroom strategies to build on English Language Development (ELD) offered through differentiated instruction which will enrich EL student's academic curriculum incorporating a variety of strategies which include but are not limited to the following: graphic organizers, interaction activities, comprehensibility, visuals, and a strong emphasis on academic language vocabulary. - Effective ELD instruction in all LTEL and ELA classes which will target specific language proficiency skills to help ELs meet their RFEP process. - ELs meeting "reasonable fluency" will receive academic instruction in all content areas aligned to the new ELD standards with strong emphasis in English and with primary language support for all ELD 1-2 students with the assistance of a bilingual aide. Supplemental materials to support ELA, ELD, LTEL and content courses that will help teachers provide instructional activities to support ELD and academic success.	\$93,641 CSR ELD Teacher TSP, LCFF \$10,690 (5 hours a day) Teacher Asst (Bilingual) TSP \$10,080 Auxiliary(ies), Intervention LTEL (63 hr x 5 days x 32 weeks) LCFF(V603) \$1,653 Day to Day Subs (2 Days @ \$330.56) Title III, TSP \$1,200 IMA, General Supplies TSP, LCFF	EL Coord & Title III Coach will work with counselors, department chairs, with the support of the principal and school administrators	Principal, APSCS, EL coordinator, Title III Coach, counselors, Department Chairs, classroom teachers and Instructional Leadership Team	August 2014 – June 2016
Interventions to Close Achievement Gaps ^{2,3}	A systematic intervention plan to help at-risk ELs meet language proficiency and academic content achievement in the core subjects (i.e. English, Math, Science, and Social Science) will be identified through the use of various data (i.e. CELDT, MyData, CAHSEE scores, Periodic Assessments, and academic grades) so ELs can receive intervention for the following areas: - ELs will make adequate progress to meet AMAO 1 (annual CELDT growth) through Tier 2 Saturday or after school and in-class interventions. - ELs will make adequate progress to meet AMAO 2 (English proficiency) in Tier 2 interventions through the LTEL courses and ELD intervention offered after school or Saturday tutoring. - After school and Saturday interventions will be designed to help for first-time CAHSEE takers so they may increase their pass rate by 3%. Title III Instructional Coach or LTEL Designee will monitor the LTEL students who have not met the reclassification criteria through classroom intervention and annual parent meetings.	\$8,160 Tutor Teacher X Time (300hrs x 4 classes x \$68) Title III, TSP \$2,448 (36 hrs @\$68/hr) Teacher X-Time Direct TSP, LCFF	EL Coord , Title III Coach, and Intervention Coordinator will work with counselors, teachers and with the principal and school administrators	Principal, admin staff, EL coordinator, Title III Coach/LTEL Designee and Intervention Coordinator	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
CULTURE and CLIMATE DOMAIN
PARENT AND COMMUNITY ENGAGEMENT

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:* The number of responses to the Parent Survey will increase by 8% from 15% to 23% by the end of the 2016 Spring semester.

Identify data used to form this goal:⁵	☐ AYP Report/CAHSEE	☐ CORE Waiver Data Report (if applicable)	☐ MyData (CST Strand Report)
☐ Student Grades	☐ School Experience Survey	☒ Data Summary Sheet	☒ Other: <u>Parent Center Rosters</u>

