Focus on Learning

Chatsworth High School

WASC Self-Study
2009

Focus on Learning
Accreditation Self-Study
April 2009

CHATSWORTH HIGH SCHOOL
10027 Lurline Avenue
Chatsworth, California 91311

Los Angeles Unified School District

Submitted to Accrediting Commission for Schools of the Western Association of Schools and Colleges and the California Department of Education

Los Angeles Unified School District

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Ramon Cortines
Superintendent of Schools

Jean Brown
Superintendent District 1

Timothy Guy
Principal

Principal's Welcome

Welcome to Chatsworth High School, home of the Chancellors. We are pleased to present our Western Association of School and Colleges 2009 Focus on Learning, self-study. I am extremely proud to be the principal of a warm and welcoming student body, dedicated educators, caring support staff, involved parents, and a supportive community who share in the vision and mission of Chatsworth High School.

We are all excited about your visit. Your report will inform the stakeholders of Chatsworth High School of our progress as we move toward our goal of providing a world-class educational experience for all students to effectively communicate their thoughts and ideas, collaborate with others to accomplish common goals, think reflectively before acting, independently strive toward completing a personal goal, and become responsible citizens of the world.

The report that follows reflects a comprehensive analysis of our instructional programs and our efforts to improve achievement for all students. In conjunction with our smaller learning communities, our students will engage in a more personalized educational experience, which will fill them with wonder and excitement as they move into the next phase of their lives. Our desire is that those who read this self-study will gain insight into what it truly means to be a Chancellor at Chatsworth High School.

As you observe the daily activities of our school, you will interact with an engaged and enthusiastic student body, dedicated support staff, supportive parents, and highly committed educators who compromise the Chatsworth family and embody the character and pride of the "C-House."

Enjoy,

Timothy Guy
Principal

Preface

This Accreditation Report reflects a comprehensive effort on the part of all Chatsworth High School stakeholder groups to examine our existing school programs, correlate student performance data with critical academic needs, and establish a long-term action plan to address those needs. The degree of collaboration on this project cannot be understated. Drawing upon the strengths of our faculty, parent and community groups, and student body, we have dedicated the past year to a thorough self-examination of our school programs focusing on our commitment to provide a safe, supportive environment where our students can realize their academic potential.

Schoolwide efforts directed at the WASC Focus on Learning process began in December of 2007. At that time, we established a core Accreditation Leadership Team consisting of our Accreditation Coordinator, two Classroom Teachers, an Assistant Principal, and our Principal. This team was further supported by our existing Instructional Leadership Team, a body comprised of our Principal, Administrators, Program Coordinators, Academic Coaches, Specialized Counselors, Department Chairs, Small Learning Community Lead Teachers, and all other interested parties with Small Learning Community Lead Teachers and Content Department Chairs serving as our primary Faculty Focus Group Co-Facilitators throughout the process. As Chatsworth High School was beginning schoolwide implementation of Small Learning Communities (SLCs) during our self-study, we felt it important that both content area departments and SLCs serve as Target Groups throughout the process. Our Parent and Student Focus Groups evolved from various parent and student leadership organizations on campus, including our CEAC and ELAC Parent Advisory Committees, Chatsworth PTSA, School Site Council, Chatsworth Leadership Council, and Student Leadership and clubs.

The commitment and dedication of these leadership bodies supported our efforts to accomplish the five expected outcomes of the self-study process.

Involvement and collaboration of all staff and other shareholders to support student achievement

The responsibility for student achievement at Chatsworth High School continues to be a collaborative process. Our varied student body groups on campus serve to support a positive student culture essential to academic success, with several parent groups including our African American and Latino Parents Associations, as well as the PTSA and the two primary parent advisory committees to School Site Council, the CEAC and ELAC, providing valuable contributions to the decision making processes that drive our instructional program. Student, parent, and faculty surveys offer our leadership bodies crucial “process and perception” data with which to further direct our efforts at raising student achievement. Our faculty leadership structure lends itself to a positive and productive environment of collaboration whereby teacher leaders of content departments and Small Learning Communities serve as liaisons between the faculty and the Instructional Leadership Team.

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

The instructional program at Chatsworth High School is driven by ongoing professional development based on current research, and focused on the continuous development of a standards-based curriculum that supports our expected schoolwide learning results (ESLRs). Additionally, through the development of our Small Learning Communities, we are beginning to explore the numerous opportunities available for thematic, project-based learning to support student achievement of the academic content standards and ESLRs.

Gathering and analyzing data about students and student achievement

Ongoing analysis of student demographic and performance data has provided us a foundation for schoolwide decision making as it affects the use of professional development time and allocation of school resources. Each year, our stakeholder groups examine a variety of student academic performance indicators to evaluate our Single Plan for Student Achievement. Through the CEAC and ELAC parent advisory committees, recommendations are made to the School Site Council for student intervention, professional development needs, and the use of school financial resources. Departmental analysis of student work samples, as well as analysis of District periodic assessment data in the core content departments serves to strengthen teacher development of rigorous standards-based curricula. The current self-study process prompted us to share student demographic and performance data with our Student Focus Group, who used it to assist in identifying our critical academic needs, thus laying the foundation for the development of our schoolwide action plan.

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

Assessment of our school program is a continuous process at Chatsworth High School, and occurs at several levels. Content area departments meet to develop and modify their curricula in an effort to better align it with the academic content standards and expected schoolwide learning results, while Small Learning Communities, currently in their first full year of schoolwide implementation, have initiated discussion to plan thematic, project-based standards-aligned lessons, as well as intervention strategies to improve academic achievement for all students. Through the WASC Focus on Learning process, Faculty Focus groups gathered and analyzed a variety of evidence to develop an overall description of our existing school programs. The process served to highlight our strengths, as well as validate our areas of growth needed to reach our goal of high academic achievement for all students.

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

Through collaboration of all Chatsworth High School stakeholder groups in the Focus on Learning Process, we have thoroughly analyzed a wealth of both schoolwide and disaggregated student data to identify and respond to our most critical academic needs. The process has allowed us to establish a long-range action plan that correlates with our existing Single Plan for Student Achievement, and provides an accountability system that assures a dedicated commitment from our stakeholders. A monitoring system has been established that supports ongoing evaluation of our action plan by several Chatsworth High School leadership bodies, including the Instructional leadership Team, CEAC and ELAC, the School Site Council, and the Chatsworth Leadership Council.

This Focus on Learning self-study process has re-affirmed Chatsworth High School's commitment to establishing a safe, supportive environment where our students can realize their academic potential; an environment that promotes high expectations for all students, and is directed at student achievement of the academic content standards and expected schoolwide learning results.

Small Learning Communities

SLC Coordinator: Kate Remo

FRESHMAN ACADEMY
Titans and Olympians

Administrator – Laura Voets
Lead - Kristin McSwain and John Lehr
Counselor - Leslee Owens and Dana Bryant

ARTS AND MEDIA ACADEMY

Administrator – Chuck Miller
Lead - Naomi Fried-Kokason
Counselor- Denise Schnell

ENGINEERING AND DESIGN ACADEMY

Administrator - Warren Jarvis
Lead - Amy Aviv
Counselor - Mari Hobson

HUMANITAS ACADEMY OF EDUCATION AND HUMAN SERVICES

Administrator – Tim Guy
Lead - Kathie Donner
Counselor - Dede Krausen

INTERNATIONAL BUSINESS AND GOVERNMENT CAREERS ACADEMY

Administrator – Kevin Frost
Lead – Joyce Simmons
Counselor – Regina Ignon

MEDICAL CAREERS ACADEMY

Administrator – Chuck Miller
Lead - Brian Rooney
Counselor - Andrea Rochetti

Timeline for WASC Self-Study
Visit: April 19-22, 2009

Dates		Actions
Spring 2008		
1-16-08	1	WASC Leadership Team Planning Meeting
1-24-08	2	WASC Leadership Team Meeting • Review Self Study Report from 2002-03 • Review 2006 Mid Term Report
2-7-08	3	ILT Meeting develop process for conducting PD sessions to address Action Plans and Focus Group work on topics related to five criteria
2-12-08	4	PD #1 Analysis of ESLRs; SLCs and target groups
2-13-08	5	WASC Leadership Team Meeting
2-26-08	6	WASC Leadership Team Meeting
2-27-08	7	WASC Leadership Team Meeting
3-12-08	8	WASC Leadership Team Meeting
3-26-08	9	WASC Leadership Team Meeting
4-07-08	10	CHS faculty program survey to identify special school programs for Chapter 1
4-08-08	11	PD #2 Data analysis and best practices
4-22-08	12	House of Rep (students) Focus Group-orientation to WASC and ESLRs
4-23-08	13	WASC Leadership Team Meeting
5-21-08	14	WASC Leadership Team Meeting
6-03-08	15	PD #3 Faculty reviews and revises vision statement, strategies to address data findings; faculty survey; Look at web site; future PD's; evidence and collection labels
6-13-08	16	Faculty reviews descriptions of special programs; data; successes and challenges
6-17-08	17	Parent Group reviews school's programs, vision, mission, and findings of data
Fall 2008		
8-28-08	18	PD Leadership Team Meeting
9-03-08	19	*First Day of Instruction Fall, 2008*

9-16-08	20	PD #4 Establish Focus groups; look at data including CST scores by student by class; discussion on posting of rubrics, standards and student work
9-23-08	21	PD #5 Focus group meetings; look at criterion questions; gather evidence/findings-enter on flash drives for sharing
9-25-08	22	Draft of ESLRs to all students through homerooms
10-01-08	23	Student Leadership class role as student focus group; Further orientation to WASC for students
10-02-08	24	Parent Survey Conducted during Back to School Night
10-14-08	25	PD #6 Work in Focus groups to finish criterion questions; share out of responses
10-21-08	26	Dialogue with Chairperson Bill Wickwire
10-23-08	27	ILT Meeting to plan for PD #7
10-28-08	28	PD #7 Work in departments on improving instructional strategies (Think, Pair, Share; 4 Heads Together); look at student work and rubrics
11-18-08	29	PD #8 Look at findings from data; work on action plan; review WASC Recommendations from 2003
12-05-08	30	ILT Meeting
12-09-08	31	PD #9 Look at implications of findings; critical areas
12-09-08	32	Add agenda items to regular administrative staff meeting regarding issues involved in progress report and progress of self-study
12-22-08 to 1-09-09	33	Winter Recess
Set dates	34	Calendar SSC, ELAC, CCC, GATE parent meetings for feedback
1-20-09	35	Clerical and custodial staff meeting #1 re: WASC process and visit; their roles
December and ongoing	36	Update list of faculty, classified staff & student names on "Focus Group" rosters (deleting those no longer at Chatsworth) and provide a list of newly assigned staff whose names do not appear on the current roster
January and ongoing	37	ESLRs in bulletins, web site; parent newsletters home; classrooms and around campus
November and ongoing	38	Conduct classroom observations (by administrators) to obtain evidence of implementation of strategies that promote rigor to increase literacy and computational skills. Ensure teachers receive feedback on visits and that administrators schedule time to debrief and share strengths and areas needing additional work

Spring 2009		
2-9-09	39	Dialog with WASC Committee Chairperson: Review timeline plan for completing and mailing to him.
1-12 to 1-30	40	Continue to work on Chapter 4
2-09-09	41	Pupil Free Day -Faculty to work with Chapter 4 and the critical academic needs from Chapter 2; Faculty survey complete
2-10-09	41a	PD #10 meet in focus groups to review, revise, edit their section of Chapter 4
2-17-09	41b	Meet with CEAC and ELAC parent advisory committees to review data, clarify critical academic needs, and consider action plan goals.
2-20-09	41c	Meet with student focus group to review data, clarify critical academic needs, and consider action plan goals.
2-24-09	42	PD Development of Action Plan
2-26-09	42a	Meet with parent focus group to review data, clarify critical academic needs, and consider action plan goals.
3-24-09	43	PD Final review of seld-study
2-9-09	44	Classified meeting to review self-study, process, progress
January thru March	45	Conduct classroom observations (by administrators) to obtain evidence of implementation of strategies that promote rigor to increase literacy and computational skills. Ensure teachers receive feedback on visits and that administrators schedule time to debrief and share strengths and areas needing additional work
2-9-09	46	Touch base with WASC chairperson to give update; advise of external factors
2-06-09	47	Establish deadline for remaining parts of Chapter 4 to be submitted; also Chapters 2 and 3
Early March	48	Dialog with Chairperson. Set final schedule based on need to publish early for faculty planning.
2-20-09	49	Check "final" work for total document including the "what's new/different" section of Progress Report (Chapter 3) from last full self study; add anything else prior to final publication
Week of March 2, 2009	50	Complete final DRAFT of report for review by school and district officials Prepare CD of self-study to include in books

Week of March 9, 2009	51	Notify Chairperson; confirm mailing date of report
3-09-09	52	**MAIL REPORT 6 weeks in advance to chair and committee members**
Month of March	53	Schedule "Classroom Preparatory Walk-thru visits"
Late March before break	54	Dialog with Chairperson and finalize all details
Late March	55	Double check hotel arrangements for VC and prepare info to go with self-study (maps, hotel brochure, etc) <u>Review</u>: ∴ Plans for food for meetings ∴ Set up and security of conf room ∴ Reserved parking - ∴ Welcome on marquee, bulletin, etc. ∴ Hosting committee on Sunday, campus tours ∴ Rooms, maps, large copy of Master Schedule ∴ Cleaning of campus before Sunday ∴ Arrange for custodial service on Sunday
3-31-09	56	Mock WASC visit with Barbara Garry
4-6 thru 4-10	57	**Spring Break**
4-14-09	58	Distribute final report to faculty and staff
4-15-09	59	Period By Period review with Barbara Garry Prepare for visit
Early April	60	Confirm final arrangements with staff, students and community in final preparation for visit
4-16, 17, 18	61	Walk the campus week-end prior to visit
4-19-09	62	Host WASC Committee; focus groups; campus tour; Food
4/20,21,22	63	**WASC VISIT**
4/22	64	Express gratitude to all contributors and CELEBRATE!

Chapter 1

Student/Community Profile Data and Findings

Chapter 1

Student/Community Profile Data and Findings

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Student/Community Profile—Data and Findings

Demographic Data

The Community

Chatsworth High School is one of more than fifty comprehensive high schools within the Los Angeles Unified School District. The school opened in 1963 and is situated on a thirty-eight acre campus in Chatsworth, California, a residential and industrial community located in the northwest corner of the San Fernando Valley in the city of Los Angeles.

Chatsworth High School serves diverse geographic and demographic areas. Resident students hail from the communities of Chatsworth, Northridge, and Canoga Park. Students from these communities range from Upper Middle to Low socio-economic class backgrounds. Large apartments, condominium complexes and new housing developments bring in residents with diverse socio-economic backgrounds. The school also draws students from other parts of the San Fernando Valley and the greater Los Angeles area. The numbers of students transported from their residential areas to Chatsworth through the Capacity Adjustment Program (CAP – a District program to relieve overcrowded schools) and the Permit with Transportation (PWT – a voluntary integration program) has been reduced from 422 in the 2004-05 school year to 307 in the current 2008-09 school year. Chatsworth complies with all federal programs mandated under The *No Child Left Behind* Act including Title I (Improving the Academic Achievement of the Disadvantaged) and Title III (Language Instruction for Limited English Proficient and Immigrant Students). Our governing and advisory boards include the School Site Council (SSC), the Compensatory Education Advisory Committee (CEAC), and the English Learner Advisory Committee (ELAC).

Chatsworth High School hosts a variety of parent support organizations and community partners. Our parent groups meet monthly in the early evening to accommodate parents' work schedules. Some of our parent groups include: PTSA, Booster Club, Latino Parent Association, African-American Parent Association, All Valley African-American Association, Huntington Learning Center, and CPR for Life.

With the advent of our smaller learning communities, Chatsworth has developed an extensive network of business and community partners. These include: California State University, Northridge, Urban Education Partnership, Veterans Administration Hospital, UCLA Reprise Theater, Andrews Powder Coating, Dekker Design, Germain Elementary School, Kaiser Permanente Hospital, Ludwick Family Foundation, Holy Cross Hospital, STAR Student Poll Worker Program, Pierce College School of Nursing, CAC Fabrication, and many others.

Chatsworth is a member of community organizations such as: Chatsworth/Porter Ranch Chamber of Commerce, Chatsworth Neighborhood Council, the Rotary Club, and the Kiwanis Club.

WASC Accreditation History

Through a dedicated commitment by all Chatsworth High School shareholders, we received a six-year accreditation in 1996-97 with a 3 year midterm review in 1999 followed by a second six-year accreditation in 2002-03 and midterm review in 2005-06.

School Purpose

Collaboration is the foundation for developing schoolwide programs that address the constantly changing needs of students at Chatsworth High School. Dedicated to improving student achievement, the stakeholders of the Chatsworth community including students, parents, faculty, and staff contribute to the development of our mission and vision statements and Expected Schoolwide Learning Results (ESLRs). Chatsworth curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, while addressing the various learning styles and needs represented by all of our students. At Chatsworth, ensuring that students meet and exceed schoolwide goals is a driving force for curriculum development and teaching methodology. Implementing our ESLRs is intended to motivate and challenge students towards becoming life-long learners.

Chatsworth High School
Mission and Vision Statements

The Chatsworth High School Community (Students, Parents, Community, Faculty, Classified and Administrators) is dedicated to providing a high standard of education in which:

- All are engaged in improving student achievement through a variety of collaborative, comprehensive, motivating, and challenging learning experiences.
- Students gain knowledge and confidence, and demonstrate respect, accountability and commitment to lifelong learning.
- All share the responsibility of maximizing each student's potential in a clean, safe, positive and mutually respectful environment.

Expected Schoolwide Learning Results

Chatsworth High School Graduates will be:

Effective Communicators Who:

- Listen to, interpret, understand, and respond to information appropriately.
- Speak, write and present in a logical, coherent, well-organized manner.
- Use tools of technology to convey ideas and understanding.
- Create intellectual, artistic, and practical products in a professional manner.

Critical Thinkers Who:

- Read and comprehend various materials.
- Access and evaluate information from a variety of media and resources.
- Employ a logical, analytical approach to problem solving.

Collaborative Workers Who:

- Operate effectively within a group to achieve a common goal.
- Manage interpersonal relationships in a positive and productive manner.
- Exhibit an awareness and appreciation for diversity.

Self-Directed Goal-Oriented Individuals Who:

- Develop personal attributes and skills that lead to a productive work and community life.
- Make informed decisions, set and implement goals, take action and self-assess progress.
- Explore interests, understand requirements and prepare for success in a career field.

Responsible Citizens Who:

- Understand and participate in the American democratic process.
- Exhibit honesty, integrity and character, and contribute their time and talents to improve their school and community.
- Develop their physical potential and practice habits of health and safety.

