

# Single Plan for Student Achievement

2015-2016 School Year



## Culver City High School

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

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

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

## Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).

*100% of teachers are hired through human resources and properly credentialed. The goal for 2015 is to continue to work towards standards aligned curriculum. Site administrators are working closely with MOT in monitoring school facilities for areas of update and ensuring safety at all times.*

Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).

*CCHS has dedicated time for PLCs that focus on student learning, common assessments and student data. CCHS continues professional development around but not limited to Mattos and Muhammad, Next Generation Science Standards, The history Project, QUE Conference, etc.*

Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).

*CCHS is committed to ensuring open access to to honors/AP courses. Although there are pre-requisites students can continue the honor/AP pathway through available waivers that require parent/counselor meetings to discuss a plan that will best support the student in having academic success. CCHS has increased the A-G completion and graduation rates every school year through continued awareness, planning, and support to prepare and increase readiness for college and career.*

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).

*Intervention programs and support actually did show proven results that all students eligible for graduation did pass the CAHSEE in 2014-2015. Support programs and intervention such as Centaur Plus, AVID, Peer Tutoring, TEAM 9/10, and A+A will continue and expand for the 2015-2016 school to offer a variety of support to a greater number of students. A-G completion rate increased from 50% in 2013-2014 to 57% in 2014-2015. We are currently awaiting state data for current graduation rate.*

Goal 5: Engage, inform, and educate all stakeholders (Engagement).

*CCHS increased parent education and engagement with additional Parent Engagements Nights (Fall & Spring), Freshman Parent Orientations, and ELD parent Nights. Forms of communication has also increased with weekly Principal's message posted on the CCHS website and Twitter as well as bi-monthly Parent Newsletters posted on the CCHS website.*

Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).

*CCHS has purposely taken steps for the 2015-2016 school year to ensure students are connected to school as this was the first year CCHS had a Back to School Launch to connect student from the first day of school and will continue efforts throughout the school year.*

Goal 7: Provide a school environment which establishes physical and cultivates emotional security, facilitates responsible decision making, and ensures learning (Engagement).

*CCHS has expanded the implementation of the Character Counts and Pursuing Victory with Honor program to build a school culture of responsible decision making, caring environment and personal character. The addition of (2) Intervention counselors and services helps provide emotional security along with such programs as backpack for kids and the Culver closet to help support the Whole Child. School administrators have been trained and implemented restorative justice practices to correct behavior and not focus on punishment. CCHS also partnered with the Green 5 program to educate students and staff on recycling and sustainability.*

Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).

- The rate that teachers will continue to be credentialed in their area of instruction will remain at 100%.
- Rate of teachers that are fully credentialed for students they are teaching (currently 100%)
- Rate of teachers that are appropriately assigned will remain at 100%.
- Rate of teachers that are fully credentialed for students they are teaching will remain at 100%.
- The rate that CCUSD students will utilize state adopted curriculum as their core instructional material will remain at 100%.
- The rate that CCUSD facilities are in good repair as determined in the Facilities Inspection Tool will increase from 80.5% to 85%.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
CCHS will continue to adhere to hiring practices that ensure that only highly qualified teachers and administrators will be hired. New teachers will receive support including professional	Rate of teachers credentialed in their subject areas will continue to be 100%.	Principal, AP - Curriculum & Guidance follow up with BTSA support providers regarding bi-monthly meetings.				
CCHS will adopt the most current state adopted curriculum as core instructional materials with each textbook adoption cycle.	All core instructional materials will align with state adopted materials.	Department chairpersons will work with the principal and assistant principal to adopt appropriate materials. Follow Ed Services timelines and protocols.	Books and Supplies	District Funded		
CCHS will purchase supplementary instructional materials to support instruction of state adopted curriculum including books, software, subscriptions, and internet service licenses. i.e. Science lab materials, Math manipulatives, Language support materials.	Supplementary instructional materials will be evaluated for alignment with national and state standards.	Principal, AP - Curriculum & Guidance. Spring Leadership agendas will include feedback regarding adoption of supplemental materials.	Books and Supplies	8000	2000	
Work with MOT and Business Services to execute building maintenance, repair, and renovation in accordance with the Facility Master Plan.	Annual progress on the Facilities Master Plan	Principal and AP-Athletics conduct monthly facility walk-throughs; attend weekly construction meetings; Monthly meetings with Head of Maintenance to attend to site issues				
Technology to support instruction will be maintained and improved such as computers, projectors, and document cameras, etc. Training will be provided by the IT coordinator so that staff can successfully utilize and maintain technological equipment. Includes purchasing of mobile technology and updating the CCHS Tech Center used by students that do not have access to a computer.	Instructional technology in classrooms	IT Coordinator maintains log of repairs and needed purchases; IT Coordinator meets with Principal monthly and updates Leadership Team as needed	Books and Supplies	40000	20000	
Total Expenditures for Goal 1				48000	22000	0
Total Expenditures				148,850	200500	
Total Budget				155,274	205,882	
Remaining				6,424	5,382	