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • What factors explain changes in parents feeling welcomed at school over the last two years? • What factors explain changes in parents having opportunities for involvement at school over the last two years? • What factors explain the changes in parents talking with their child's teacher about schoolwork over the last two years?	There has been an increase of 4% from 11.6% to 15.8% in the number of parent surveys returned. In the 2012-13 responses, 84.2% feel welcomed and 64.7% feel that teachers inform them about their child's progress (47% increase over 2011-12). • Parents have been invited to PIQE, healthy living workshops sponsored by Northridge Hospital, English classes in the Parent Center, monthly Coffee with Principal meetings, increased participation in PIQE, modifications in the way we operate during conferences and Open House to provide a more parent-friendlier, more accessible school environment • The school has implemented the SLC concept and increased accessibility of staff. Parents and students report feeling more supported in a smaller setting by their counselor, administrator and clerical staff. • To assist with managing school work, student agendas are provided to all 9th and 10th grade students and is an effective communication and counseling tool. • The school continues to recognize students completing milestones and holds award ceremonies in which parents and students come together to celebrate their accomplishments.
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Key Strategy(ies):	Increase the percentage of parents who talk with the teacher about their child's schoolwork by providing a myriad of opportunities for communications and interaction with parents including coffee with the principal and other staff, offering college and career related classes and workshops, and introducing them to the school culture and navigating the high school experience.
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Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Parent Engagement ⁷	The parents are consistently invited to attend a myriad of opportunities for communications and interaction with the school staff and participate in various school events and meetings such as; • Monthly meetings with the principal and parent representative to learn about opportunities for communications and parental interactions with the school to ask about issues concerning their children and receive immediate support and assistance. • Meetings with staff after coffee with the principal. Staff is asked to clear their calendars during those sessions to be able to support parents and provide walk-in service to	\$12,449 (3.6 hrs a day x 5 days a week x 40 weeks@\$17.29/hr) Parent Representative Title I (7E046)	Principal and CPA will monitor hours submitted Participant information; Parent center logs and sign-ins; Student-	Principal Parent Center Director, Principal,	August 2014 – June 2016 (Monthly)

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	discuss and resolve their immediate concerns. - LAUSD volunteer program to support the parent center and two of the school offices. - Parent participation in awards ceremonies, Open House and Conference Night, SSC, ELAC, reclassification - Parents support teachers as chaperones during school-day field trips	Funding Source: School Donations and Rental of Facilities Accounts	led-conference information; Faculty open house and conference night attendance rosters and parent sign-in sheets	Coordinators , Counselors, administrators	
Parent Communication ⁷	We continue to communicate with parents about opportunities and information about college and career related classes and workshops in the following manner: - through weekly and as needed Connect-Ed messages to parents - one-to-one personal telephone calls, Clerical Overtime/Relief for calls made beyond the school day and in the evenings, - monthly meetings at Coffee with the Principal, - through the School marquee, - using fliers and invitations - the weekly bulletin published by the principal and posted in the classrooms and on the school's website, - the school website - student agendas - in-school conferences with teachers and counselors - via e-mail - via direct telephone line with the principal	Funding: Beyond the Bell' Rental of Facilities; Donations Account Rental of Facilities IMA MG and Residential School funds \$200 Clerical Overtime/Relief Title I (7E046)	Documentation of archiving marquee messages; School Bulletin - digital and in hard- copy archives; Archived copies of the bulletin Archived ConnectEd messages	Parent Center Director, Principal, Coordinators , counselors	August 2014 – June 2016 (Weekly, Daily)
Parent Training ⁷	Parents are receiving a myriad of training opportunities to help them acquire the necessary knowledge and skill set to help their children navigate the high school environment. Parents are surveyed and asked about the courses or training with Instructional Materials they would like to see at CPHS. We then work with beyond the Bell and our staff to fund the classes and activities. Some of the trainings offered at school during the school day or in the evenings through our parent center include; - Computer classes- Twenty-eight parents were offered a nine-week computer class to increase their base knowledge and skill set using the computer to access/retrieve school information, learn to access the school's website for up-to-the-minute calendar information about school programs, grades, events, parent conference and open house; - Parent Institute for Quality Education (PIQE) – Parents learn about high school requirements and college programs and pathways and were certified by PIQE; - English classes- the Parent Center offers English Classes Monday through Friday through a parent volunteer; - Coffee with the Principal- Since his arrival, the principal has been meeting with parents on a monthly basis to share, discuss and School Councils: - The parents participate in ELAC and SSC informational and training sessions to prepare them for service in our council meetings at both, the local and the district level and provide for mileage expenses; - The Northridge Hospital offers Health and Wellness Institute, workshops on how to manage chronic illnesses, reduce stress, work with your Teenage Child and first Aid - Custodial Overtime/Relief time will be used to provide a safe and clean environment for parent workshops and trainings that occur beyond the school day or in the evening.	Grants from Northridge Hospital; Rental of Facilities, Donations \$180 IMA Title I (7E046) \$301 Mileage Title I (7E046) \$850 Custodial Overtime/Relief Title I (7E046)	Parent participation rosters; class rosters; Grant MOUs for Beyond the Bell Grant and Northridge Hospital; SSC and ELAC sign- in sheets, Meeting agendas Volunteer rosters and hours of service	Parent Center Director, Principal, Coordinators , Beyond the Bell staff, PIQE staff,	August 2014 – June 2016 (Monthly, weekly)