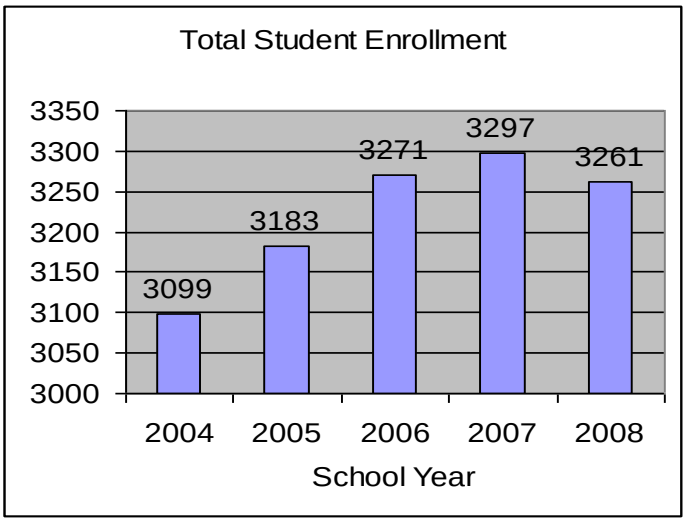
School Status

As a result of changing demographics, Chatsworth became a Title I Targeted Assistance School in 2004. The percentage of students qualifying for the Free and Reduced Lunch Program increased from slightly more than forty percent to almost fifty percent over the past five years. In an effort to better coordinate programs at Chatsworth, our advisory and decision making bodies voted to become a School wide Title I School beginning with the 2009-2010 school year. We are revising our Single Plan for Student Achievement to meet the goals of a School wide Title I Program.

In 2003, Chatsworth did not receive an API score—not enough students tested in one subject area. Therefore, we recorded no API growth for two consecutive years. We became a School Assistance and Intervention Team (SAIT) school. Working with a team from Los Angeles County, we established an action plan to improve student achievement in English Language Arts and Mathematics. Meeting all action plan steps and API growth goals in 2005, Chatsworth was removed from SAIT status beginning with the 2006-07 school year. After 2005, Chatsworth met its AYP goals, except this past year, 2008. Our English Learner population fell short of the English Language Arts proficiency target rate of 33.4 percent. We satisfied the remaining 25 AYP criteria.

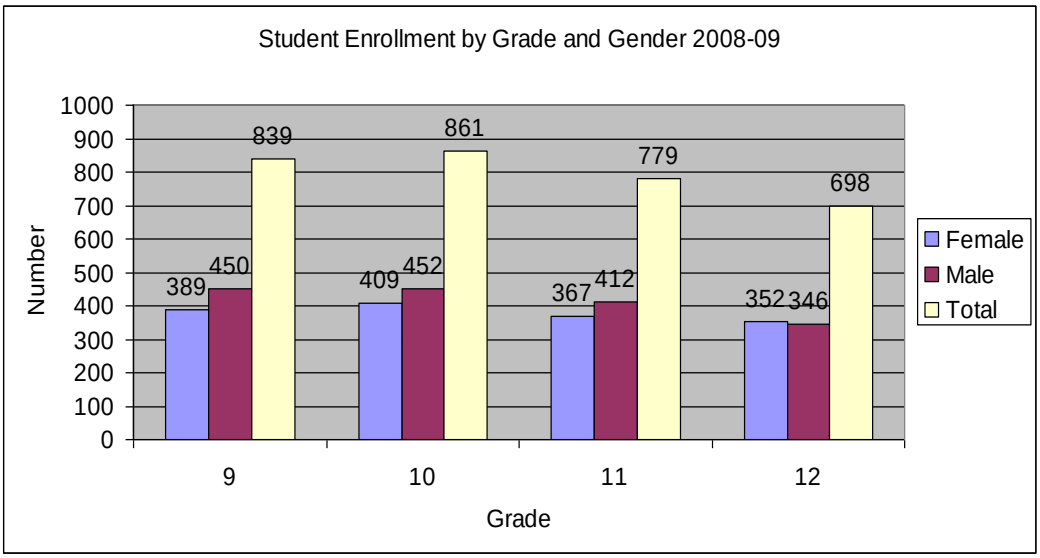
Enrollment

Since 2004, our enrollment has increased with a slight drop for the recent school year. We attribute our growth to the efforts of our staff and parents. In particular, counselors, administrators, and support staff articulate with our feeder middle schools promoting our academic, extracurricular, and support programs with such events as our Spring Middle School Road Show and Future Freshman Night. This positive presentation of our school has led to an increase in open enrollment. Our growth since 2004 is in contrast to other comparable LAUSD high schools that have seen declines in recent years. As a result of building new schools, the District is encouraging families to enroll their students in neighborhood schools. The most recent enrollment decline is the consequence of the eventual elimination of the Capacity Adjustment Program (CAP), and the reduction in Permit with Transportation (PWT) integration program.

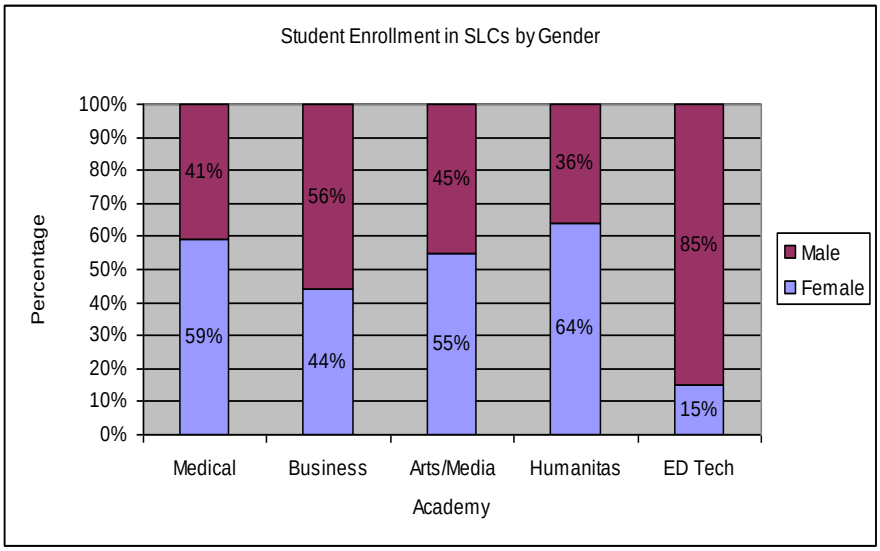


Grade Level and Gender

Our current enrollment has a slightly higher percentage of male students.

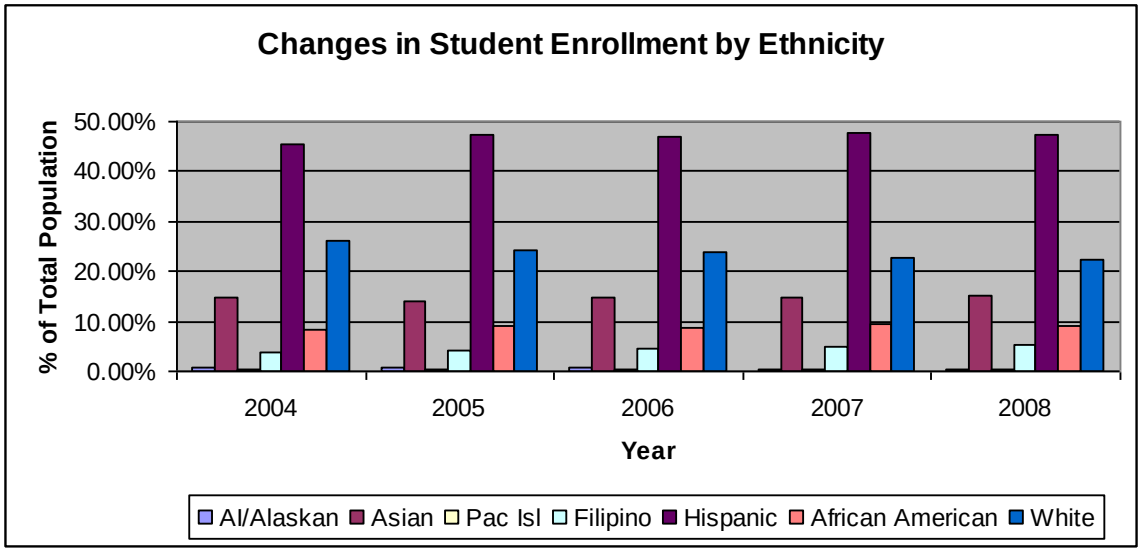


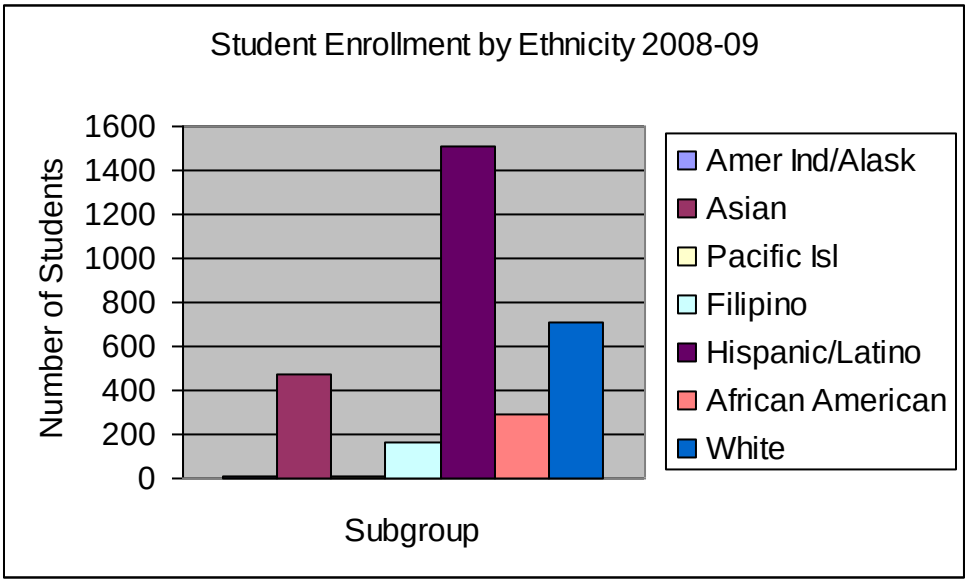
This school year, 2008, Chatsworth marks its implementation of Small Learning Communities. Students, with parent approval, submitted ranked requests for affiliation with the SLC thematic academies. To help students make their selections, Chatsworth High School held a Small Learning Communities Choices Assembly at which Lead Teachers provided multimedia presentations highlighting their unique curricular paths and activities. There is an imbalance between the male and female enrollment for the Engineering and Design SLC. This Small Learning Community is working to recruit and establish interest to entice more female students.



Ethnicity

The student population at Chatsworth High School reflects the ethnic diversity of the surrounding community. Recent years disclose a decline in the enrollment of White students (currently 22% of the student population) corresponding to the decline in this demographic within the surrounding Chatsworth community. While the percentage of students from most other ethnic subgroups has remained relatively stable since the last full self-study, our Hispanic population has grown steadily. It currently comprises about fifty percent of the total student body.





Title I

Nearly 50% of our student population currently qualifies for the Federal Free and Reduced Lunch Program. This number has grown steadily since 2004 when we first became a Title I school.

Number of Students Qualified for the Federal Lunch Program

	2004-05	2005-06	2006-07	2007-08	2008-09
Number of Students	1252	1364	1547	1550	1525
% Students	41%	44%	49%	49%	48%

Title I funds in a targeted assistance school (TAS) are to be used in the following ways: a) to provide services to eligible students identified by the school as failing, or most at risk of failing, to meet the state's academic content standards, b) to supplement the services that would be provided by nonfederal sources, in the absence of the Title I, Part A, funds, and c) to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum. To accomplish this, our support services include but are not limited to: after school tutoring for at-risk students, professional conference attendance for teachers to develop effective lessons and teaching practices, and college student Teaching Assistants to work with at-risk students. Our Parent Advisory Committee meets monthly in the Parent Center to evaluate the Single Plan for Student Achievement, make budget recommendations, and evaluate the effectiveness of the various school intervention programs. Several of those parents served on our Accreditation Parent Focus Group.

Special Needs and Other Programs

Special Education

The Special Education Program currently serves 330 students—176 students are in the Resource Specialist Program (RSP) and 154 students are in Special Day Classes (SDC). The increase in special need students at Chatsworth since the last self-study leads us to be aware that this subgroup may soon become a representative subgroup accountable towards AYP.

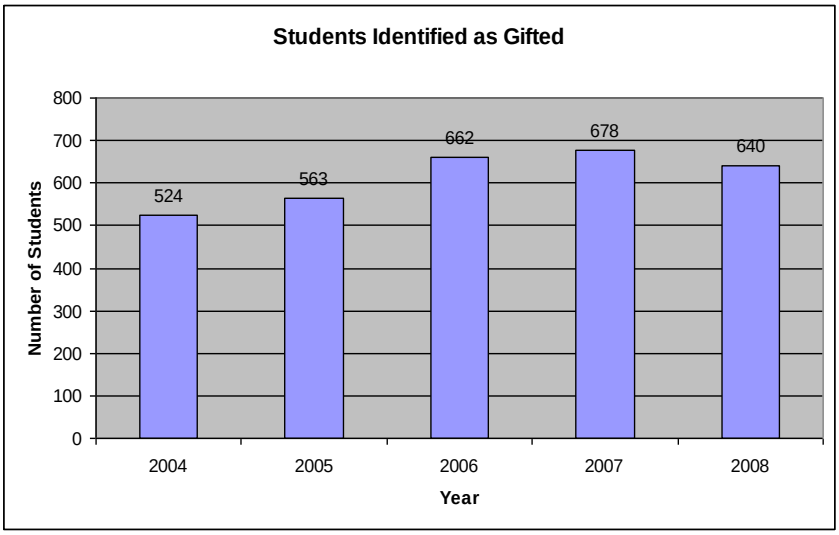
Students Enrolled in Special Education

	2004-05	2005-06	2006-07	2007-08	2008-09
RSP	93	87	92	115	176
SDC	101	102	94	102	154
Total	194	189	186	217	330
% Students	15%	14%	12%	14%	22%

Six Resource Specialist teachers, nine Special Day Class teachers, one coordinator, one counselor, and forty Special Ed Instructional Aides support the Special Education Program. Working to create better learning environments, several teachers and aides join in collaborative teaching classrooms providing full inclusion for these students. To provide a Service Learning Project for our Community Based Instruction class, our Special Education Department developed a school business in 2004 for which students prepare and deliver assorted beverages to faculty and staff several days each week.

Gifted and Talented Education

Our gifted and talented population (GATE) has grown by approximately 22 percent between 2004 and 2008. We believe that increased efforts by our GATE teachers and program coordinator to identify and assess capable students led to this significant increase in GATE students since the last self-study. The recent drop for the 2008-09 school year is attributed to more stringent standards for gifted identification imposed by the state and federal governments.



The percentage of identified gifted students within each ethnic subgroup corresponds relatively closely to the percentage of each subgroup within the total school population for African American and White students. However, a great disparity exists between the percentage of our Hispanic students identified as gifted, thirteen percent, and the school wide composition of this subgroup, nearly fifty percent.

Students Identified as Gifted by Ethnicity 2008-09

	African American	Asian	Filipino	Hispanic	White
Number of Students	35	176	45	196	182
% of Subgroup Population	12%	37%	26%	13%	26%

SAS/AP/Honors

Established in 2001, our School for Advanced Studies (SAS), offers a rigorous college preparatory curriculum for higher achieving students, who apply and are accepted to attend Chatsworth on permits. Students follow a predefined sequence of course choices. African American and Hispanic student subgroups remain under represented.

Students Enrolled in the SAS Program by Ethnicity 2008-09

	African American	Asian	Filipino	Hispanic	White
Number of Students	19	176	31	140	125
% of SAS Population	4%	36%	6%	29%	25%

A pattern similar to our GATE Program is observable for students enrolled in Advanced Placement (AP) courses. We recognize the need to concentrate efforts at identifying, preparing, and supporting our Hispanic student population in the higher level academic programs. With the support of the AVID Program and efforts by our College Counselor to identify and encourage capable Hispanic and White students to enroll in Honors and AP courses, we are working to increase the percentage of Hispanic participation in the AP Program.

Students Enrolled in 1 or more AP Courses by Ethnicity 2008-09

	African American	Asian	Filipino	Hispanic	White
Number of Students	28	167	31	134	83
% of Subgroup Population	10%	35%	18%	9%	12%

Chatsworth currently offers twenty-eight AP classes for all students in eighteen subject areas. We also have fourteen Honors subject offerings. The number of AP courses has grown since the last self-study, and the percentage of students enrolling in AP courses has increased by about five percent.

2008-09 Advanced Placement Course Offerings

Department	Class Title	Classes	Students
Art	AP Drawing	1	11
	AP Studio Art (2D/3D)	1	12
English	AP English Language	5	105
	AP English Literature	2	65
Mathematics	AP Calculus AB	2	46
	AP Calculus BC	1	31
	AP Statistics	1	19
Science	AP Chemistry	1	31
	AP Biology	1	33
	AP Physics BC	1	9
Social Studies	AP Government	1	36
	AP US History	2	66
	AP European History	3	116
	AP Economics	2	22
	AP Human Geography	1	21
	AP Psychology	1	28
World Languages	AP Spanish Language	1	30
	AP Spanish Literature	1	29

AVID

Chatsworth High School re-established the Advancement via Individual Determination (AVID) program in the fall of 2005. The program currently serves one or two classes in each grade level, and focuses on supporting average and below average achieving

students with a high academic potential for success. Through a coordinated, collaborative effort, AVID teachers develop in these students a desire to enroll in Honors and AP courses, continue their education beyond high school, and attend four year universities. Hispanic students represent 61 percent of the AVID population. This figure is higher by over ten percent of the Hispanic school population. This reflects the extensive efforts of school personnel to identify and support highly capable, yet underperforming Hispanic students. A higher percentage of female students, 56 percent, comprises the total AVID population of 102 students. The percentage of AVID Hispanic students enrolled in Honors and AP courses (34 percent) further reflects the collaborative efforts of our staff to assist these students in achieving at the highest academic levels.