## Planned Improvements in Student Performance

Goal 2: Through PLC collaboration, all staff will share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the new California Standards (Condition

- The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will increase from 86% to 90%.
- The percentage of students that will be taught by core staff that participate in regular PD opportunities in order to enhance collaboration will increase from 64% to 74%.
- The percentage of students that will be taught by core teachers that participate in regular PD opportunities on effective instruction aligned to the new California Standards will increase from 81% to 85
- The percentage of students that will be taught by core teachers that received training on the effective use of technology will increase from 80% to 85%.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
All departments will continue to create and revise Essential Standards and common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, and 3) identify areas for intervention. Expenses include teacher release time, professional development, and supplies.	Student data	Each department will provide record to CCHS administration. Department chairs report to Leadership regarding progress. Principal forwards standards and assessments to Ed Services on an ongoing basis	Certificated	10000	10000	
Professional development opportunities will be made available to support improved instruction, promoting mastery, improving student engagement, and targeting specific populations for increasing learning. PD includes, but not limited to: Mattos & Muhammad working sessions, AVID Institute, AP Conferences, content specific institutes and conferences, and classroom management trainings.	Informal teacher observations, teacher feedback, administrator evaluations, curriculum changes, and staffing changes.	AP -Curriculum, Department chairpersons and Principal will identify needed PD in order to support AVID, EL and AP programs.	Certificated	15,000	10000	
Implement common core instruction in math through instructional coaching (MLC). Math Leadership Corps--Common Core instruction in Math with partnership --teachers receive monthly professional development, do instructional rounds and debrief. This is the cost for instructional rounds, professional development and collaboration time and supplies.	Informal teacher observations, teacher feedback, administrator evaluations, curriculum changes, and staffing changes. 2014-2015 SBAC results: 41% of CCHS 11th graders met or exceeded the standard in mathematics.	Principal and AP - Curriculum will attend instructional rounds, script data, and survey results. Meet with MLD Leadership as needed to monitor program. Regular formal and informal observations of classrooms.	Certificated	5000		
			Books and Supplies	1500		
21st Century Classroom Instruction: To ensure teachers are current on up-to-date immersion methodologies and supported in their understanding of Common Core, ELD, NGSS standards, and Social Studies "The History Project". Goal is to provide all students, targeting low income and EL students 21st century experiences and timely instructional strategies	2014-2015 CAASPP results reports 0% EL students met or exceeded ELA standards, 41% nearly meet standard and 59% did not meet standard. In Mathematics 0% EL students meet standards, 18% nearly met, and 76% did not meet standards.	PLC and teacher observational data. Student work samples.	Certificated	10000	5000	
CCHS is committed to promoting Civic learning with a mission to provide ALL students with the knowledge, skills, and dispositions to become informed, actively engaged citizens in the 21st century. The vision is to ensure that ALL students participate in a civic inquiry and investigation to acquire the knowledge, skills, and dispositions to become informed, actively engaged citizens in the 21st century. CCHS is in our 3rd and final year of the accreditation process to become one of the few fully accredited Democracy school in Los Angeles County.	100% of CHHS teachers have been trained in Socratic Seminar to engage students in civic learning in the classroom. Teacher observations, collaboration and informal conversations with students and staff.		Certificated	2,000		
			Services and Operating Costs	1500		
Total Expenditures for Goal 2				45000	25000	0
Total Expenditures				148,850	200500	0
Total Budget				155,274	205,882	0
Remaining				6,424	5,382	0

## Planned Improvements in Student Performance

Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).