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix**

**SOCIAL/EMOTIONAL DOMAIN
100% ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

Two-Year School Goal:*	Students with an attendance percentage rate of 96% or higher will increase by 8% from 57% to 65% by the end of the 2016 Spring semester.
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Identify data used to form this goal:⁵	☐ AYP Report/CAHSEE	☒ MyData (Early Warning/At-Risk Report)	☒ Student Grades
☒ Data Summary Sheet	☒ School Experience Survey	☐ Curriculum-Based Measure: _____	☐ Other: _____

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • Did the school meet its 2013-2014 attendance targets? • What factors explain changes in student attendance rates over the last two years? • How many instructional days were lost to suspension over the last two years? • What factors explain the changes that occurred in the suspension rates over the last two years? • What factors explain the changes that occurred in instructional days lost to suspension over the last two years? • What factors explain the changes that occurred in student responses to school safety?	• The school is making significant gains and is on track to exceed the attendance percentage goal of 8% by Spring 2016. • This year the school physically divided itself into three SLCs; Freshman Foundation, Sophomore Success, and Upper House. In doing so, there is an improved effort to work with individual student attendance. Each SLC has its own Administrator, Counselor and Clerical support. • There has been a drop in the number of days lost in suspension from 263 in 2011-12 to 205 in 2012-13. Currently there is 96 days lost from August 2013 through February 2014 • We implemented a demerit-based component to our School-Wide Positive Behavior Support Plan that has reduced the number of suspensions and number of instructional days lost. • The students, staff, parents, and community are all aware of the demerit component to the PBSP; therefore all stakeholders are cognizant of the behavioral expectations of our student body.
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Key Strategy(ies):	Increase the percentage of students and staff attending 96% or more of the time by strategically monitoring attendance and consistently communicating with stakeholders via telephone, conferences, assemblies, parent meetings, and home visits to reinforce the importance and benefits of being at school.
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Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Social / Emotional Interventions ⁶	Success in the classroom is directly related to improved attendance. The school will dedicate more time to strategically monitor attendance and consistently communicate with stakeholders through various modalities: • Positive Behavior Support Plan (PBSP) committee and Collaboration of Services Team (COST) were established to meet on a bi-weekly basis to evaluate and assess targeted strategies to identify and strategically monitor students with chronic absences. • PSA counselor will be utilized to make phone calls and home visits during the school day and before/after school for students with chronic absences. • Provide two additional days for a nurse to add to the existing three days funded by LCFF to	\$41,760 PSA Counselor (8 hrs @ 2 days) Title I \$59,370 Nurse (6 hrs @ 3 days) Title I	Principal and APSS will monitor PSA logs Administration will monitor time sheets of the additional nurse hours	Principal and APSS Principal and designee	August 2014 – June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