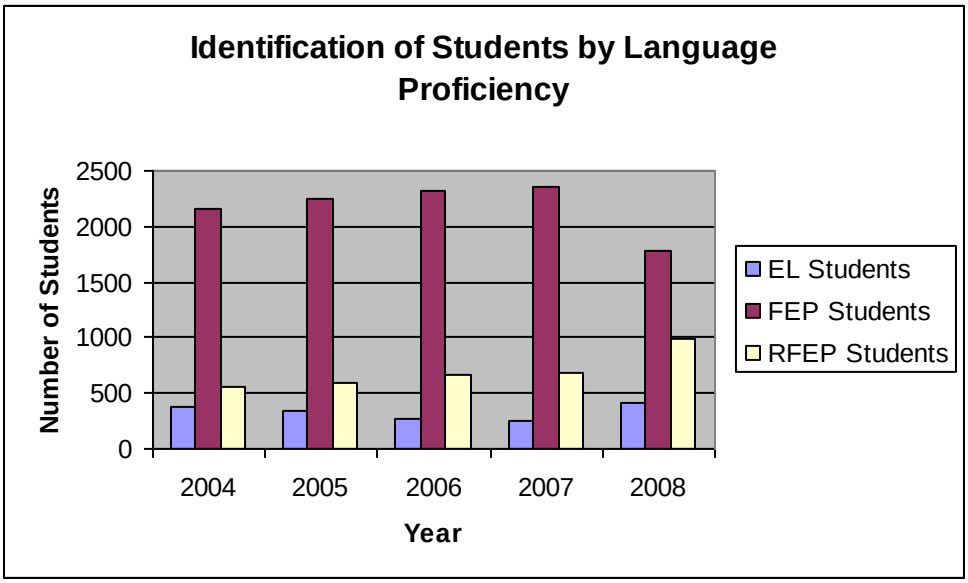
Students Enrolled in the AVID Program by Ethnicity 2008-09

	African American	Asian	Filipino	Hispanic	White
Number of AVID Students	9	6	5	62	20
% AVID Population	9%	6%	5%	61%	20%

AVID Students in AP/Honors	3	3	2	35	7
% AVID Population	3%	3%	2%	34%	7%

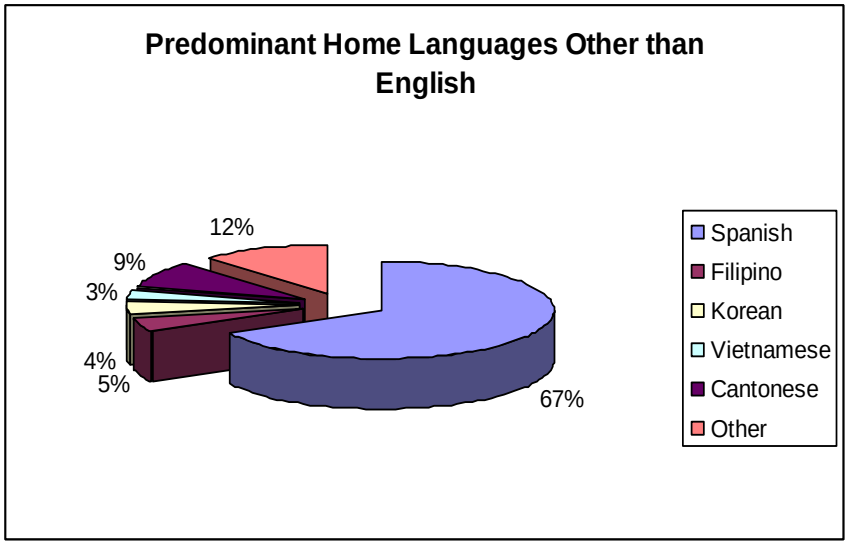
Language Proficiency

Currently, Chatsworth High School supports 408 English Language Learners representing about thirteen percent of the total school population. This percentage has grown over the past year. Our population of Re-designated English Learners (RFEP) has grown proportionately.



Predominant Primary Languages

The Home Language Survey indicates 49 separate languages are spoken in the homes of our students. The top six languages are English, Spanish, Cantonese, Filipino (Tagalog), Korean, and Vietnamese. According to the Home Language Survey, Spanish is the most widely spoken language other than English. Recognizing the increasing number of families whose primary home language is Spanish, we are making greater efforts to accommodate our Spanish speaking parents. Our monthly Chatsworth Newsletter is translated into Spanish, and we have established a Latino Parents Association.



Attendance

The introduction of the Integrated School Information System (ISIS) in 2006 provided a more accurate accounting of student attendance. With this new system, teachers submit official attendance period by period. Prior to ISIS, official attendance was recorded in homeroom only. Our annual average daily attendance rate has remained relatively constant for the past five years.

Average Daily Rate of Attendance

Year	ADA
2007-08	91.13%
2006-07	91.70%
2005-06	90.77%
2004-05	92.08%

Tardy and Truancy Rates

Beginning with February, 2006, LAUSD transitioned to ISIS, a period-by-period attendance recording system. As a result, truancy is recorded with greater accuracy. Prior to the introduction of ISIS, homeroom served as the single source of attendance. Consequently, the truancy rates appear to have increased dramatically since ISIS

reporting began. ISIS also makes it possible for the District to adopt the state definition of truancy—a student with three unexcused absences is considered a truant. This makes comparisons between truancy rates today with those prior to the 2006-07 school year difficult.

Chatsworth High School has established a school-wide tardy policy. Tardy students are expected to report to the Parent Center for processing. Usually, the Parent Director will briefly counsel each student and communicates with the families of habitually tardy students. Students are assigned after school detention after six tardies, Students have several opportunities to serve detention by participating in Campus Beautification on selected Saturdays, or by attending after school academic tutoring.

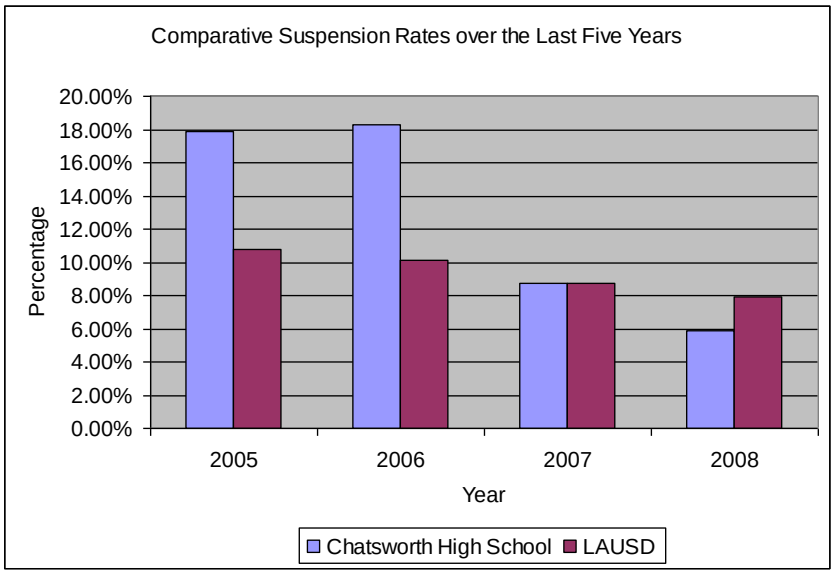
Truancies

Year	Enrollment	Truancies	Truancy Rate
2007-08	3,297	1,417**	43.0%**
2006-07	3,271	1,299*	39.7%*
2005-06	3,183	298	9.4%
2004-05	3,099	298	9.6%

* Introduction of ISIS (February 2006)
**First Full Year of ISIS

Suspension and Expulsion Rates

Paralleling that of LAUSD as a whole, our suspension rates have dropped over the past four years, the only time period for which we have data. However, at Chatsworth High School, we report an additional two percent decrease in suspensions as compared to LAUSD for the past school year. Collaborative efforts on the part of administrators and deans along with the addition of a Dropout Prevention Counselor have supported a positive approach to discipline at Chatsworth High School.



Crime Statistics

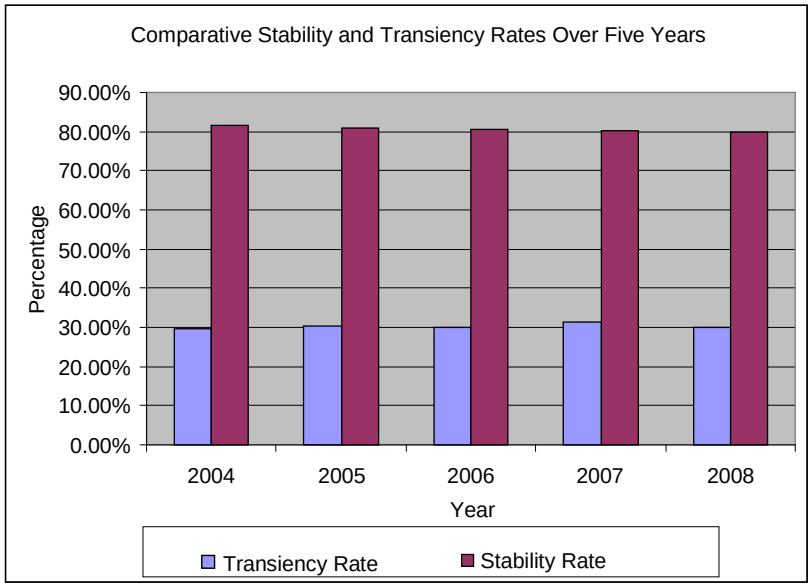
Based on data provided by LAUSD, the incidences of serious, reportable crimes decreased from 87 to 82 since the last complete self-study.

Crime Statistics

	2003-04	2004-05	2005-06	2006-07
ADW	1	3	0	2
Battery	17	11	4	9
Chemical Substance Abuse	33	28	23	36
Property Crimes	18	29	20	19
Destructive Devices	0	0	0	0
Homicide	0	0	0	0
Loiter/Trespass	5	2	3	4
Possession of Weapons	11	4	3	8
Robbery	2	6	2	3
Sex Offenses	0	1	0	1

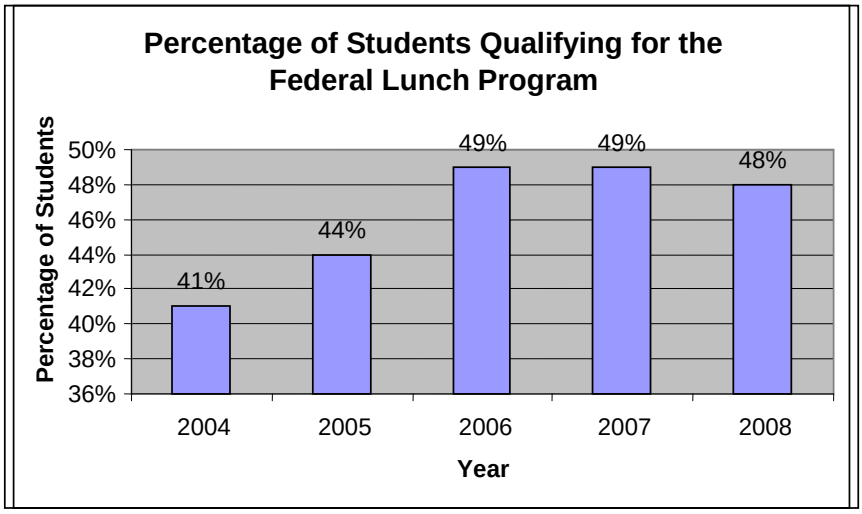
Stability/Transiency Rate

Both stability and transiency rates have remained relatively constant since the last self study. The transiency rate at Chatsworth High School remains near the District rate of about 28 percent.



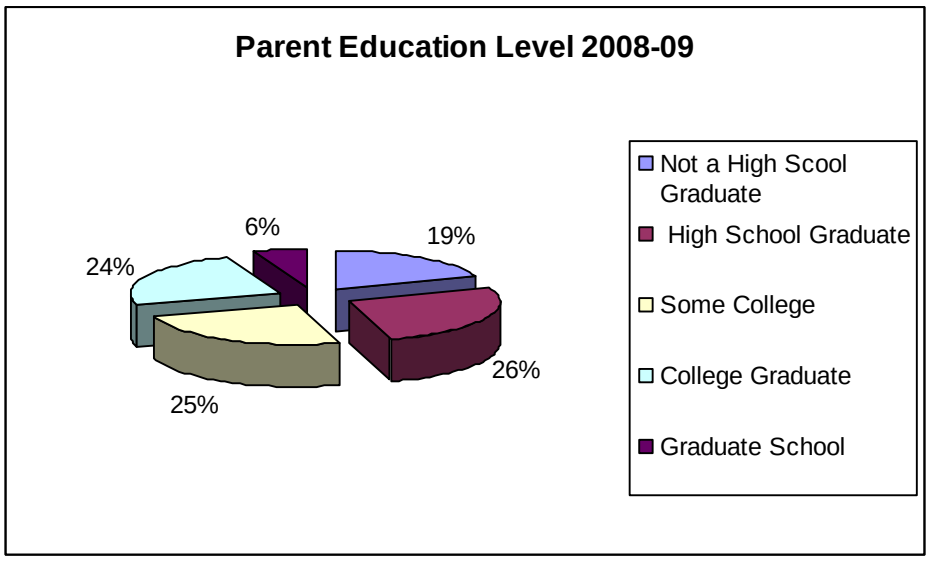
Socioeconomic Status
Free or Reduced Lunch

The percentage of students qualifying for the Federal Free and Reduced Lunch Program has grown by nearly ten percent since the last full self- study. We continue to follow this increasingly important demographic when examining student performance data.



Parent Education Level

The current educational level of Chatsworth High School parents is based on 85 percent of the households reporting. With 45 percent of these parents indicating they have no college experience, it is clear that we have a responsibility to provide additional support for our potential first generation college bound students. Efforts in preparing these students for college preparatory success have been made through our college advisor who organizes and facilitates several college nights for parents throughout the school year in addition to Student College counseling during the school day. Furthermore, our AVID program is designed to focus on first generation college bound students. The college advisor meets regularly with these students and organizes several college field trips and opportunities each school year.



School Facilities and Safety

Using a school health and safety compliance checklist, the LAUSD Office of Environmental Health and Safety has recently evaluated Chatsworth High School. Based on health and safety standards, Chatsworth High School received a good rating.

Beginning in the 2007-2008 school year and continuing through this school year, Chatsworth High School is undergoing several upgrades and new construction to better serve our students, parents, and faculty. The first major project is the addition of access ramps to many of our buildings. This project will bring Chatsworth High School in compliance with the Americans with Disabilities Act of 1990 (ADA). Another ADA project is an elevator for our two story building that should be completed during the 2009-2010 school year.

Another major project that is in its beginning stages is our conversion to contiguous space for our Small Learning Communities. Six non-office spaces will be converted into offices that will house administrators and support staff for each SLC. This project should be completed before the start of the 2009-2010 school year. Also, outdoor gathering spaces identifying each SLC will begin during the summer of 2009 and will be completed during the 2010 school year. These spaces will provide a place for students in each SLC to congregate during lunch and for other activities.

Chatsworth has just completed a comprehensive asbestos inspection and removal. As of today, every crawl space in all buildings has been abated with insulation to meet current fire and safety codes. The student cafeteria has been upgraded with new service areas and outdoor tables and chairs. Several future construction projects are in the planning stage and should soon begin. Fire pull stations will be removed from all buildings except the Main Office and the Physical Education area. Another project is the renovation of our softball field and installation of a new scoreboard. The Gymnasium is scheduled for air conditioning. Other forthcoming projects include renovating our interior irrigation, remodeling of our Culinary Arts kitchen, and upgrading the Computer Assisted Drafting (CAD) classes.

Staff

The certificated staff ethnic composition differs from our student population; classified staff ethnic composition more closely compare with those of the student population.

Certificated Staff Identified by Ethnicity and Gender 2008

	Female	Male	Total
American Indian/Alaskan	2	3	5 (3.4%)
Asian	5	4	9 (6.0%)
Pacific Islander	0	1	1 (0.7%)
Filipino	1	4	5 (3.4%)
Hispanic	16	7	23 (15.4%)
African American	2	3	5 (3.4%)
White	62	39	101 (67.8%)
Total	88 (59.1%)	61 (40.9%)	

Classified Staff Identified by Ethnicity and Gender 2008

	Female	Male	Total
American Indian/Alaskan	0	1	1 (0.9%)
Asian	1	5	6 (5.7%)
Pacific Islander	0	0	0 (0.0%)
Filipino	1	3	4 (3.8%)
Hispanic	21	14	35 (33.0%)
African American	5	14	19 (17.9%)
White	34	7	41 (38.7%)
Total	62 (58%)	44 (42%)	

Nearly forty percent of our certificated staff earned a degree beyond a Bachelor's Degree, five of our instructors are National Board Certified. Over ninety percent of Chatsworth High School teachers are fully credentialed. Currently, 69 of our instructors are CLAD certified and two instructors are BCLAD certified. All of our current general education teachers satisfy NCLB Highly Qualified status. Among our Special Education Department, all teachers hold an Educational Specialist, Mild to Moderate or Moderate to Severe Credential allowing them to teach any subject to special education students in a Least Restrictive Environment.

Certificated Staff Educational Level 2008

Doctorate	Masters+30	Masters	Bachelors+30	Bachelors
4	40	15	53	37

Certificated Staff Credentialing and Experience 2008

Full	Univ. Intern	District Intern	Emergency	Waiver	Avg. Yrs Teaching	# 1st Yr	# 2nd Yr
117	5	1	20	1	12.6	9	10

The educational program at Chatsworth High School is further strengthened by a support staff dedicated to insure student achievement is of highest priority. In order to maximize professional collaboration, the Parent Center houses the Parent Center Director and the Mathematics and Literacy coaches. Both the College Counselor and Career Advisor share a working space that accommodates several peer college and career tutors. Housed near the Library and Oral Arts room, these support coordinators and advisors have meeting space conveniently available for student groups, parent meetings, and assemblies. A referral room supervised by a dean provides a place for one-on-one student discipline counseling. Most of the remaining support staff is located in the administrative building. Together, the Title I and Bilingual programs fund seven college teaching assistants (three female, four male) to work with our at-risk students and English learners in the classroom. In an effort to provide a variety of academic role models, our teaching assistants represent several ethnic backgrounds (three Hispanic, two African American, and two White).

Educational Support Staff 2008

Principal	Parent Center Director
Assistant Principal (4)	Athletic Director
Counselor (8)	PSA Counselor
Library Media Teacher	Dropout Prevention Counselor
Testing Coordinator	Probation Officer
Bilingual Coordinator	School Police Officer (2)
Title I Coordinator	School Psychologist
Special Education Coordinator	Nurse
Dean (3)	Financial Manager
Math Coach	Plant Manager
Literacy Coach	Cafeteria Manager
SLC Coordinator	Campus Security Aide (4)
Career Counselor	Title I Teaching Assistant (6)
College Counselor	Bilingual Teaching Assistant (1)

Professional Development

Professional development at Chatsworth High School is initiated through our Instructional Leadership Team (ILT), a body comprised of Administrators, Department Chairs, Small Learning Community (SLC) Lead Teachers, Program Coordinators, Academic Coaches, and all interested stakeholders. The team meets monthly to assess school wide progress of our identified goals and establish professional development activities to support increased student achievement. Recommendations are then forwarded to the Chatsworth Leadership Council for final approval. As a result of professional development activities over the past two years, Chatsworth High Faculty have become more familiar with using analysis of student performance data to identify school wide critical academic needs of students. In addition, Small Learning Communities have had the opportunity to move from the initial planning and developmental stages towards a successful first year of full implementation.