- The percentage of students that will have access to courses which prepare them for college and career readiness will remain at 100%.
- The percentage of students that will complete the required courses to be on track for college and career readiness based on their grade level will increase from 46.8% to 48%
- The percentage of students that will graduate will increase from 91% to 92%.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Honors/Accelerated Classes: CCHS is committed to ensuring that all students have access to honors/accelerated coursework in math, core, and science.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses.	AP - Curriculum & Guidance - give teachers reverse verification lists in the spring to verify that interested students are meeting course requirements; provide a "Scheduling Fair" in advance of scheduling so that students make informed decisions about rigor of courses. Ensure that summer work assignments are appropriate and attend to rigor of course.				
Identify underrepresented groups in advanced classes and target for recruitment in Honors, AP, or advanced math and Science. Administer PSAT (free of charge) to ALL 10th grade students.	Enrollment data in honors and AP courses to identify underrepresented groups.	AP - Curriculum & Guidance will report enrollment in AP and Honors classes annually to evaluate for growth.				
Guidance counselors are doing classroom guidance and activities around college and career education. Counselors also need some professional development to ensure that they are up to date on information around ELLs, college and career requirements, Counseling standards as well as other counseling related topics.	Rate of non-completion of A-G courses (43% 2014-2015). Conference will ensure that counselors are up to date on college information	classroom guidance, usage of CCGI, implementation of information counselors gain from conference attendance.	Certificated	1500		
			Books and Supplies	500		
Total Expenditures for Goal 3				2000	0	0
Total Expenditures				148,850	200500	0
Total Budget				155,274	205,882	0
Remaining				6,424	5,382	0

## Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).

- California High School Exit Exam 10th grade census pass rate will increase from ELA 93.8 to 94% and math from 93.2 to 94%
- The percentage of students that will complete all "a-g" coursework will increase from 46.8% to 48%.
- The percentage of students that will graduate will increase from the 2014 rate 91% to 92%.
- The percentage of English Language Learners (EL) progressing toward English Proficiency (CELDT) will increase from 61.6% to 62%
- The percentage of English Language Learners (EL) that will reclassify will remain at 15% or higher.
- The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 79% to 80%.
- The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 53% to 54%.
- The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 41% to 42%.
- The percentage of students that met or exceeded standard in math will increase from 41% to 43%.
- The percentage of students that met or exceeded standard in ELA will increase from 76% to 77%.
- The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.
- High school graduation rate increase for low income students from 91.4% to 92%
- High school graduation rate increase for English learner students from 85.5% to 88%
- High school graduation rate increase for special education students from 79% to 82%
- High school graduation rate increase for Hispanic students from 91.5% to 92%
- High school graduation rate increase for Asian students from 92.6% to 93%
- High school graduation rate increase for African American students from 86.7% to 88%
- High school graduation rate increase for white, not Hispanic students from 95.7% to 96%