	insure a safe and healthy learning environment for all students. - Assemblies and workshops, facilitated by the PSA counselor and other staff, will help develop student and parent interest to reinforce the importance and benefits of being at school. - Each SLC has tailored attendance incentive programs specific to the needs of the students within the SLC to reinforce the importance and benefits of being at school: Upper House has the Senior Attendance Action Plan (SAAP) that was designed as an incentive for Seniors to participate in senior activities, including graduation ceremonies, based on acceptable attendance. A Mystery Trip is planned for the Junior class students who exhibit acceptable attendance; Sophomore Success and Freshman Foundation have developed an on-going attendance incentive program throughout the year, including but not limited to Ice Cream Socials. - Every semester, students who exhibit perfect attendance are recognized for their achievement by receiving "Perfect Attendance" attendance certificates. - Attendance is embedded in the demerit policy as part of the PBSP and the tenets of which are visibly displayed on posters throughout the campus that will be reproduced using Other Non-Instructional Contract funds for the Toshiba Ghost account for the Konica machines located in the textbook room. - Clerical Relief/Overtime will be used to make direct phone calls to parents in the evening and on weekends for community collaboration, information, and parental participation to focus on the importance and benefits of student attendance. - Connect-Ed messages, Marquee, school website, course syllabi and newsletters will inform parents of the importance and benefits of student attendance in a language that they understand.	\$820 Other Non-Instructional Contract Title I, LCFF \$500 Clerical Relief/Overtime/X-Time Title I, LCFF	PBSP and COST agendas SLC Action and Mission Statements School Calendar of attendance incentive events All Classrooms and Offices checked for Posters and monitor copier usage. Administration and CPA will monitor logs for classified support.	Principal, Asst. Principal in charge of discipline, COST and SAAP teams. Principal and CPA	
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

CORE Waiver Status and Interventions Form

Title I schools that fail to meet their California Annual Measurable Objectives (CA AMO) and/or their School Quality Improvement System growth goal* will be required to help inform appropriate interventions and shall indicate so in the annual Single Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to the participating LEA. A template to indicate AMO achievement and questions for 2014-15 are as follows

LEA: Los Angeles Unified School District	Year: 2014-2015
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2013-2014 AMOs (based on 2012-2013 data)	Yes	No	Prior Year AMOs (based on 2011-2012 data)	Yes	No
Did the school meet this year's API growth target?		X	Did the school meet the prior year's API growth target?		X
Did the school meet this year's achievement target? (California Annual Measurable Objectives)		X	Did the school meet the prior year's achievement target? (California Annual Measurable Objectives)		X
Did the school meet the graduation rate target? (if applicable)	X		Did the school meet the prior graduation rate target? (if applicable)	X	
Did the school meet this year's School Quality Improvement Goal?	N/A	N/A	Did the school meet this year's School Quality Improvement Goal?	N/A	N/A

1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2014-15 school year?	Please list the targeted subgroups and content areas: At-risk students identified in the subgroups of EL, LTEL, and SPED will be targeted in the content areas of ELA and math.
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?	Mark boxes where existing goals within the SPSA are found: ☒ 100% Graduation ☒ English Language Arts ☒ Mathematics ☒ English Language Development -Title III ☒ Parent & Community Engagement ☒ 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?	Mark boxes where existing interventions within the SPSA are found: ☒ 100% Graduation ☒ English Language Arts ☒ Mathematics ☒ English Language Development -Title III ☒ Parent & Community Engagement ☒ 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills
4. What indicators will be used to measure success of the applied interventions?	Mark boxes to be used as indicators to measure success: ☒ Student Grades ☐ Curriculum Based Measures ☐ DIBELS ☒ MyData At-Risk Alerts ☒ AYP Report/CAHSEE ☐ Other: _____

*Availability to be determined at a later date

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 COMPONENTS FOR IMPLEMENTATION

1. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)

Canoga Park High School allows for student access to the school library and computer lab before school, during the school day, after school, and on Saturdays with Boys and Girls club offering tutoring in all subjects after school and on Saturdays. Intervention courses during the school day include math tutorial labs for 9th and 10th grade students struggling in Algebra 1 and Geometry, enhanced literature course for students struggling in English 9 and English 10, and senior seminar for upper grades needing CAHSEE support. After school and on Saturdays, students are targeted by 5 and 10-week grades and the Early Warning System on MyData to receive Tier 2 intervention on core CCSS course topics over a prescribed length of time.