Date	Overview of Professional Development (2007-2009)
September 4,2007	Whole Faculty • Reviewing Our Focus for 2007-2008 • Building a Culture of Collaboration • Analysis of CST/CAHSEE Data (2007) • Identifying Strength and Growth Areas
September 25, 2007	Small Learning Communities • Establishing SLC Design Teams – Bulletin 1600
October 16, 2007	Whole Faculty • Follow-up to Data Analysis • School Wide Technology
November 13, 2007	Departments • Analysis of Periodic Assessment Data • Departmental Analysis of Student Work • Working Cooperatively with SLCs

November 27, 2007	Small Learning Communities • Identifying Strength and Growth Areas School Wide • SLC Goals
January 17, 2008	Whole Faculty • Analysis of the Achievement Gap at Chatsworth High
February 12, 2008	Small Learning Communities • Reviewing and Revising Our ESLRs

February 26, 2008	Small Learning Communities
	• Short Term Goals
	  ○ Planning for funding
	  ○ Contiguous Space Planning

March 4, 2008	Small Learning Communities
	• Discussion of Long Term Goals
	  ○ Thematic Lessons
	  ○ Academy Activities
	  ○ Intervention
	  ○ Assessment and Accountability

March 25, 2008	Small Learning Communities
	• Continuing Discussion of Long Term Goals
	  ○ Thematic Lessons
	  ○ Academy Activities
	  ○ Intervention
	  ○ Assessment and Accountability

April 8, 2008	Departments • Analysis of Student Demographic and Performance Data (2007) • Identifying Steps to Address the Issues

April 22, 2008	Small Learning Communities
	• Continuing Discussion of Long Term Goals
	  ○ Thematic Lessons
	  ○ Academy Activities
	  ○ Intervention
	  ○ Assessment and Accountability

June 3, 2008	Departments • Reviewing and Revising Our Vision • Identifying Effective Instructional Strategies • Developing an Evidence Collection Label
September 16, 2008	Faculty Rotations – Technology and School Safety • Effectively Using the Website • Effectively Using the Network • Introduction to Accreditation Plus • School wide Security and Safety
September 23, 2008	Focus Groups • Addressing the WASC Criterion Questions • Identify Evidence to Gather

October 14, 2008	Focus Groups • Examining Focus Group Evidence • Findings and Conclusions with Respect to the Evidence • Group Share-out
October 21, 2008	Small Learning Communities • Intervention/Academic Support • Community Involvement
October 28, 2008	Departments • Instructional Strategies (Think pair Share/Numbered Heads) • Developing Department Grading Rubrics
November 11, 2008	Focus Groups • Analysis of Student Demographic and Performance Data (2008) • Aligning Our Key Findings with the Single Plan for Student Achievement
November 18, 2008	Small Learning Communities • Curriculum and Instruction • Intervention
December 2, 2008	Small Learning Communities • Vertical Planning/Curricular Themes • Intervention/Academic Support
December 9, 2008	Focus Groups • Review of Student Demographic and Performance Data (2008) • Identifying Critical Academic Needs • Questions raised from the Analysis of the Data
December 16, 2008	Small Learning Communities • Curriculum and Instruction • Intervention • Academy Activities • Parent Involvement
February 9, 2009	Whole Faculty • Accreditation 2009 Where We've Been, Where We're At, What Still Remains to be Done • Meeting the Needs of Our English Learners • Small Learning Communities – Highlights of the Year
February 10, 2009	Focus Groups • Re-affirming Our Critical Academic Needs • Finalizing Our Self Study
February 24, 2009	Small Learning Communities • Developing Our Six-Year Action Plan

Student Participation

Providing opportunities for a variety of student interests, Chatsworth offers a number of co-curricular and extra-curricular activities. Among the current school clubs and organizations, several have been instituted since the last full self study. Billed as the "Home of Scholars and Champions," Chatsworth features an outstanding athletic program to compliment our exceptional academic program. Chatsworth fields 43 total boys and girls teams in fifteen sports, we boast 39 LA City Section and Invitational Championships. A variety of specialty programs sets Chatsworth High School apart from neighboring comprehensive high schools.

Clubs and Organizations 2008

American Sign Language (ASL)	Filipino Club	Miniature Gaming Club
Aquatic Club	Film Society	Philosophy Club
Art Club	Green Club	Play Production
Black Student Union (BSU)	Humanitas Student Leadership	Republican Club
California Scholarship Federation (CSF)	Japanese Ani-Manga	Robotics
Careers with Children	Jewish Awareness Club	Spirit Club
Chatsworth Helps Children Club	Journalism	Stage Crew
Chess Club	Key Club	Student Leadership
Chinese Club	Korean Club	Students Run L.A.
Dance Club	Latino Club	Teens for Christ Club
Drama Club	Literary Club	Vietnamese Club
Eminent Event Club	Math Club	
Equestrian Club	Medical Academy Club	

Sports Programs 2008

Baseball	Football	Swimming
Basketball	Golf	Tennis
Cheerleading	Marching Band	Track and Field
Cross Country	Soccer	Volleyball
Drill Team	Softball	Wrestling

Specialty Programs 2008

Academic Decathlon	Yearbook	Journalism-The Clarion
AVID	Drama Production	Jazz Band
CHS News Broadcast	Leadership	

School Financial Support

In an effort to meet State and Federal mandates as well as meet the academic needs of the changing student population at Chatsworth High School, we receive funding from several sources including general funds, categorical funds and grants.

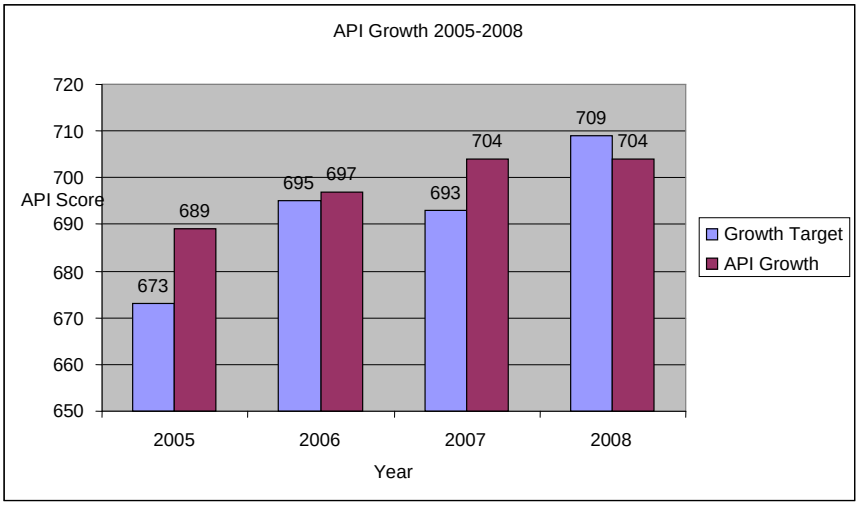
Chatsworth High School Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School and LAUSD…….State	
Total	Restricted Sources	Unrestricted Sources	LAUSD	California	LAUSD	California
$7,061	$2,744	$4,317	$4,545	$5,300	-5.0%	-18.5%

Funding Source	**Amount**
Federal Title I	$ 376,577
Federal Title III	$ 5,970
State EIA/SCE	$ 92,999
State EIA/LEP	$ 165,989
Small Learning Communities Grant	$ 441,088
General Fund	$ 108,757
Perkins Grant	$ 145,911
Physical Education Grant	$ 62,358
School/Library Improvement Grant	$ 62,833
Arts Grant	$ 26,877
Career Tech Ed Grant	$ 57,767
Permit with Transportation Program	$ 8,989
Capacity Adjustment Program	$ 3,290
Special Education	$ 28,000
Gifted and Talented	$ 22,883
School for Advanced Studies	$ 10,000
Tobacco Use and Prevention Education	$ 34,497
Closing the Achievement Gap	$ 12,808

Student Performance Data

Academic Performance Index (API)

Since the last self study, our API grew by nearly forty points. From 2004 to 2007, we improved from 666 to 704; our API repeated 704 points for 2008. Significant decreases in scores for African American, White, and Students with Disabilities sub-groups are the most likely major contributors to our lack of API growth. During the 2004-05, Chatsworth introduced The Village Nation for African American students. This gave these students academic support by way of motivational assemblies, goal-setting strategy workshops, and a self-esteem building collaborative. As a consequence of the program, the API scores of African American students rose dramatically the following year. Building on the success of The Village Nation, we developed La Familia to provide support for the Hispanic students and C-House to address academic needs of all other students. Limited resources caused a reduction or elimination of these programs. A return to similar intervention strategies is necessary to help target the specific needs of our subgroups. Collaborative efforts between the special education and core curricular programs led to a nearly thirty point rise in API between 2006 and 2007. Maintaining this level of improvement proved challenging for the 2008 school year.



Current API Growth Report, Subgroups 2007-08

Subgroup	# Students	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2008 Growth	2007 Base	2007-08 Growth Target	2007-08 Growth	
African American	209	Yes	633	644	8	-11	No
Amer.Ind/Alask.	8	No	N/A	N/A	N/A	N/A	N/A
Asian	356	Yes	829	813	2	16	Yes
Filipino	110	Yes	789	772	5	17	Yes
Hispanic or Latino	1019	Yes	649	647	8	2	No
Pacific Islander	4	No	N/A	N/A	N/A	N/A	N/A
White	483	Yes	741	762	5	-21	No
Socioec. Disadv.	1127	Yes	684	681	6	3	No
English Learners	706	Yes	608	608	10	0	No
Students w/Disabilities	230	Yes	502	518	14	-16	No

Academic Performance Index for Significant Subgroups 2005-2008

	2005 API	Met Growth Target	2006 API	Met Growth Target	2007 API	Met Growth Target	2008 API	Met Growth Target
African American	609	Yes	672	Yes	644	No	633	No
Amer.Ind/Alask.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	798	Yes	809	Yes	813	Yes	829	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	789	Yes
Hispanic or Latino	624	Yes	634	Yes	647	Yes	649	No
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	743	Yes	744	No	762	Yes	741	No
Socioec. Disadv.	657	Yes	670	Yes	681	Yes	684	No
English Learners	N/A	N/A	618	No	608	No	608	No
Students w/Disabilities	N/A	N/A	492	Yes	519	Yes	502	No

Our statewide ranking has remained stable at five, while our similar school ranking has grown from four to five since the last self study. As we continue to address the needs of our changing demographics, we expect to make progress in our ranking among similar schools.

School and Similar School API Rankings 2005-2008

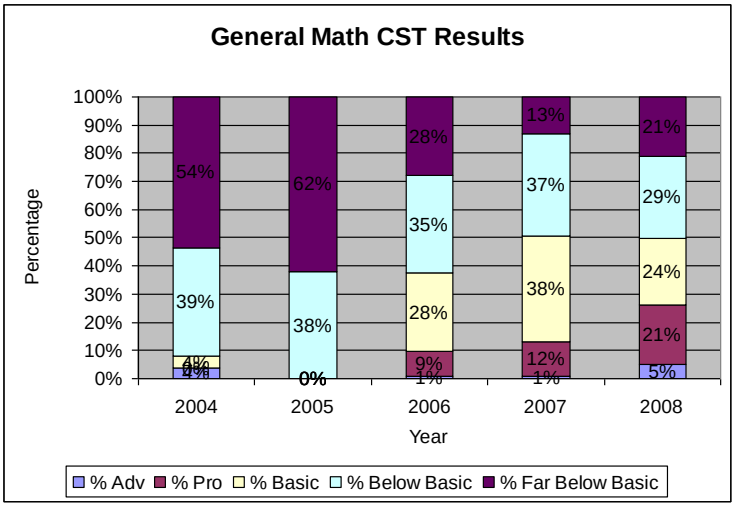
Year	Base API	Statewide Rank	Similar Schools Rank
2008	N/A	N/A	N/A
2007	704	5	5
2006	687	5	4
2005	689	5	4

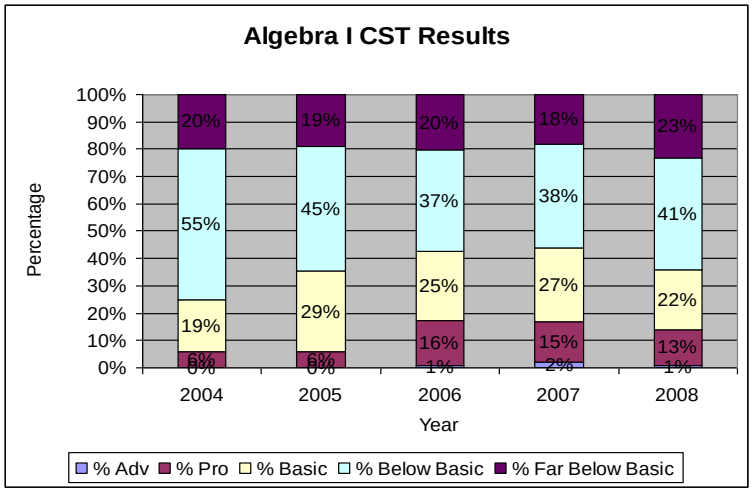
California Standards Tests

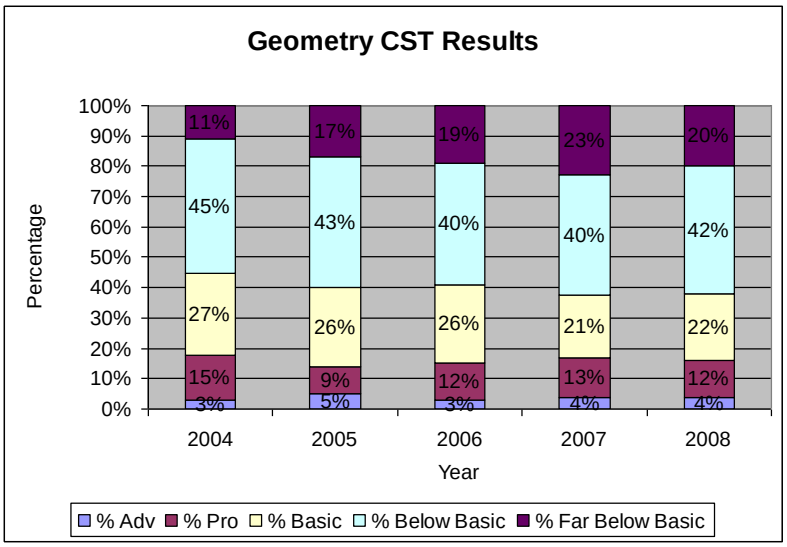
School wide progress in CST performance has been recorded in nearly every subject area at Chatsworth High School since the last full self-study. We attribute this growth to a concerted effort on the part of the faculty and administration to developing standards-based lessons in response to the analysis of performance data. Increased demand on time resources—District mandates, SLC development, and UTLA action—has impeded such progress. We are exploring avenues to address these current challenges.

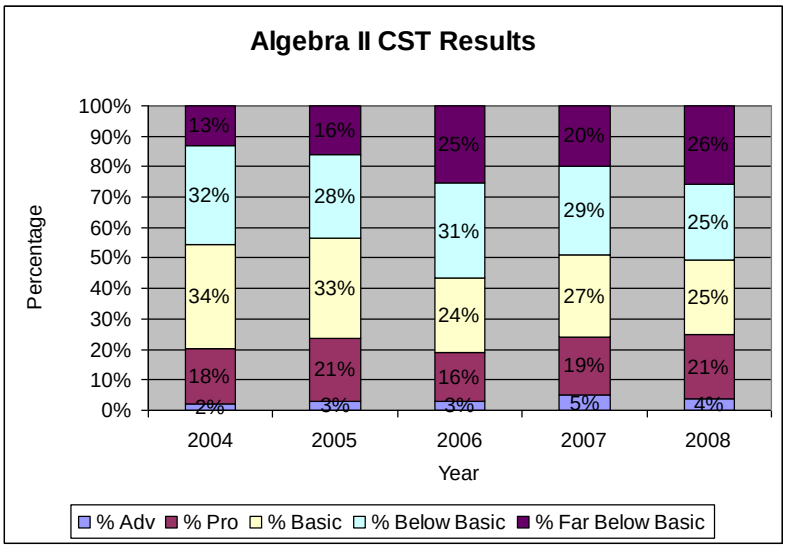
Mathematics

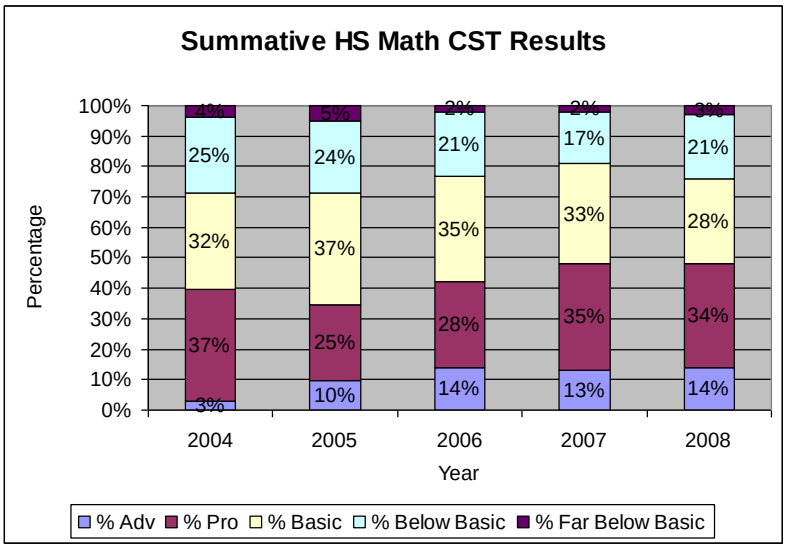
In general, the percentage of students performing at the proficient and advanced levels for math courses has increased since the last self-study. The Summative High School Mathematics test taken by students in advanced mathematics courses reports an eight percent increase in student performance since the last self-study. Contrary to the gradual improvement in most tested subjects, geometry results have not shown growth since the last full self–study. Currently, we are investigating possible intervention strategies to address this area of concern.