### Expenditures

Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Counselors, administrators, and teachers will receive training and information around the UC/CSU and NCAA requirements.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses.	Counselors will administer informal student assessments during grade level class presentations and individual student appointment to assess student awareness of current UC/CSU and NCAA requirements.	Certificated	500		
			Books and Supplies	250		
Summer Bridge - Students identified as academically deficient in 8th grade are invited to attend the Summer Bridge class to earn 10 high school credits. The class focuses on skills necessary to be academically successful in high school.	CCMS provides a list of 8th grade non promoted students at the end of each year.	Intervention Coordinator and AP, Curriculum & Guidance will review grades at close of summer program and will monitor the performance of participating students at each grading period throughout the 9th grade year to evaluate the impact of the program.	Books and Supplies		2000	
Tutoring for all subjects will be available before and after school through the Peer Tutoring Program. Expenses include hourly pay for teachers and classified staff during tutoring hours, meetings, and recruitment and training of peer tutors.	Fall semester 2014-2015 (68) 9th graders failed one or more classes, this is a decrease of 30% from the 2011-2012 school year when the Peer tutoring program was implemented. Failing grades take students off the high school graduation track. Continued and increased Peer tutoring provides students support needed that include study skills, organizational skills, time management, and tutoring in core subjects.	Peer tutoring coordinator will document student attendance and report to administration quarterly. Surveys will be administered to tutors and participating students at the end of the year.	Certificated		16000	
			Books and Supplies		500	
Instructional support for EL students will be provided including two instructional assistants. ELD Class provides intensive English language development (ELD) to targeted students. EL stipend provided for EL Coordinator.  SDAIE Classes/Clusters - Science and/or core classes in which clusters of language learning (EL) students with similar language needs are assigned. Teacher is trained to use EL instructional practices. Additionally, peer tutors who speak the cluster students' native language are assigned to the class to assist.	2014-2015 10% of the total number of ELL students tested place in beginning levels 1&2 on CELDT, not fluent in conversational English. Requiring intensive instruction and support. 2014-2015 CAASPP ELA and Mathematics results showed 0% of EL students performed at standard in both content areas.	Intervention Aides effectiveness will be evaluated through observation and feedback from classroom teachers. Program and materials effectiveness will be assessed by the monitoring of improving CELDT scores, CAHSEE pass rates, grades, and teacher feedback at the end of each semester.	Classified		31000	
			Certificated		5500	
			Books and Supplies		5500	
Practice SAT administered during the school day to encourage college interest. All 10th graders will take the exam with an option to opt-out. 11th graders can also sign-up to take for a fee and the school site will financially assist any student not able to pay the fee and have proof of free and reduced lunch.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses.	AP of instruction & Curriculum will keep data on students that took the exam this year and compare to SAT scores next year.	Books and Supplies	District funded		
			Services and Operating Costs	600		
Double-Block Math Classes: Two period math class that meets the same curriculum, scope, sequence, and timeline at the equivalent one period, grade level math class. The additional time provides the teacher the opportunity to utilize different instructional practices, teach pre-requisite skills, and provided additional time and support for students to master essential standards.	2014-2015 Mathematics CAASPP reports that 0% of EL students met standard compared to 41% to all students. 19% of socially economically disadvantaged students met standard.	Intervention Coordinator, Principal, and AP-Curriculum & Guidance will monitor math grades for all students in math support classes at each grading period to evaluate effectiveness of support.	Books and Supplies	1000		
College Field trips to expose students to college campuses and experiences. AVID requirement, ELD, and intervention classes will be targeted.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses.	College acceptance and enrollment data	Services and Operating Costs		5500	
AVID: College-focused, elective course designed to support targeted students' access to rigorous coursework. Class teaches college/career	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with	AVID Coordinator, AVID Counselor, and AP-Curriculum and Guidance will monitor	Certificated		5000	

			Services and Operating Costs		1200	
9th / 10th Grade Intervention Course including TEAM 9/10 class, but not limited to: Mandatory elective course designed to support targeted students' grade level core classes. Focus of class is to pre-teach core essential standards, review prerequisite skills needed to master core essential standards, and provided extended time to learn core essential standards.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses. In 2014-2015 20% of 9th graders did not complete their freshman year with all 60 credits due to Failing grades.	Intervention Coordinator, Principal, and AP-Curriculum and Guidance will monitor student grades in all classes at each grading period to evaluate effectiveness of intervention classes.	Books and Supplies		4000	
			Certificated		4000	
College Night Fair. Over 150 colleges are invited to participate in our annual college night to expose students to various colleges and entrance requirements.	2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses and 91% high school graduation rate.	College acceptance and enrollment data collected by our College Counselor and guidance office.	Books and Supplies	300		
			Services and Operating Costs	500		
			Classified	300		
To promote 21st century learning, CCHS will have a Computer Technology Technician to operate and service all technology in Tech-Center and computer/tablet carts.	Technology inventory list, needed repairs, and teacher request.	Principal and IT Coordinator will evaluate the effectiveness of the employee on an annual basis through standard personnel evaluation process.	Classified	district funded		
Academics + Athletics Tutoring/Mentor Program: Students in danger of becoming ineligible to participate in sports (GPA sub 2.0) will be assigned a teacher mentor and school age academic tutors to work on academics instead of practicing at least once per week.	17% of students (9th-12th) in 2014-2015 was not eligible to participate in extracurricular activities based on the CIF and CCHS 2.0 GPA eligibility requirement.	AP - Athletics will collect feedback from teachers and run eligibility reports for all participating students at each quarter to evaluate the effectiveness of the intervention.		CCEF Grant Funded		
Intervention Coordinator: teacher will be assigned to serve as intervention coordinator for 40% of the day. Duties include overseeing all intervention classes, monitoring at-risk students, and designing and implementing and intervention schedule.	2015-2016 Fall D/F report showed 31% of 9th graders, 46.6% of 10th graders, 48% of 11th graders, and 33.5% of 12th graders with a D or F at the 10 week progress reporting period.	Principal and AP-Curriculum and Guidance will evaluate the impact of the position at the end of the school year. Criteria for effectiveness includes effective coordination of professional development, support for intervention teachers, and implementation of intervention schedule.	Certificated		46000	
AP Exams: Administration of AP exams for all students in AP classes.	During the 2014-2015 AP test administration, 521 CCHS students took 1,047 subject test. The passage rate (3 or higher score) was 74.5%.	Testing coordinator to provide summary of effectiveness of the testing administration. Principal and AP-Curriculum and Guidance will examine participation rates at the close of each testing administration.	Classified	5000		
Student planning trackers for all 9th grade, EL, and AVID students	Teachers determined that student organization would lead to a higher level of success. 2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses and 91% high school graduation rate	Trackers handed out at registration and used to track students during intervention periods	Books and Supplies		3600	
Field trips to enrich instruction and student learning.	2014-2015 CHKS results showed that 52% of 9th graders and 55% of 11th graders experiences meaningful participation at school. CCHS is committed to ensuring that all students are motivated and connected to their learning.	Teachers will submit summary report of each field trip to principal including feedback from students to evaluate the quality of experience.	Services and Operating Costs	8000		
Centaur Plus is designed to provide academic support to all students within the school day. Without increasing minutes in the school day, presently the Tuesday/Thursday bell schedule incorporates a 24-minute academic tutorial opportunity for all students in the subject of their greatest need. This is a chance for teachers to give skill-based interventions as well as homework completion assistance.	2015-2016 Fall D/F report showed 31% of 9th graders, 46.6% of 10th graders, 48% of 11th graders, and 33.5% of 12th graders with a D or F at the 10 week progress reporting period. 2014-2015 57% of CCHS grads meet the UC/CSU college entrance requirements with completion of A-G courses and 91% high school graduation rate.	PLC collaboration in identifying students in need of additional help and targeted intervention sessions.	Services and Operating Costs		6500	
			Certificated		1500	
			Classified		1200	
Total Expenditures for goal 4				16,450	139000	0
Total Expenditures				148,850	200500	0
Total Budget				155,274	205,882	0
Remaining				6,424	5,382	0

## Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement).

- Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 61% to 63%
- The percentage of parent involvement and family activities Linked to Learning (connecting families to teaching and learning goals) will be at 50%

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
School will communicate with parent body regularly through web postings, phone messages, e-mail, letters, Twitter, and text messaging.	Parent inquiries through phone calls and in-person. Informal conversations with parents about not being well informed about events and activities.	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and make adjustments as needed.	Services and Operating Costs	500		
School will host regular meetings with stakeholders of students, parents, and staff including, but not limited to: PTSA, School Site Council, English and Language Advisory Committee.	Public awareness, parent/community input	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and engagement and make adjustments as needed.	Classified	500		
			Books and Supplies	500		
CCHS will host parent nights to engage them including: Parent Engagement Night, Back to School Night, College Nights, Financial Aid Information Night, Math Nights, and Open House.	Public awareness, student recognition, parent/community input	Administration will informally survey parents at PTSA, Booster Club, and other parent nights to determine effectiveness of communication and engagement and make adjustments as needed.	Classified	700		
			Books and Supplies	1200		
CCHS to host parents of high risk students (students in intervention classes) for dinner to develop partnerships to support underperforming students.	The lack of parent participation at BTSN night	Principal and Intervention Coordinator will evaluate the effectiveness of the meeting through participation rate, teacher feedback about trends in parent involvement, and student grades at subsequent grading points.	Services and Operating Costs		2500	
Counselor Coffee & Chat. Monthly meetings to provide an opportunity for parents to be informed and engaged in discussions.	Parent participation and feedback from counselor surveys.	Counselors will collect data from sign in sheets.	Books and Supplies		500	
Freshman Parent Orientation Night. All 9th grade parents are invited to attend orientation night before school starts to inform about school rules, expectations, and how to support their 9th grade student in the transition to high school.	Parent participation. This year over 400 parents attended orientation night.	Parent participation and feedback on event survey	Certificated			
			Books and Supplies	1000	500	
			Classified	500		
Total Expenditures for Goal 5				4900	3500	0
Total Expenditures				148,850	200,500	0
Total Budget				155,274	205,882	0
Remaining				6,424	5,382	0



## Planned Improvements in Student Performance

Goal 6: Ensure every student is connected to school through academics, athletics, activities, and the arts with a focus on having a relationship with a caring adult (Engagement).