2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).

The following strategies will be utilized to meet the educational needs of Migrant Students:

- Address the needs of migrant students in the Single Plan for Student Achievement.
- Ensure that the Migrant Education Program (MEP) *Family Work Questionnaire* is part of the enrollment packet.
- The Principal will designate a certificated staff member to be the MEP school contact person. The certificated contact person will be the Title 1 Coordinator.
- Complete the Intervention Services Survey.
- Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP).
- Arrange a Parent/Teacher conference to discuss the student's MEP ILP.
- Record the MEP ILP in the student's cumulative record.
- Implement the Migrant Education Purple Folder.
- Monitor documentation requirements for migrant students.
- Address the individual student's needs through the recommended services noted on the MEP ILP.
- Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service).

The following strategies will be utilized to meet the educational needs of Homeless Students:

- Ensure that the Student Residency Questionnaire is included in every school enrollment packet.
- Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment.
- Assure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee will be Title 1 Coordinator.

The following strategies will be utilized to meet the educational needs of American Indian Students:

- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the Title 1 Coordinator.

3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high-need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114

COMPONENTS FOR IMPLEMENTATION

(continued)

4. Describe how the school will coordinate and integrate federal, state, and local services and programs.

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

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of *Single Plan for Student Achievement*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal Matrix pages have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

7. Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.

Teachers are involved in the following activities:

- Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores
- The development of assessments based on their lessons
- Collaboration among grade levels and departments on the assessment results and developing lessons
- Providing intervention for students not meeting grade level standards on the assessments

PARENTAL INVOLVEMENT POLICY

Insert

Parental Involvement Policy

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parental involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning May 2010, schools are required to annually submit evidence that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.

**** When submitting final school plan, place Parental Involvement Policy behind this placeholder page. ****

SCHOOL-PARENT COMPACT

Insert

School-Parent Compact

Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parental Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning in May of 2010, schools are required to submit evidence annually that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.

**** When submitting final school plan, place School-Parent Compact behind this placeholder page. ****

Educational Service Center MONITORING

A comprehensive and multi-level monitoring process assists the Educational Service Center (ESC) in evaluating the implementation of the Goal Matrix and helps to inform future practice. Schools are monitored by the Educational Service Center through the use of the School Support Visit Report completed by ESC Instructional Directors following multiple site-based visits. Instructional Directors conduct performance dialogues with their network principals to review the academic progress of all students and the School Support Visit Reports are a mechanism for memorializing the support Instructional Directors offer to the schools and for giving feedback to principals. The School Support Visit Report provides a consistent manner of summarizing an Instructional Director's visit to the campus. The focus of the School Support Visit Report is to monitor implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress. School Support Visit Reports help ensure that the director and the principal are maintaining a focus on the instructional priorities of the school. These reports allow staff to determine instructional strengths and weaknesses on a school- and district-wide basis. The Deputy Superintendent of Instruction, Instructional Superintendents, and Instructional Directors have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

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

Instructional Directors must describe the additional service and support provided to the school's instructional program below. In addition to the above, Instructional Directors of schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support must describe monitoring of the school's implementation of the CORE Waiver mandates, and additional service and support provided to the instructional program:

BUDGET

Insert

Budget Pages found at:

fsep.lausd.net

Budget Funding

2014-2015 Assurances & Justifications Budget Pages

ATTACHMENTS

Directions: Attach materials which include the following:

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA.
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
 - Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.
- **Annual Title I Meeting**
Evidence of yearly Title I parent meeting. (Agenda and flier)
- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the *Resource Guide for Completing the SPSA*.
- **CD containing an electronic copy of the 2014-2015 SPSA in Word format**

Retain at the School:

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