Geometry CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11%
45%
27%
15%
3%
17%
43%
26%
9%
5%
19%
40%
26%
12%
3%
23%
40%
21%
13%
4%
20%
42%
22%
12%
4%
2004
2005
2006
2007
2008
Year
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic


Algebra II CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
13%
32%
34%
18%
2%
16%
28%
33%
21%
3%
25%
31%
24%
16%
3%
20%
29%
27%
19%
5%
26%
25%
25%
21%
4%
2004
2005
2006
2007
2008
Year
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic


Summative HS Math CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4%
25%
32%
37%
3%
5%
24%
37%
25%
10%
2%
21%
35%
28%
14%
2%
17%
33%
35%
13%
3%
21%
28%
34%
14%
2004
2005
2006
2007
2008
Year
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic

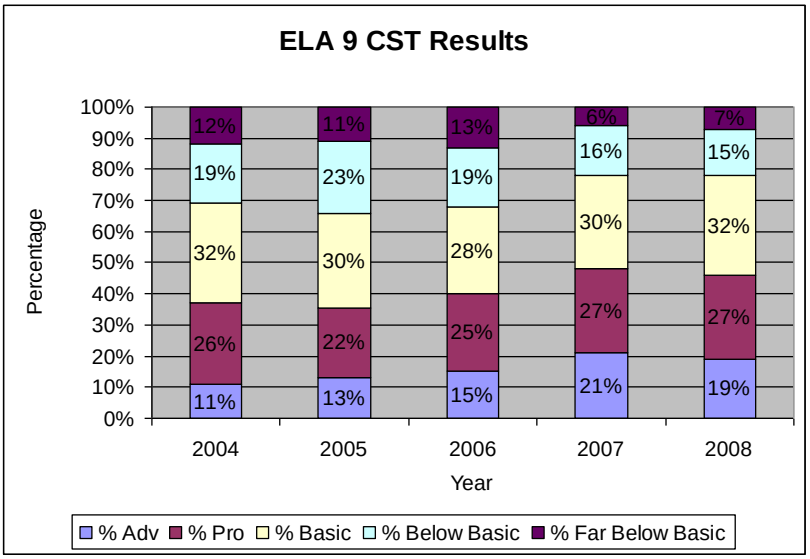
Comparisons in mathematics test results for 2008 between Chatsworth High School and the State indicate that in many cases our highest achieving students performed above state levels, while students enrolled in introductory courses scored lower. This evidence supports expanding the existing mathematics intervention strategies as well as exploring and implement additional strategies at Chatsworth High School.

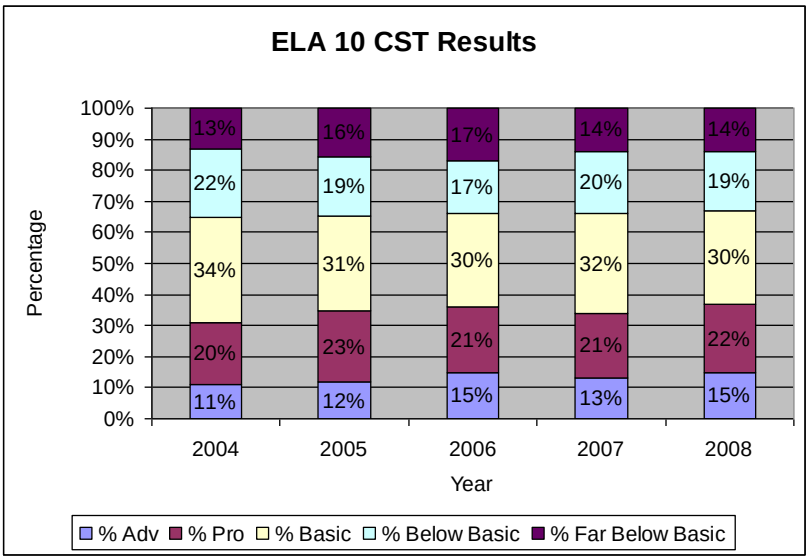
2008 Mathematics CST Comparisons (% Proficient and Advanced) between CHS and California

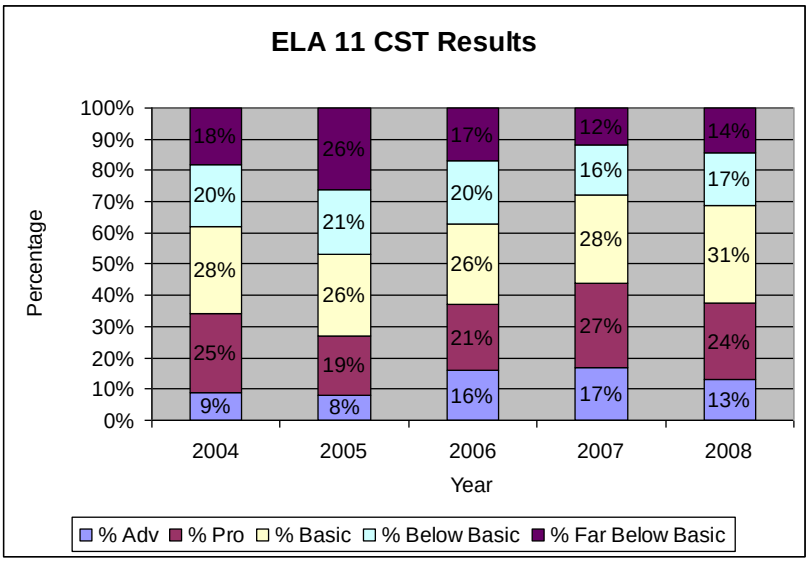
		African American	Asian	Filipino	Hispanic	White	Socioec. Disadv.	English Learners	Student w/ Disabilities
General Math	CHS	7%	N/A	N/A	22%	52%	22%	0%	4%
	State	17%	50%	45%	21%	40%	21%	12%	8%
Algebra 1	CHS	11%	47%	16%	9%	16%	11%	5%	2%
	State	13%	59%	40%	16%	36%	17%	7%	6%
Geometry	CHS	6%	40%	28%	8%	14%	15%	6%	7%
	State	8%	52%	29%	11%	34%	12%	7%	7%
Algebra 2	CHS	15%	41%	25%	11%	34%	25%	31%	7%
	State	12%	52%	28%	14%	23%	18%	15%	13%
Summ. HS Math	CHS	N/A	73%	N/A	27%	40%	58%	N/A	N/A
	State	21%	68%	38%	25%	50%	31%	43%	36%

English Language Arts

Since the last full self-study, Chatsworth High School has increased the percentages of students performing proficient and advanced at all grade levels on English Language Arts exams. We credit this improvement to ongoing comprehensive analysis of periodic assessment data and collaboration between English department staff and our literacy coach.







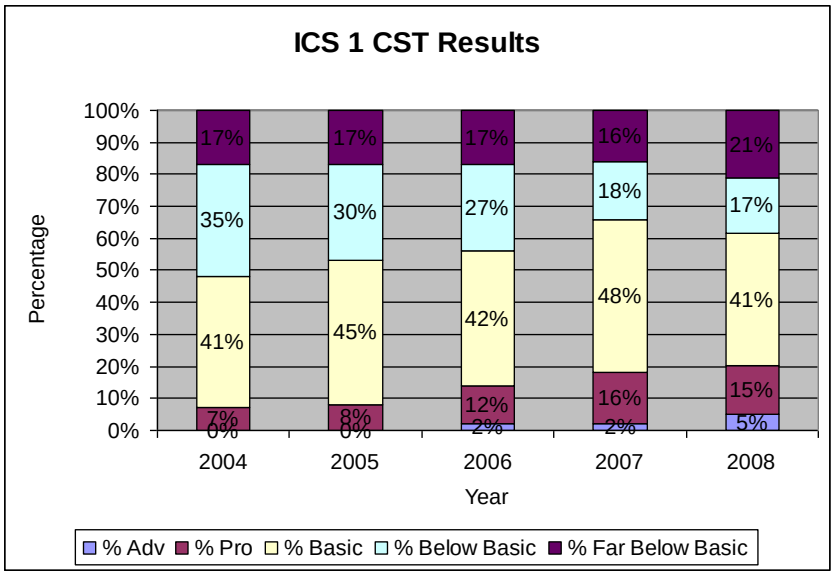
CST comparisons for 2008 English Language Arts indicate we are performing at or above the State in our ninth and eleventh grade courses. These courses mandate a 22:1 ratio of students to teacher. Although tenth grade ELA proficiency rates have risen at Chatsworth High School since the last self -study, in most cases our tenth grade scores fall below those of the State as a whole. We recognize that continued collaborative efforts in evaluating instructional practices and lesson plan development are necessary to make progress.

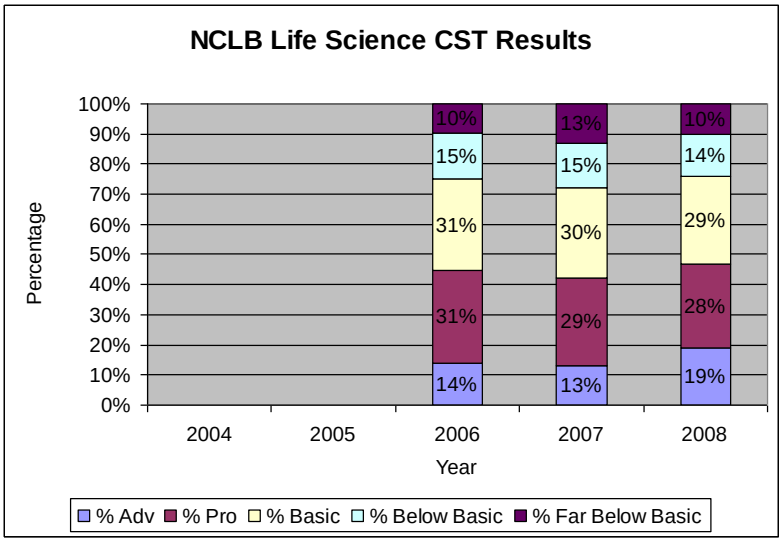
2008 ELA CST Comparisons (% Proficient and Advanced) between CHS and California

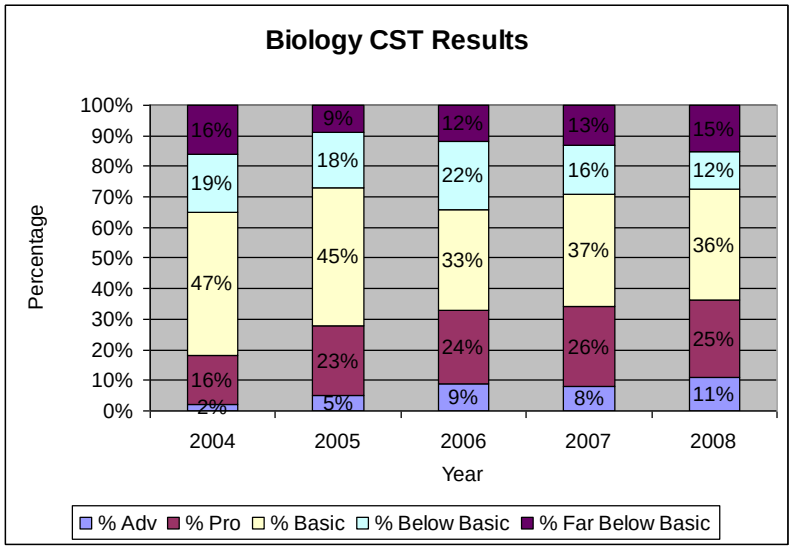
		African American	Asian	Filipino	Hispanic	White	Socioec. Disadv.	English Learners	Student w/ Disabilities
ELA 9	CHS	43%	81%	59%	32%	52%	39%	6%	9%
	State	34%	73%	67%	34%	68%	33%	9%	11%
ELA 10	CHS	20%	61%	51%	27%	43%	30%	5%	5%
	State	26%	64%	55%	27%	57%	26%	6%	7%
ELA 11	CHS	24%	63%	52%	24%	49%	33%	8%	12%
	State	22%	58%	49%	22%	53%	22%	4%	6%

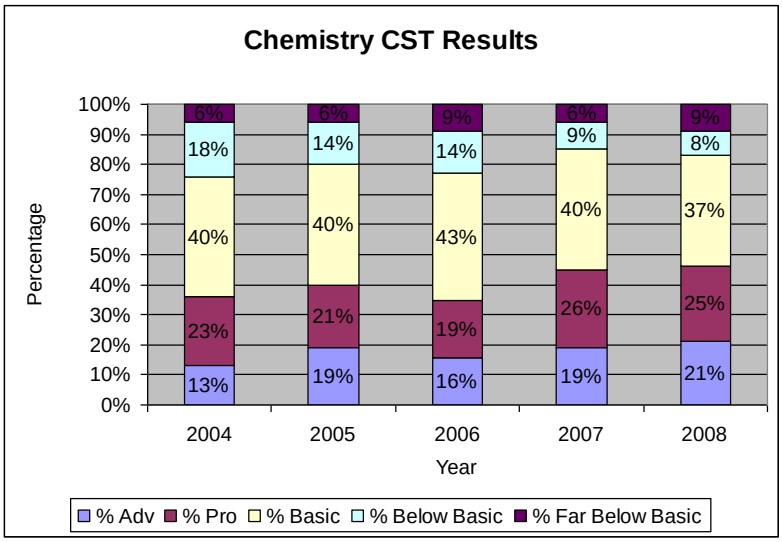
Science

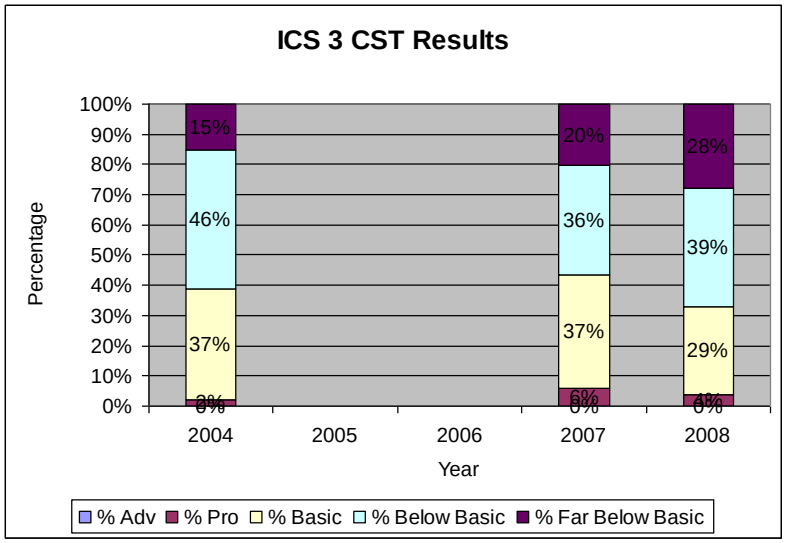
With the exception of Integrated Coordinated Science 3 (ICS 3), Chatsworth High School has seen improvement on student performance in CST science testing. Growth in ICS 1 performance has been gradual since the last self- study. We recognize that the ICS program along with Algebra 1 and Geometry are high priority areas for receiving supplemental support. Joint funding by the Title I and Bilingual programs this current school year provided several ICS and Algebra 1 teachers with technology packages which included a laptop computer, LCD projector, and media cart to use for enhancing student access to technology. Those teachers are accountable for providing evidence of lesson development and student outcomes that support use of this technology in their classrooms. We are particularly proud of our success on the NCLB Life Science CST and the Chemistry CST where it is reported that Chatsworth High School scores are among the highest in the LAUSD.




NCLB Life Science CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2004
2005
2006
2007
2008
Year
10%
15%
31%
31%
14%
13%
15%
30%
29%
13%
10%
14%
29%
28%
19%
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic


Biology CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2004
2005
2006
2007
2008
Year
16%
19%
47%
16%
2%
9%
18%
45%
23%
5%
12%
22%
33%
24%
9%
13%
16%
37%
26%
8%
15%
12%
36%
25%
11%
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic


Chemistry CST Results
Percentage
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2004
2005
2006
2007
2008
Year
6%
18%
40%
23%
13%
6%
14%
40%
21%
19%
9%
14%
43%
19%
16%
6%
9%
40%
26%
19%
9%
8%
37%
25%
21%
% Adv
% Pro
% Basic
% Below Basic
% Far Below Basic



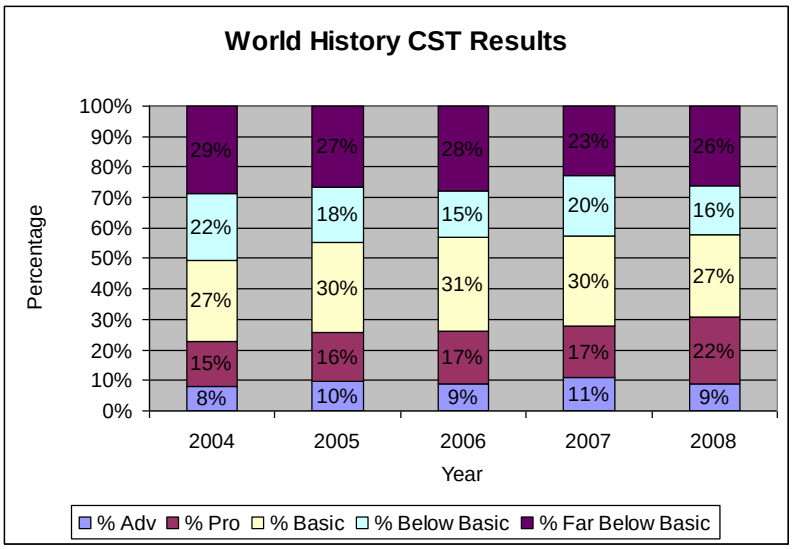
Comparisons between Chatsworth High School and California reflect that we have outperformed the state as a whole during 2008 testing in most areas of science. Particularly impressive is the success of several at-risk student populations including our African American, Hispanic, and socioeconomic subgroups.

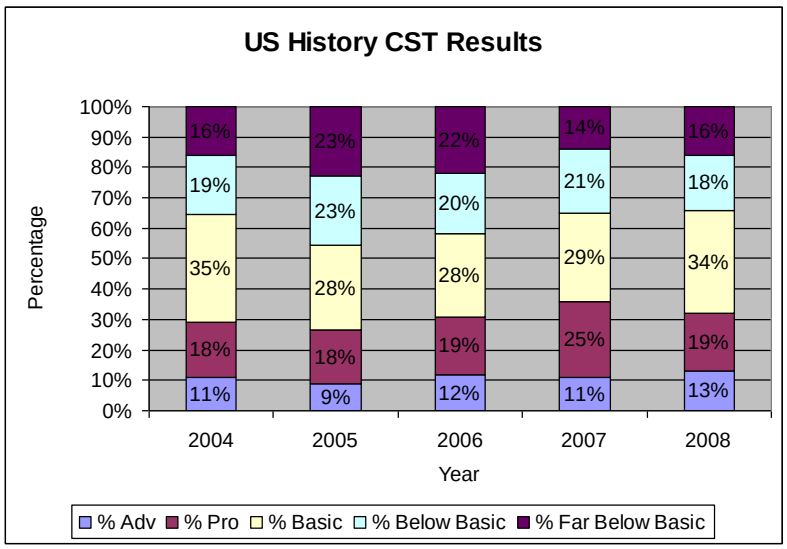
2008 Science CST Comparisons (% Proficient and Advanced) – CHS and California

		African American	Asian	Filipino	Hispanic	White	Socioec. Disadv.	English Learners	Student w/ Disabilities
ICS 1	CHS	14%	51%	26%	10%	24%	18%	2%	6%
	State	6%	30%	18%	6%	23%	6%	1%	2%
NCLB Life Sci	CHS	27%	60%	69%	38%	57%	38%	8%	19%
	State	23%	64%	53%	25%	56%	25%	8%	10%
Biology	CHS	16%	61%	52%	28%	42%	31%	9%	7%
	State	25%	66%	54%	26%	60%	27%	9%	11%
Chemistry	CHS	36%	67%	30%	36%	44%	46%	N/A	N/A
	State	13%	53%	32%	16%	44%	18%	7%	13%
ICS 3	CHS	0%	0%	N/A	5%	5%	5%	0%	0%
	State	5%	15%	14%	5%	13%	7%	2%	3%

Social Science

A gradual increase in the number of students meeting the proficient and advanced performance levels in Social Science is evident since the last self-study with a slight decrease in US History for 2008. Implementation of periodic assessments in Social Science began this current school. We expect to find growth in 2009 student performance as a result of department meeting time dedicated to analysis of the Periodic Student Assessment Data and corresponding modifications to the instructional program.