- Based on California Healthy Kids Survey (CHKS), students that feel like they are a part of their school will increase from 81% to 83% or more at every site.
- Based on CHKS, students reporting that there is a teacher or some other adult who really cares about them will increase from 56% to 60%.
- School attendance rate to stay above 96 %.
- Chronic absenteeism will remain below 4%
- The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 1.8% to 1.5%
- The Culver City Middle School annual dropout rate will remain below .1%
- High school graduation rate increase from 91.4% to 92%

### Expenditures

Detail		Expenditure Amount				
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Provide information and awareness to 8th grade students and parents through 8th grade orientation, AVPA Orientation, Athletics presentation, scheduling presentations by counselors, and class scheduling meetings during Spring of 8th grade year.	586 students currently on 2015 Fall and Winter rosters and participating on an athletic team. 240 currently dual enrolled in AVPA courses through West LA college.	Counselors will evaluate the effectiveness of presentations each year through individual inquiries during the scheduling process.				
Back to School Launch "A Day in a life of a Centaur". First Day of school events. Students will be informed about school rules and expectations as well as making connections with adults on campus and school resources. School spirit activities and how to be involved in activities, clubs, athletics, and AVPA.	During the 2014-2015 there were 5 expulsion recommendations and 66 suspensions. The truancy rate was 40% among all grade levels. Providing students the expectations and rules from the first day of school stresses the importance and that we value them as a school. Teacher survey reflected that 100% of CCHS teachers preferred for students to be informed of the school rules and expectations on the first day of school to set a tone and culture.	First day of school surveys.	Certificated	1000		
			Books and Supplies	1500	1000	
College Counselor meets with all 9th graders to start a four year plan for high school graduation and college eligibility. Counselors continue to develop four year plans through their visits to Social Studies classes. Dual enrollment opportunities through the AVPA and West LA college.	240 CCHS are currently dual enrolled in the AVPA and receiving college credits through West LA College.	Counselors will evaluate effectiveness of presentation through pre-post surveys to students about the content of their presentations. AVPA Co-Directors report dual enrollment numbers.				
Career counselor meets with all 10th graders through their Social Studies classes to take a career assessments and introduce CTE classes. Field trips focused on college and career are available to all students. Seniors take community college placement exams through classes. Lunch and Learns are accessible to all students and feature varied professions. Job shadow program available to 11th & 12th graders.	Student awareness of college and career options. 450 CCHS students are currently enrolled in CTE classes at CCHS. CCHS will continue to build career pathways grades 6-12 through CTE programs.	Administrator, College and Career Center				
Link Crew freshman support program provides orientation for all incoming 9th graders and pairs upperclass mentor to each student. Link Crew mentors freshman in small group session during academic intervention time. Target EL, Low income	CCMS provides the high school data at the end of each academic year including non promotion and at-risk students. 2014-2015 20% of 9th graders did not complete their freshman year with all required credits (60 credits) due to failing grades. Fall 2015 10-week progress grading period reported 31% of 9th graders currently had a D or F.	Link Crew Coordinator - Link Crew leaders and freshman will respond to survey regarding effectiveness of Link Crew program.	Certificated	6000		
			Services and Operating Costs	2500	2000	
Attendance Intervention for students who accumulate unexcused absences and excessive tardies will include meeting with an administrator and parent to improve attendance patterns. An Incentive program will be implemented during the 2015-2016 school year.	2014-2015 truancy rate school-wide was 40% with 6.8% chronic absentees and 88 SART student/parent meeting with site administrators.	Administrators will review attendance / truancy rates regularly (monthly) to evaluate the effectiveness of SARB.	Services and Operating Costs	2000		
			Books and Supplies	PTSA Funded		
School will continue to develop means for intervention and student behaviors that treat the cause of the behaviors rather than punishment. Alternatives to suspensions include: counseling, group counseling / therapy, community service, positive behavior / restorative justice workshops.	2014-2015 total of 5 expulsion recommendations and 66 student suspensions. California Education Code limited suspendable offences and efforts to increase restorative practices to support students and focus on corrective behaviors and not punishment.	Administrators will examine patterns of behavior for repeat offenders and identify patterns of behavior following alternative means of correction to determine impact.	Certificated	1200		
Prime Time Sports athletic program. Students will disability pair with a mentor coach and participate in competitive sports in a league with other participating schools.	Lack of student access for students with special needs.	Student participation		Funded by Primetime Sports		
Student encouragement cards. All staff receives notecards every month to send students notes of encouragement and/or acknowledgement of progress.	CHKS reported that over half of CCHS students felt a moderate level of caring from adults on campus. Sending personal notes of encouragement has motivated and increased engagement between students and staff. Teachers and students have reported positive feedback and experiences with the note cards.	CHKS for the current school year	Books and Supplies	800		

### Planned Improvements in Student Performance

Total Expenditures for Goal 6		15000	3000	0
Total Expenditures		148,850	200500	0
Total Budget		155,274	205,882	0
Remaining		6,424	5,382	0

## Planned Improvements in Student Performance

Goal 7: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making (Engagement).