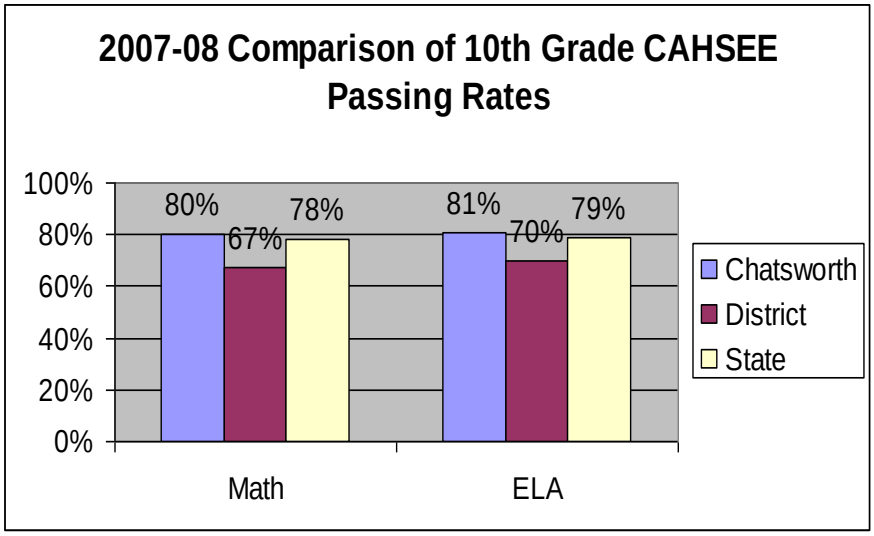
Social Science performance of Chatsworth High School students in comparison to California students in general indicates that we are meeting the needs of our African American population; however, the shortcoming in performance of our White students needs to be addressed. Again, with the implementation of periodic assessments this school year, we expect to see positive results following spring 2009 CST testing.

2008 Social Science CST Comparisons (% Proficient and Advanced) between CHS and California

		African American	Asian	Filipino	Hispanic	White	Socioec. Disadv.	English Learners	Student w/ Disabilities
World History	CHS	20%	51%	43%	19%	39%	27%	4%	9
	State	18%	57%	43%	20%	48%	20%	6%	11
US History	CHS	23%	53%	41%	23%	36%	30%	8%	12
	State	21%	58%	47%	25%	51%	24%	7%	10

California High School Exit Exam (CAHSEE)

Over the past four years, Chatsworth High School has shown performance growth in both the mathematics and ELA portions of the tenth grade CAHSEE, growth that has surpassed the success rate of the State by two percent this past year. We continue to perform well above LAUSD, passing at least ten percent more students during 2008 testing. We believe that school wide efforts to promote awareness of CAHSEE importance and effective CAHSEE preparation in English and mathematics classes have contributed to our success. We include CAHSEE preparation as an integrated part of the curriculum as well as specific preparation essays, design lessons, and test taking strategies.



CAHSEE Combined Results for Grade 10

Yr	Mathematics			ELA		
	# Test	Passing	% Passing	# Test	Passing	% Passing
2007-08	789	632	80%	794	644	81%
2006-07	783	590	75%	789	618	78%
2005-06	767	584	76%	764	603	79%
2004-05	802	598	75%	803	634	79%

Combined Passing Results for Grade Ten Compared with District & State

Yr	Mathematics			ELA		
	CHS	District	State	CHS	District	State
2007-08	80%	67%	78%	81%	70%	79%
2006-07	75%	61%	76%	78%	66%	77%
2005-06	76%	62%	76%	79%	67%	77%
2004-05	75%	59%	74%	79%	66%	76%

Nearly every subgroup, with the notable exceptions of White students and English Learners, performed above the State levels in both CAHSEE mathematics and ELA this past year, a pattern paralleling that of the CST scores.

2008 Tenth Grade CAHSEE Passing Rates Disaggregated

	Mathematics			ELA		
	CHS	District	State	CHS	District	State
All Students	80%	67%	78%	81%	70%	79%
Male	81%	67%	78%	76%	65%	75%
Female	80%	66%	79%	85%	74%	83%
African American	62%	54%	62%	74%	64%	68%
Asian	95%	93%	94%	89%	87%	88%
Filipino	92%	87%	90%	94%	87%	90%
Hispanic or Latino	74%	64%	70%	75%	67%	70%
White	84%	88%	89%	85%	88%	90%
Socioec. Disadv.	77%	65%	69%	77%	67%	69%
English Learners	44%	37%	50%	26%	30%	40%
RFEP Students	88%	82%	89%	92%	88%	91%
Students w/Disabilities	35%	23%	35%	41%	25%	35%

CAHSEE sub-test scores show two of our primary areas of weakness areas to be Writing Strategies and Applications. Algebra 1 continues to present the greatest challenge to our students at all grade levels on the CAHSEE.

2007 CHS CAHSEE Sub-Test Scores by Grade Level

	Grade 10 CAHSEE Subscores			Grade 11 CAHSEE Subscores			Grade 12 CAHSEE Subscores	
Exam	# Tested	Average % Correct		# Tested	Average % Correct		# Tested	Average % Correct
ENGLISH LANGUAGE ARTS	812	71.90%		253	57.30%		116	59.30%
WORD ANALYSIS	812	78.90%		253	61.70%		116	62.20%
READING COMPREHENSION	812	73.30%		253	58.10%		116	59.80%
LITERARY RESPONSE & ANALYSIS	812	75.40%		253	58.90%		116	60.30%
WRITING STRATEGIES	812	66.60%		253	52.70%		116	59.10%
WRITING CONVENTIONS	812	70.00%		253	57.30%		116	58.20%
WRITING APPLICATIONS	812	59.70%		253	51.90%		116	51.20%
MATHEMATICS	801	66.10%		278	48.40%		107	51.60%
PROBABILITY & STATISTICS	801	70.90%		278	53.90%		107	61.20%
NUMBER SENSE	801	67.60%		278	51.80%		107	57.10%
ALGEBRA & FUNCTIONS	801	68.80%		278	50.30%		107	53.80%
MEASUREMENT & GEOMETRY	801	62.30%		278	43.50%		107	44.80%
ALGEBRA I	801	59.90%		278	41.90%		107	40.00%

Adequate Yearly Progress (AYP)

The year 2008 marks the first year since the last self -study that we did not meet our AYP goals. Our English Learner population fell ten percent below the proficiency target in English Language Arts. Additional student support has been provided by our Bilingual Coordinator this school year. Personalized student meetings and college awareness preparation are included among the intervention strategies.

2005-2008 Adequate Yearly Progress (AYP)

	2007-08	2006-07	2005-06	2004-05
Made AYP	No	Yes	Yes	Yes
Met AYP Criteria	25 of 26	24 of 24	26 of 26	N/A
ELA Participation Rate	Yes	Yes	Yes	Yes
Math Participation Rate	Yes	Yes	Yes	Yes
ELA Percent Proficient	Yes	Yes	Yes	Yes
Math Percent Proficient	Yes	Yes	Yes	Yes
Academic Performance Index (API)	Yes	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes

2008 Participation Rate

	English-Language Arts : Target 97%					Mathematics: Target 96%				
	Met All Participation Rate Criteria? Yes					Met All Participation Rate Criteria? Yes				
Group	Enrollment First Day of Testing	# Students Tested	Rate	Met 2008 AYP Criteria	Alt. Method	Enrollment First Day of Testing	# Students Tested	Rate	Met 2008 AYP Criteria	Alt. Method
Schoolwide	836	812	97	Yes		838	804	96	Yes	
African American	67	61	92	--		67	60	90	--	
Amer. Ind/Alask	1	1	100	--		1	1	100	--	
Asian	139	138	99	Yes		138	137	99	Yes	
Filipino	49	48	98	--		49	48	98	--	
Hispanic	400	388	97	Yes		403	381	95	Yes	
Pacific Islander	1	0	0	--		1	0	0	--	
White	179	176	98	Yes		179	177	99	Yes	
Socioec. Disadv.	501	485	97	Yes		503	480	95	Yes	
English Learners	276	266	96	Yes		278	261	94	Yes	Y3
Students w/Dis.	82	75	92	--		81	73	91	--	

2008 Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts : Target 33.4%					Mathematics: Target 32.2%				
	Met All Proficiency Rate Criteria? No					Met All Proficiency Rate Criteria? Yes				
Groups	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alt. Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2007 AYP Criteria	Alt. Method
Schoolwide	758	411	54.2%	Yes		752	410	54.5%	Yes	
African American	56	21	37.5%	--		55	18	32.7%	--	
Amer. Ind./Alask.	1	--	--	--		1	--	--	--	
Asian	131	92	70.2%	Yes		130	106	81.5%	Yes	
Filipino	43	34	79.1%	--		43	31	72.1%	--	
Hispanic	363	154	42.4%	Yes		358	153	42.7%	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White	164	110	67.1%	Yes		165	102	61.8%	Yes	
Socioec. Disadv.	451	222	49.2%	Yes		448	225	50.2%	Yes	
English Learners	254	57	22.4%	No		250	86	34.4%	Yes	Y3
Students w/Dis.	74	14	18.9%	--		72	13	18.1%	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
704	704	0	Yes	

Graduation Rate

Rate for 2007 Class of 2005-06	Rate for 2008 Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
91.9%	92.9%	1.0%	0.6%	Yes	

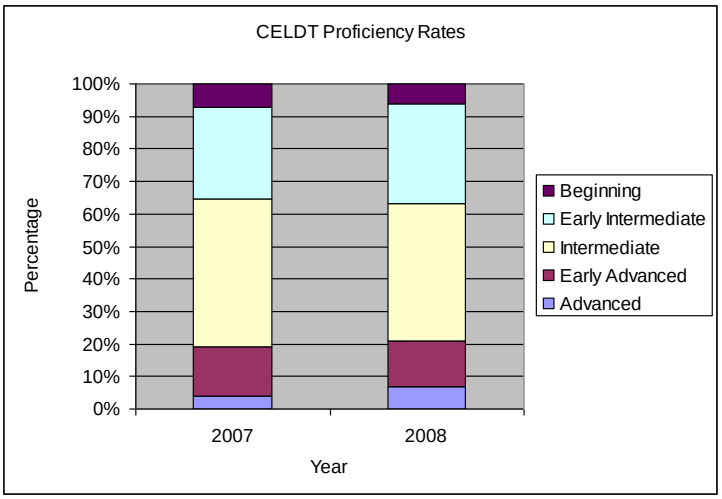
California English Language Development Test (CELDT)

Analysis of current CELDT data illustrates that nearly forty percent of our current English Language Learners have reached the early advanced or advanced proficiency levels.

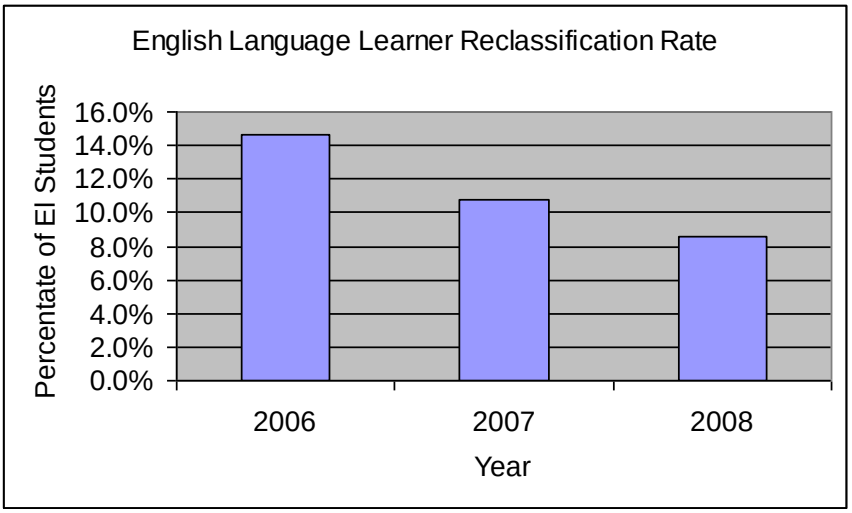
CELDT Proficiency 2008

Grade	9	10	11	12	Total Tested
Advanced	6	3	9	6	24
	5%	3%	10%	9%	6%
Early Advanced	35	28	31	21	115
	30%	28%	34%	32%	31%
Intermediate	52	40	37	30	159
	44%	40%	41%	45%	42%
Early Intermediate	18	19	9	6	52
	15%	19%	10%	9%	14%
Beginning	7	11	5	3	26
	6%	11%	5%	3%	6%
Number Tested	118	101	91	66	376

Data from the last two years reveal a slight increase in the percentage of students testing at the Early Advanced level and above. The percentages of students performing at the lowest levels have also increased. during the 2007-08 school year, Our Bilingual Coordinator met with English Learners in small groups to discuss the importance of their performance on the CELDT. She also modified the testing environment to make it more positive and comfortable. We believe such efforts by the Bilingual Coordinator largely contributed to the positive results. Despite an increase in the number of students reaching the Early Advanced and Advanced performance levels on the CELDT, we have experienced less success in the other measures that lead to student reclassification.



A disparity exists between the increase in our RFEP population size (refer to Student Demographic Data) and the drop in reclassification rate at Chatsworth High School over the past three years.



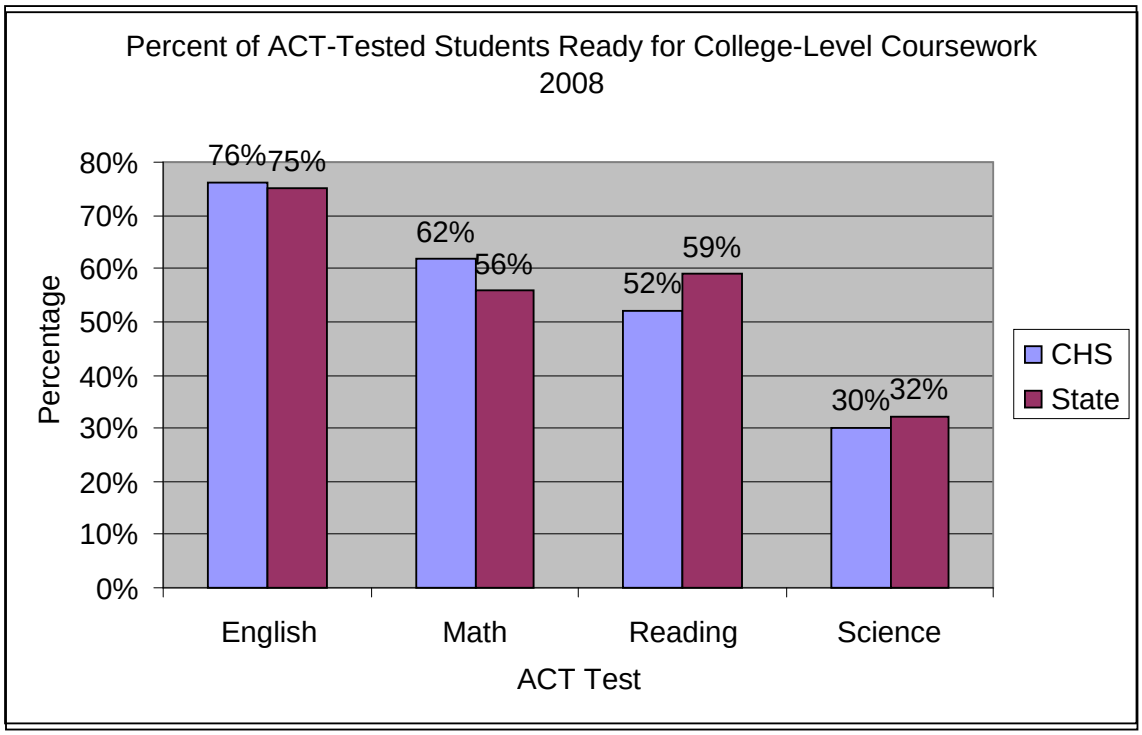
College Exams

Special scheduling is provided each fall for administration of the PSAT to all ninth through tenth grade students. LAUSD funds the exam for all tenth grade students. As a result of these efforts to establish relevance of college exams, the rate of seniors electing to take the SAT has grown by four percent since 2005. With this greater percentage of test takers, we have seen a decrease in average scores. In a continuous effort to increase the percentage of SAT test takers and provide necessary support for SAT success, our College Counselor is establishing SAT workshops during the school day which will provide SAT registration opportunities and exam preparation to students. The College Counselor and Peer College Counselors (students identified by the faculty as possessing leadership skills) will facilitate the plan.

SAT Testing and Performance

Year	Grade 12 Enr.	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	VMW>=1,500 Number	VMW>=1,500 Rate
2007-08	651	299	46	461	490	464	N/A	N/A
2006-07	702	329	47	466	496	472	137	19.5%
2005-06	644	269	42	473	499	473	108	16.8%

Chatsworth High has seen an approximate eleven percent increase in the percentage of students (from 86 percent in 2006 to 97 percent in 2008) electing to take ACT exams. ACT results show little change in performance since 2005-06. College readiness as determined by ACT testing indicates that Chatsworth High School is outperforming the State in English and Math, while falling behind the State in Reading and Science.



For English, the number of participating students in the CSU Early Assessment Program remained about the same from 2005-06 to 2006-07; however, there is a significant drop of seventeen percent of participants for Math. Student readiness for college remained relatively stable between 2006 and 2007

CSU Early Assessment Program (EAP)

	2007-2008				2006-2007				2005-2006			
	English	Algebra II	HS Math	Math Total	English	Algebra II	HS Math	Math Total	English	Algebra II	HS Math	Math Total
Students Tested	N/A	N/A	N/A	N/A	692	155	135	290	651	183	154	337
Percent Participation	N/A	N/A	N/A	N/A	96%	66%	88%	75%	98%	91%	94%	92%
Ready for College	N/A	N/A	N/A	N/A	98	7	23	30	97	1	28	29
Percent Readiness	N/A	N/A	N/A	N/A	14%	5%	17%	10%	15%	1%	18%	9%
Ready for College - Conditional	N/A	N/A	N/A	N/A	N/A	25	103	128	N/A	22	104	126
Percent Conditional	N/A	N/A	N/A	N/A	N/A	16%	76%	44%	N/A	12%	68%	37%

Advanced Placement Test Results

Since 2005, the number of students taking AP tests appears to have declined proportionately with eleventh and twelfth grade enrollment. In addition, the percentage of students performing at or above the minimum proficiency levels (three or above) has

dropped by seventeen percent since 2005. Our staff has made efforts to encourage more students to enroll in AP courses in recent years; however, the decrease in success rate indicates a need to examine our AP program more closely.

AP Testing and Performance

Year	Grade 12 Enr.	Grade 11 + 12 Enr.	Number of Test Takers	Score 1	Score 2	Score 3	Score 4	Score 5
2007-08	651	1320	384	172	193	175	109	41
2006-07	702	1523	417	128	224	215	143	64
2005-06	644	1374	393	156	199	214	126	54

University of California A-G Requirements

Our most recent data for students enrolled in a-g courses indicates the highest success rate (more than eighty percent passing with grade C or above) in World Language courses across grade levels. In nearly every subject area, student a-g success rate increased in the twelfth grade as compared to the ninth grade. Of particular concern is the decrease in passing rates from ninth to tenth grade in the four core subject areas: English, mathematics, science, and social science. Data for the 2008-09 school year reveals that just above sixty percent of Chatsworth High School Students are currently enrolled in a-g courses, a value that corresponds closely with that of the LAUSD. Based on our most current graduate data available, the percentage of Chatsworth High School students completing UC/CSU requirements exceeds that of LAUSD and the State for nearly every ethnic subgroup.

Enrollment and Success Rate in a-g Requirements 2007-08

		ART	BILINGUAL-ESL	ENGLISH	FOREIGN LANGUAGE	MATHEMATICS	MUSIC	SCIENCE	SOCIAL SCIENCE	THEATER ARTS
GRADE 9	A-G Enroll	536	66	1,605	531	1,462	89	1,603	215	61
	% Pass C & Above	68.1%	66.7%	76.6%	84.9%	62.1%	69.7%	67.6%	95.8%	36.1%
GRADE 10	A-G Enroll	313	38	1,606	858	1,570	50	1,579	1,537	28
	% Pass C & Above	56.5%	63.2%	66.7%	84.0%	47.3%	80.0%	59.7%	61.5%	60.7%
GRADE 11	A-G Enroll	422	32	1,492	740	1,364	39	1,447	1,570	50
	% Pass C & Above	70.4%	56.3%	75.8%	80.7%	36.3%	79.5%	68.3%	74.0%	70.0%
GRADE 12	A-G Enroll	647	12	1,466	163	397	60	508	1,468	44
	% Pass C & Above	81.1%	66.7%	81.2%	88.3%	65.0%	88.3%	83.5%	72.2%	81.8%

Percentage of Graduates Completing UC/CSU Requirements 2007

	Chatsworth High School	LAUSD	State
African American	47%	39%	27%
Amer. Ind./Alask.	63%	51%	24%
Asian	81%	78%	60%
Filipino	70%	67%	46%
Hispanic or Latino	37%	41%	25%
Pacific Islander	67%	51%	28%
White	62%	63%	40%

Algebra

The total numbers of students enrolling in both Algebra 1 and Algebra 2 have increased significantly since the last self -study. More importantly, the percentage of total students earning a grade of C or better has increased by ten percent in Algebra I over that same time period with the greatest growth occurring in the ninth grade population. While the absolute number of students enrolling in Algebra 2 has increased since 2004, the percentage of students meeting proficiency levels has dropped for the junior class.

Enrollment and Passing Rates for Algebra Courses

		ALGEBRA 1A				ALGEBRA 1B			
		2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
ALL GRADES	A-G Enroll	621	891	974	979	652	774	844	937
	% Pass C & Above	35.4%	36.5%	45.2%	43.0%	28.4%	37.3%	43.5%	38.6%
GR 9	A-G Enroll	394	645	636	N/A	372	500	474	N/A
	% Pass C & Above	40.1%	42.8%	51.1%	N/A	26.6%	44.6%	54.6%	N/A
GR 10	A-G Enroll	144	157	262	N/A	176	174	264	N/A
	% Pass C & Above	27.8%	15.9%	35.5%	N/A	31.3%	19.0%	28.0%	N/A
GR 11	A-G Enroll	70	61	62	N/A	87	68	84	N/A
	% Pass C & Above	21.4%	27.9%	25.8%	N/A	29.9%	29.4%	27.4%	N/A
GR 12	A-G Enroll	13	28	14	N/A	17	32	22	N/A
	% Pass C & Above	53.8%	25.0%	42.9%	N/A	29.4%	40.6%	50.0%	N/A

		ALGEBRA 2A				ALGEBRA 2B			
		2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
ALL GRADES	A-G Enroll	469	464	499	537	350	381	427	473
	% Pass C & Above	51.6%	47.8%	47.3%	51.8%	58.3%	51.7%	48.2%	52.6%
GR 9	A-G Enroll	26	14	22	N/A	23	13	23	N/A
	% Pass C & Above	84.6%	85.7%	95.5%	N/A	82.6%	92.3%	82.6%	N/A
GR 10	A-G Enroll	209	163	152	N/A	151	133	141	N/A
	% Pass C & Above	61.7%	62.0%	71.1%	N/A	75.5%	71.4%	73.8%	N/A
GR 11	A-G Enroll	185	224	273	N/A	152	199	234	N/A
	% Pass C & Above	41.6%	37.5%	34.1%	N/A	40.8%	35.7%	29.9%	N/A
GR 12	A-G Enroll	49	63	52	N/A	24	36	29	N/A
	% Pass C & Above	28.6%	39.7%	26.9%	N/A	37.5%	52.8%	44.8%	N/A

Report Card Analysis (D's and F's)

Trends over the past three semesters indicate that in many subject areas we have reduced the number of D's and F's. In most cases, the percentage of F's in each subject area is greater than D's. We attribute the decrease in reported D and F grades to department and classroom efforts at identifying and offering additional support to students who are not meeting their grade level standards. In spite of reductions in D's and F's school wide, fifty percent of students in Mathematics classes are not meeting course standards, and twenty-eight percent of EL students are failing their ESL courses. As we progress in the development of our Small Learning Communities, we intend to devote professional development to assessing individual student progress between teachers, offering us additional opportunities to develop and establish adequate intervention strategies.

Percent of D's and F's by Content Area

		ART	BILINGUAL-ESL	ENGLISH	FOREIGN LANGUAGE	MATHEMATICS	MUSIC	SCIENCE	SOCIAL SCIENCE	THEATER ARTS
SPRING SEMESTER 2006-2007	A-G Enrollment	941	66	2,989	1,124	2,249	163	2,535	2,339	93
	% of D	12%	5%	14%	11%	18%	11%	14%	16%	11%
	% of F	19%	40%	12%	7%	34%	15%	19%	11%	28%
FALL SEMESTER 2007-2008	A-G Enrollment	1,019	178	3,442	1,300	2,812	141	2,681	2,444	115
	% of D	11%	1%	12%	7%	17%	5%	16%	13%	9%
	% of F	14%	17%	9%	7%	29%	7%	14%	12%	22%
SPRING SEMESTER 2007-2008	A-G Enrollment	887	148	3,348	1,218	2,636	128	2,562	2,302	100
	% of D	11%	0%	11%	9%	15%	7%	16%	13%	11%
	% of F	15%	28%	10%	7%	35%	12%	15%	10%	11%

Graduation Rates

The four year graduation rate is based on the National Center for Education Statistics (NCES) definition which compares the number of students graduating after year four with a combination of those who graduate at year four and those who dropped out at each grade level (years one through three). As a result of collaborative efforts between counselors and support staff to increase student awareness of graduation expectations and regularly review individual student progress, Chatsworth High School has consistently outperformed LAUSD and the State in our graduation rates each school year since the last full self study. Graduation rates for the 2007-08 school year were not available at the time of this report.

Four Year Graduation Rate

	CHS	LAUSD	State
2007-08	N/A	N/A	N/A
2006-07	93.2%	67.1%	80.6%
2005-06	91.9%	63.9%	83.4%
2004-05	92.3%	66.4%	85.1%

Dropouts

Based on the most current data, our Hispanic and African American students posses the largest dropout rates at 7.7 percent and 8.1 percent of their respective subgroup populations. The large dropout rates for the American Indian/Alaskan Native subgroup and Multiple No Response category are a consequence of their disproportionately small population sizes. Collaborative efforts on the part of our counselors, deans, and Dropout Prevention Counselor have resulted in the reenrollment of six dropout-identified students.

Enrollment and Dropout Rates 2006-07

Ethnic Group	Gr. 9 Drop	Gr. 10 Drop	Gr. 11 Drop	Gr. 12 Drop	Total Drops (9-12)	Total Enroll (9-12)	4 Yr Derived Dropout Rate (9-12)	1 Year Dropout Rate (9-12)	Reenrolled Grade 9-12 Dropouts
Amer. Ind/Alaskan	0	1	0	0	1	19	50.0%	5.3%	0
Asian	1	0	0	0	1	488	0.7%	0.2%	0
Pacific Islander	0	0	0	0	0	6	N/A	0.0%	0
Filipino	0	0	0	1	1	154	3.2%	0.6%	0
Hispanic or Latino	2	6	6	12	26	1,539	7.7%	1.7%	4
African American	2	0	1	2	5	287	8.1%	1.7%	1
White	1	1	1	3	6	752	3.1%	0.8%	1
Multiple or No Response	1	0	2	0	3	26	50.0%	11.5%	0
Total	7	8	10	18	43	3,271	5.4%	1.3%	6

Process and Perception Data

During the 2008 spring and fall semesters, we conducted surveys in an effort to gain perspective on our stakeholders' views of Chatsworth High School. Responses overall indicated a general satisfaction with Chatsworth High School.

All surveys provided five response choices:
Strongly Agree.....Agree.....Disagree.....Strongly Disagree.....Don't Know

Student Survey

A school wide student survey was conducted in the winter of 2009 through Small Learning Community Homerooms. In an effort to assemble a representative sampling of student responses, four hundred surveys were pulled at random, and totaled, providing our Student Survey results. Based on student responses, our perceived areas of strength indicate that students:

- Know what their teachers expect of them.
- Believe that their teachers use a variety of teaching methods and strategies.
- Are aware of opportunities to participate in school activities, organizations, clubs, and athletics.
- Know who and where to ask for personal and academic help.

Based on student responses, no one area of weakness stood out; however, the response of Don't Know is more frequent for some questions. In particular, the results of the student survey indicates that ten percent of the students surveyed claim that they do not know if the state standards are taught in each of their core classes, and twelve percent do not know if they are aware of their Small Learning Community's (SLCs) theme. In reflection of these findings, we believe that although we are actively teaching to the state content standards, we need to continue reinforcing to the students that it is the state standards they are learning. As our Small Learning Communities continue development into their second year, we are confident that a clearer student understanding of SLC goals and themes will be attained.

Parent Survey

During our Back-to-School Night of spring 2008, a parent survey was conducted for which 124 parents responded. Based on parent responses, our perceived areas of strength indicate that parents:

- Feel welcome on campus.
- Believe diversity is celebrated at Chatsworth High.
- Are aware of the academic and behavioral expectations of their children.
- Believe their children have the opportunity to participate in clubs, teams and organizations on campus.
- Feel that the teachers at Chatsworth High use a variety of teaching strategies including the incorporating of technology into the learning experience.

Our perceived areas of weakness indicate that parents:

- Feel their children do not identify with an adult on campus if they have questions or problems.

Teacher Survey

Our teachers were surveyed on two separate occasions, the first in an effort to assess faculty use of various instructional strategies reinforced through professional development. Results of the first survey are addressed in Chapter Four of this report. A second survey served to ascertain teacher perception of their own instruction and support from the school in meeting the academic needs of their students. Based on teacher responses, our perceived areas of strength indicate that teachers:

- Hold high expectations for their students, and use student achievement data to make decisions and initiate activities that focus on their students achieving the content standards and ESLRs.
- Feel that their students participate in a rigorous, challenging, and relevant standards-based curriculum.
- Believe we use a variety of teaching strategies including the incorporating of technology into the learning experience.

Our perceived areas of weakness indicate that teachers:

- Feel the need for more professional support from the administration.
- Feel the need for our school to work harder to ensure a safe and secure campus.
- Feel the need for our Small Learning Communities to be provided the time and resources necessary to support more thorough collaborative planning based on student needs.

Chapter 2

Student/Community Profile
Overall Summary
From Analysis of Profile Data

Chapter 2

Student/Community Profile
Overall Summary
From Analysis of Profile Data

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Student/Community Profile
Overall Summary From Analysis of Profile Data

Sources of Data	**Descriptions of Key Findings** ***Our analysis of student performance data shows that:***	**Implications of Data** ***We have a need to:***
Academic Performance Index (API)	While our API has increased by forty points since 2004, no school wide growth occurred from 2007 to 2008.	Examine factors that may be related to 2008 decreases where gains were made previously, including changes in administrators, program coordinators, and counselors as well as the need to institute systemic processes that remain intact in the face of personnel changes.
	Significant gains in API (nearly seventy points) were seen for the African American population between 2005 and 2006, followed by two years of decline.	Re-visit previously successful intervention programs such as: The Village Nation, La Familia, and C-House. Equip support staff with the necessary resources and time to facilitate implementation of successful interventions.
	African American students, White students, and Students with Disabilities all showed significant API drops in 2008. Several subgroups, including Socioeconomically Disadvantaged and English Learners, did not meet their API growth targets for 2008.	Assess the use of instructional strategies that provide access to all students. Continue efforts to align course work to State standards, and integrate thematic interdisciplinary lessons into our curriculum. Provide time for Small Learning Communities and content Area Departments to meet, develop curriculum, and plan intervention strategies.
California Standards Tests (CST)	The percentage of students scoring at or above proficient levels in General Mathematics has increased by over twenty percent since 2004, and we have reduced by ten percent, the percentage of students performing below and far below basic in Algebra I since 2004; however, the FBB and BB performance in Geometry has risen by six percent over the same time period. Performance at the advanced level in Summative High School Mathematics has grown by more than ten percent since 2004.	Provide ongoing professional development opportunities and meeting time for our Mathematics teachers and Coach for developing and implementing curriculum and continue our progress towards meeting proficiency rates of the State in Algebra 1 And Geometry.

Sources of Data	Descriptions of Key Findings ***Our analysis of student performance data shows that:***	Implications of Data ***We have a need to:***
California Standards Tests (CST) --continued	Nearly all of our significant subgroups are performing at levels below that of the State in the introductory mathematics courses, while those in advanced math courses are outperforming the State.	Re-evaluate our offering of spring semester Saturday CST Math intervention classes for students who are below basic or far below basic. Continue to use performance measures to place students in the appropriate math class at the beginning of each school year.
	Growth in English Language Arts (ELA) at all levels has occurred since 2004, the most dramatic being a nearly 10percent increase in students performing at or above proficiency in ninth grade ELA.	Provide opportunities for intra- and interdepartmental collaboration on best practices, particularly in relation to content and performance standards.
	Most subgroups are not matching the State in performance levels at or above proficiency for tenth grade ELA, while our eleventh grade ELA performance levels meet or exceed those of the State for nearly every subgroup, with the notable exception of our White students. In comparing all three ELA courses, our White students show the greatest disparity between School and State performance.	Provide more professional development opportunities and meeting time for teachers to analyze periodic assessment data as preparation for CSTs. Investigate deeply the nature of declines in the performance of our White students over the past year, include comparisons of individual CST performance over the past two years.
	Performance of Chatsworth High School students in ICS 1 has improved by nearly 300percent since 2004, with smaller gains seen in nearly all other science courses. Our ICS 3 students have shown a decline in proficiency since 2004.	Continue to provide the necessary financial and personnel related resources to support the ICS 1 program, and investigate curricular and motivational intervention strategies to address the academic needs of the ICS 3 program.

Sources of Data	Descriptions of Key Findings ***Our analysis of student performance data shows that:***	Implications of Data ***We have a need to:***
California Standards Tests --continued	All subgroups outperformed the State in ICS 1, and nearly all subgroups met or exceeded State performance on the NCLB Life Science and Chemistry exams. Several subgroups fell below the performance levels of the State in Biology, with the African American and White populations showing differences between ten and twenty percent in comparison with the State.	Provide time for Biology teachers to meet and analyze periodic assessment data, plan curriculum, share best practices, and examine intervention strategies. Use The Village Nation and the other previously successful group intervention programs to assess the specific needs of the African American and White students in Biology.
	A ten percent proficiency gain has been achieved by tenth grade World History students over the past five years. Eleventh grade US History students have shown a small gain during the same time period.	Use professional development meeting time for Social Studies teachers to share best teaching practices within and beyond the department.
	Our African American students exceeded the State performance levels in both tenth and eleventh grade Social Studies, and our Hispanic students nearly matched State performance; however, our Asian and White students performed well below State levels.	Examine at the department level, factors that may be leading to the success of certain subgroups and lack of success of others on CST exams.
California High School Exit Exam (CAHSEE)	Tenth grade Math and ELA CAHSEE passing rates have increased since 2005, and school wide student performance continues to exceed both that of the District and State.	Perform a school wide analysis of the factors resulting in our successful performance on the tenth grade CAHSEE, and establish a system to integrate these strategies into our CST preparation efforts.
	Paralleling that of CST scores and API, nearly every subgroup outperformed the State in both Math and ELA during 2008, with the exception of White students and English Language Learners.	Close the achievement gap between English Language Learners and the general student population through professional development focusing on language acquisition strategies and writing support. Use La Familia as an intervention vehicle to meet with and counsel EL students.