- Student Suspension rate to remain at or below 2%.
- Student Expulsion rate to remain below 1%
- Based on CHKS results, 90% or more of the respondents in each grade level will feel safe in their school.
- Based on CHKS results, 88% or more of the respondents in each grade level feel close to people at their school.

Expenditures						
Detail				Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Counseling (Academic & Behavior): Targeted students required to meet with counselor(s). Students are assigned based on grade reporting and/or teacher/administrator referral. Hope List/ Friday Student Support Teams.	Based on teacher/counselor referrals to counseling services.	Each Friday SST team will revisit examine students receiving these supports to evaluate effectiveness of interventions and make recommendations for changes. Team will consider academic and behavioral performance of students.				
Health Center – Group & Individual Counseling Students identified for individual or targeted group counseling will be referred to Health Center by counselor, teacher, administrator, SST, or school psychologist for weekly counseling.	Based on teacher/counselor referrals to counseling services.	At-risk counselors will communicate bi-weekly with Health Center representatives to monitor the attendance and progress of students assigned to individual and group counseling. Friday SST group will recommend changes based on progress reports from at-risk counselors.				
SDC Daily living skills supplies. This includes trips to stores and buying items that teach daily living skills.	Teacher input of need for core instructional supplies.	SDC teacher will report the activities and supplies needed	Books and Supplies	500		
Character Counts / PVWH: Campaign to promote the attributes of the six pillars of character including respect, responsibility, caring, fairness, trustworthiness, and citizenship. Expenses include: campaign materials / banners and professional development.	In analyzing the discipline data it was determined the majority of the referrals are from targeted LCAP sub-groups Discipline data, Character counts student/teacher survey	Administrators will analyze and evaluate discipline data each semester to evaluate the effectiveness of the Character Counts and PVWH programs.	Certificated	5000		
			Books and Supplies	2500		
(2) Intervention Counselors and (1) Guidance Counselor for summer months (June-August). Counselors will counsel summer bridge students and continue support for current CCHS students throughout the summer months with an emphasis on LCAP sub-groups.	Student behaviors and academic performance.		Certificated	7000	7500	
			Books and Supplies		500	
CCHS Culver Closet provides daily essentials and school supplies for students and their families.	Communication with the District US committee, Director of Pupil Services and direct contact with students and families	inventory		District funded and donations		
CCHS Administrators and Counselors seeking restorative justice practices and training to address student behavior in a positive and supportive manner. This would included training/PD/supplies	2014-2015 total of 5 expulsion recommendations and 66 student suspensions. California Education Code limited suspendable offences and efforts to increase restorative practices to support students and focus on corrective behaviors and not punishment.	student discipline data	Certificated	2000		
			Books and Supplies	500		
<b>Total Expenditures Goal 7</b>				<b>17500</b>	<b>8000</b>	<b>0</b>
<b>Total Expenditures</b>				<b>148,850</b>	<b>200500</b>	
<b>Total Budget</b>				<b>155,274</b>	<b>205,882</b>	<b>0</b>
<b>Remaining</b>				<b>6,424</b>	<b>5,382</b>	<b>0</b>

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the ELAC.
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on: 11/17/2015

Lisa Cooper		11/17/2015
Typed Name of Principal	Signature of Principal	Date
DuBois McMillan		11/17/2015
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

<b>Site Council Membership</b>						
Name	Principal (1)	Teacher (4)	Other Staff (1)	Parent (3)	Student (3)	
Lisa Cooper	X					
Becky Britewiser		X				
Jose Rodriguez		X				
Phillip Hernandez		X				
Pennie Fien		X				
DuBois McMillan			X			
Ann Bishop				X		
Scott McDowell				X		
Rebecca Cogan				X		
Dina Walhert				X		
Bret Navas						X
						X