Sources of Data	Descriptions of Key Findings ***Our analysis of student performance data shows that:***	Implications of Data ***We have a need to:***
California High School Exit Exam --continued	School wide, writing strategies and writing applications present our two greatest challenges, with students performing at their lowest proficiency levels in both areas. In spite of gains in student performance in Algebra 1 as measured by course grades (see page 2-8) and CST scores, performance in Algebra 1 remains below that of the other Mathematics areas tested across all grade levels. In comparison to tenth grade students, eleventh and twelfth grade test takers experience a drop in CAHSEE performance in all sub-test areas for both Math and ELA in 2007.	Provide professional development opportunities for English teachers and the Literacy Coach to investigate strategies to incorporate writing across the curriculum, and develop a school wide plan for implementation. Investigate our CAHSEE intervention programs, including CAHSEE Boot Camp and its effect on eleventh and twelfth graders.
Adequate Yearly Progress (AYP)	We met 25 of 26 AYP criteria in 2008 as a consequence of our English Learners scoring twelve percent below the 33.4 percent proficiency target in English Language Arts. The participation rate for both our African American and Students with Disabilities subgroups fell as much as 5 percent below the required participation rate of 95 percent. Currently, these students do not contribute to our AYP due to their smaller population sizes. Students with Disabilities, although not a significant subgroup performed 15percent below the expected proficiency rates in both English language arts and mathematics in 2008; however, the group showed a five percent gain over the previous year. Several subgroups, are at risk of not meeting proficiency targets in both English language arts and mathematics for 2008-09 as proficiency criteria rises to above forty percent Our graduation rate meets the Federal criteria.	Examine language acquisition strategies of intervention for our English Learners. Assess our strategies for promoting increased attendance during testing, including incentive programs. Recognize that population changes might result in either subgroup reaching the 100 student minimum for AYP within the next few years. Although a great disparity exists between Students with Disabilities and other subgroups in standardized test performance, our Special Education program is making progress towards improving academic achievement. Continue assessment of CAHSEE preparation and instructional strategies. Identify the factors in our instructional and intervention programs that have lead to our success in graduation rates.

Sources of Data	**Descriptions of Key Findings** ***Our analysis of student performance data shows that:***	**Implications of Data** ***We have a need to:***
California English Language Development Test (CELDT)	From 2007 to 2008 there is a two percent increase in the percentage of students performing at the early advanced and advanced levels on the CELDT exam accompanied by a similar increase in students performing at the beginning and early intermediate levels. While improvements have been made in CELDT progress, English Learners are still performing below expected performance standards on the CAHSEE and English language arts CSTs. As a result, EL reclassification rates have dropped each year since 2005-06.	Investigate factors that have lead to improvement in CELDT performance. Continue efforts to evaluate the English Learner program, including ongoing analyses of standardized student test data and course grades. Identify the factors leading to the disparity between CELDT success and lack of success in the other criteria areas that contribute to reclassification.
College Exams and College Preparedness	The numbers and percentages of students tested on the SAT have increased since 2005-06 while student proficiencies in all three sections of the exam have declined. AP test results show a pattern similar to that of the SAT, with the number of students passing exams (scores of 3, 4 or 5) having also decreased since 2005-06. The decline is disproportionately large compared to the small decrease in the number of test takers. Compared with UC/CSU a-g requirements offered by the school as a whole, the percentage of students earning passing grades in their tenth and eleventh grade a-g Mathematics courses falls below the norm. Nearly all subgroups graduated in 2007 (the most recent data available) completing UC/CSU a-g requirements at a rate higher than that of the District with the exception of White and Hispanic students. All subgroups outmatched the State (most significantly) in this category. Only one third of our Hispanic students and just under half of African American students are graduating having completed all UC/CSU a-g requirements.	Provide time for gathering and analysis of more specific demographic data to identify and address the recent decline in performance on College preparatory exams including the SAT and AP. Investigate curricular programs and intervention strategies that may positively affect performance on college preparatory exams. Identify and dedicate resources (financial, support personnel, and time) to support all students in meeting the Algebra 1 and Geometry curricular standards. Concentrate efforts on reaching all subgroups, and reinforcing the importance of the college preparatory program by providing guidance counseling through The Village Nation and La Familia as well as individual student meetings. Continue to provide College field trips, College Parent Nights, and college awareness assemblies.

Sources of Data	**Descriptions of Key Findings** ***Our analysis of student performance data shows that:***	**Implications of Data** ***We have a need to:***
Grade Analysis	The absolute numbers of students enrolled in Algebra 1 has increased since 2004-05, and impressively so has the percentage of those students passing their Algebra 1 class. This trend parallels our results seen on the Algebra 1 CST; however, as mentioned previously, our Algebra 1 CST proficiencies remain below those of the State.	Provide ongoing professional development opportunities and meeting time for our Mathematics teachers and Coach for developing and implementing curriculum and continue our progress towards meeting proficiency rates of the State in Algebra 1.
	In general, the percentage of D's and F's earned by students has declined in most subject areas over the past three semesters; however, the most current data shows that fifty percent of our Mathematics students are still not meeting grade level standards. In addition, 28 percent of our EL students are failing their ESL courses.	Provide time for the Math Coach and Math department to actively investigate the disparity between increases in CST performance by Algebra 1 students and the high percentage of D's and F's earned by those students.
Completion Rates	Our four year graduation rate continues to surpass that of the District and State.	Identify the factors in our instructional and intervention programs that have lead to our success in meeting expected graduation rates.
	The percentage of African American and Hispanic student dropouts exceeded that of the general population by two to three percent in 2007. Nearly half of these students dropped out as seniors.	Direct resources to investigate the factors leading to the higher dropout rates of our African American and Hispanic students (especially seniors), and explore intervention programs to support the academic and social needs of these students.

Critical Academic Needs

Based on the analysis of student performance data, Chatsworth High School has identified four Critical Academic Needs.

- **There is a need to increase positive student outcomes for all students in core content courses.**
  - Essential to student success in Algebra 1, Geometry, ICS 1, ICS 3, Biology, ELA 9 and 10, and World History is the need to provide a balanced professional development program that meets the needs of both the Small Learning Communities and Content Area Departments. Small Learning Communities need time, financial resources, and personnel support, to create and implement interdisciplinary thematic units and lessons, develop intervention strategies to meet the needs of students shared by a common core of teachers, and plan academy activities. Content Area Departments need time, financial resources, and personnel support, to analyze student performance data, share best teaching practices, and modify curriculum to align with the State Content Standards.
  - Addressing this need will support our efforts to assist students in meeting the following Expected Schoolwide Learning Results: Effective Communicators, Critical Thinkers, Collaborative Workers, and Self-Directed, Goal-Oriented Individuals.

- **There is a need to close the achievement gap in student outcomes between significant subgroups.**
  - School wide growth in API did not occur from 2007 to 2008, with the majority of subgroups (most notably: African American and White students as well as Students with Disabilities) not meeting their respective API growth targets. Furthermore, several subgroups (including Students with Disabilities and English Language Learners) remain at risk of not meeting increasingly more challenging AYP proficiency targets. An achievement gap exists between the African American and Hispanic students, and the other ethnic groups as measured by CST performance in nearly all content areas. Support for the Small Learning Communities to develop individual intervention plans to address the needs of students at greatest risk of not meeting performance standards, along with the provision of resources to support staff, in order to re-visit previously effective school wide intervention programs (The Village Nation, La Familia, C-House) are essential to addressing this critical academic need.
  - Addressing this need will support our efforts to assist students in meeting the following Expected School wide Learning Results: Effective Communicators, Critical Thinkers, Collaborative Workers, Self-Directed Goal-Oriented Individuals, and Responsible Citizens.

- **There is a need to increase positive student outcomes for English Language Learners.**

  - This includes providing ongoing support in the form of intervention programs, parent education and communication, professional development focused on SDAIE strategies, and analysis of factors leading to the disparity between performance on the CELDT and reclassification rates of English Learners.

  - Addressing this need will support our efforts to assist students in meeting the following Expected Schoolwide Learning Results: Effective Communicators, Critical Thinkers, and Self-Directed Goal-Oriented Individuals.

- **There is a need to increase positive outcomes for all students in satisfying UC/CSU a-g requirements and career preparedness, enrolling in more academically challenging courses, and meeting and exceeding proficiency levels on College preparedness exams.**

  - A definitive achievement gap exists between our African American and Hispanic students and the other ethnic subgroups with regards to completion of UC/CSU a-g requirements. In addition, although disaggregated data was not available for performance on College-level and College preparedness exams, schoo lwide evidence indicates a decline in success rates on these exams school wide. School wide efforts need to be concentrated on reaching all student subgroups (but especially the African American and Hispanic students), and reinforcing the importance of the College preparatory program by providing guidance counseling through The Village Nation and La Familia as well as individual student meetings. Continued support for College field trips, College Parent Nights, and College awareness assemblies, as well as the Vocational Education program needs to be maintained.

  - Addressing this need will support our efforts to assist students in meeting the following Expected Schoolwide Learning Results: Effective Communicators, Self-Directed Goal-Oriented Individuals, and Responsible Citizens.

Questions Raised by the Analysis of Student Performance Data

- What instructional strategies and programs are currently in place to support Students with Disabilities and English Language Learners in meeting the State standards and ESLRs?
- How do we close the achievement gap among all subgroups?
- How do the support structures currently in place assist all students, especially our underrepresented subgroups, in meeting and exceeding Statewide learning goals and ESLRs?
- What support structures are currently in place to assist underrepresented student populations in fulfilling graduation requirements and increasing standardized test scores?
- How do we increase student motivation and encourage buy-in to our academic program?
- What data is available to demonstrate that our intervention and support programs are effective?
- How do we increase the percentage of students taking higher level courses?
- What steps can we take to increase parent involvement in their students' individualized graduation plan?

Chapter 3

Progress Report

Chapter 3
Progress Report

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Progress Report

Chatsworth High School received a six-year accreditation in 2003 with a one day midterm review in 2007. This Progress Report incorporates the Schoolwide Critical Areas for Follow-up as recommended by the WASC Visiting Committee from the last full self-study in 2002-03 and midterm report of 2005-06.

Schoolwide Critical Areas for Follow-up:

1. The instructional staff members continue to participate in a focused staff development plan that is sustained over time. The focus should concentrate on the following areas:

   a. Active, challenging learning experiences for all students that involve them in critical thinking, problem-solving, collaborative work, and meaningful application of knowledge and skills.

   b. Analysis of student achievement data and utilization of the results to modify instruction.

   c. Effective use of technology in the classroom to support student achievement.

2. School leadership and staff develop and implement plans to actively engage parents and the community with the academic achievement of their students in order to meet the academic and personal needs of all students.

3. The school leadership and staff develop a proactive and comprehensive system of support to ensure that all students are connected to the services and activities provided by the school, especially students who are English Learners, Special Needs, Title I, or non-college bound.

4. The teaching staff implements more strategies that require active student involvement to help students organize, access, and apply knowledge.

5. The school leadership, staff, and students study and evaluate current school programs, such as SSR and homeroom, to determine if these programs contribute to student achievement.

6. The school leadership team develops a school wide systemic process for analyzing student data that drives student achievement of the standards and ESLRs.

7. The school identifies and enrolls more minority students in the Honors and AP program.

The 2007 Visiting Committee indicates in their midterm report that Chatsworth High School made progress in selective growth areas including the development of programs and interventions to support student success. However, the school did not address all the Critical Areas for Follow-Up as determined by the 2003 Visiting Committee. They further reported that Chatsworth High did not address all components of its Action Plan. In particular, they noted that we did not make significant progress in analyzing student data and using that data to develop plans targeting the needs of all students. The review committee made no additional recommendations other than for Chatsworth High School to address all components of the 2003 Action Plan and the Critical Areas for Follow-Up as determined by the Visiting Committee.

Progress on Schoolwide Action Plan

The Chatsworth High School 2003 self-study process generated an action plan focused on five areas of growth:

1. Provide more effective professional development
2. Provide more support for struggling students
3. Improve parent involvement
4. Improve student achievement for all students
5. Improve student involvement

Each of the five Growth Areas referenced in the remainder of this chapter includes a reference to the Critical Areas for Follow-Up identified by the Visiting Team in 2003. Each Growth Area is followed by bullet points identifying progress made between the last full self-study (2003) and the 2006 midterm report and continue with progress made since the completion of the midterm report.

Growth Area 1

Provide More Effective Professional Development

Effective professional development is essential for teachers and support staff, especially for curricular instructional planning (This includes critical areas numbers 1, 4, and 6 from the Visiting Team report, see page 3-3).

Rationale: Self-study Focus Groups and standardized test scores identify a need to ensure that our curriculum, time, resources, and technology are focused and coordinated for the achievement of all students.

The following progress has been made:

- Prior to the 2005 school year, Content Area Departments utilized funding from IIUSP and SAIT to develop Unit Plans and Common Assessments. On previously available buy-back days, departments "unwrapped" the content area standards, analyzed test results, and further revised course curriculum based on the data presented. Since the midterm report in 2006, Chatsworth has provided department time for analysis of student performance data and curricular planning directed at student achievement of content standards as evidenced by CST growth in many areas since 2006. During the 2007-08 school year, a significant amount of planning time has been dedicated to the development of our Small Learning Communities (SLC), which began their first full year of implementation this past fall, 2008. Beginning with the fall of 2009, we will be disaggregating student performance data by Small Learning Communities.

- An Instructional Leadership Team (ILT) has been established and is comprised of Department Chairpersons, Program Coordinators, Administrators, and Academic Coaches who meet monthly to discuss and plan professional development. The ILT provides common school-wide focus to professional development across the curriculum. Chatsworth experienced changes in administrative leadership since 2003 (three Principals, and two Assistant Principals). Our current College Counselor, Bilingual Coordinator, and Title I Coordinator are each serving the second year in their respective positions. In spite of these leadership changes, we maintain a school wide focus directed at student achievement of the state content standards. Our commitment to the development, implementation, and evaluation of school wide Small Learning Communities supports our focus to improve student achievement and accomplishment of the expected schoolwide learning results.

- From 2003 through 2006, fifty percent of the time available for professional development was dedicated to departments to analyze performance data, work on curricular planning, and to address specific department needs. Aware of the laborious task of developing Small Learning Communities, Chatsworth devoted significant professional development time SLC issues. Recent analysis of school-wide student performance data indicates that we need to include professional development for departments.

- Since the WASC visit in 2003, professional development included the following topics: Writing Across the Curriculum, Thinking Maps, Using Data, SDAIE Techniques, Common Assessments, Cornell Notes, and Building Student Assets. A 2005 faculty survey reports that over ninety percent of the teachers incorporated at least one idea presented in professional development into their instruction. A follow-up survey completed as part of the current self-study reaffirms that a majority of teachers are incorporating several presented strategies into their curriculum.

- Collaboration between disciplines increased during the 2006-07 school year within the ninth grade houses. At that time, the ninth grade teachers met regularly to review instruction and student needs. The effect on student achievement was monitored within some of the ninth grade houses during the school year as counselors met with teachers to discuss attendance data and academic grades following the grading periods. Professional development dedicated to SLC planning during spring 2008 and fall 2009 prompted discussion and pre-planning of thematic curricular projects as well as intervention possibilities for 2008-09. The later has highlighted the need to access and analyze the appropriate student data (progress report grades, attendance, periodic assessment results). Professional development through the spring of 2009 will continue to be designed primarily for SLC.

- A Teacher Resource Center was created since the last full self-study; however, due to loss of space resulting from the development of new programs and increasing enrollment, the center has been reduced in size. It still, however, provides teachers with core content curricular materials.

- Since the last full self-study, Chatsworth has been staffed with both a full time Literacy Coach and Math Coach. These Instructional Coaches work with teachers and departments analyzing periodic assessment data, assisting with the development of curriculum, and supporting instruction. Recently, the District has provided a stipend for Science Department and Social Sciences Department Lead Teachers, each of whom is charged with the responsibility of managing periodic assessments within their respective departments. Professional development time dedicated to departments allows for analysis of periodic assessment data in Mathematics, English Language Arts and Science. Social Studies began the periodic assessment process this current school year.

- Under the guidance of the Instructional Coaches and Lead Teachers, three of the four core content departments have increased their understanding and use of data from the periodic assessments. Social Sciences began the periodic assessment process this school year; they should be able to gain from the experiences of the other three departments.

- Prior to 2006, SAIT funding provided a part-time SDAIE Coach to support teachers with Sheltered English students. The SDAIE coach performed demonstration lessons and provided several workshops to help teachers with successful implementation of SDAIE techniques in their classrooms. It is indicated in the WASC midterm progress report that with the successful end of SAIT funding, another source of support for

these students be investigated. Although the subgroup demonstrated improvement in API scores, it did not meet its growth target for the 2006 API. Our Bilingual Coordinator has developed an after school CST intervention class for English Learners set to begin this spring, 2009.

- As reported at the midterm, New Teacher Meetings were being held each month for teachers new to Chatsworth High. New Teacher Meetings were temporarily postponed through the fall of 2008, with plans to re-establish the program beginning this spring. New teacher support has been ongoing, however, from our Instructional Coaches, Department Chairs, NBC Teachers, BTSA Providers, and veteran teachers within departments.

- Up through the midterm report, Literacy Cadre members in English, Math, Social Studies and Science attended training in their respective disciplines by the Local District and brought back that training to their departments. The development of Pearson Learning Teams across the core curricular departments beginning in 2008 will result in further departmental professional development through the 2009-10 school year. The Literacy Coach demonstrates and models the use of effective literacy strategies as part of professional development.

- Continued funding from LAUSD has assured that a majority of the ninth grade science teachers received training and support materials for Integrated Coordinated Science 1, leading to a more uniform curriculum that addresses the State standards. At the midterm, we reported that the ICS 1 scores showed a significant increase since 2003. In fact, these results have further improved from fourteen percent proficient and advanced in 2006 to twenty percent proficient and advanced in 2008. The percentage of our students scoring proficient or above for all subgroup exceeded the State average for ICS 1 this past year. This growth is reflective of our efforts to ensure that Chatsworth High students accomplish the ESLR of Critical Thinkers.

- As reported at the midterm, professional development at Chatsworth High School prompted greater use of technology. Three teachers received training on Vantage My Access, until last year, incorporated it into their ninth grade classes. Efforts to re-implement Vantage My Access are being investigated for the 2009-10 school year. Since the last self-study, two math teachers were trained and used a Carnegie Algebra program. Based on student performance data, the District determined the program to be ineffective as intervention for Algebra; we no longer use the program. Two of our chemistry teachers have been trained in the use of Vernier-Logger Pro computer-interfacing laboratory technology and regularly incorporate it into their curriculum. Since the last self-study, more teachers are incorporating Power Point into their instruction. In several cases, teachers require student groups to present Power Point projects, re-affirming our goal to assist students in meeting the ESLR of Collaborative Learners.

- Administrators receive training for District Instructional Initiatives at Local District meetings held each month. They completed the AB75 training mandated by the State.

Growth Area 2

Provide More Support For Struggling Students

Struggling students need more support, tutoring and assistance in meeting academic success (This includes critical areas numbers 1 and 2 from the Visiting Team report, see page 3-3).

Rationale: A review of standardized test scores and other assessment data shows a need to address student performance and academic success.

In addition to the professional development described in Growth Area 1, the following progress has been made:

- Since 2007, the District provids a Dropout Prevention Counselor to work with our at-risk students in danger of not fulfilling graduation requirements. This counselor monitors attendance and failure rates of students throughout the year. To further support our at-risk population, Chatsworth funded a PSA Counselor for one day a week during the current school year. The effectiveness of this intervention will be evaluated by assessing attendance rates during spring 2009 and student performance data following the current school year.

- The AVID program was reinstated in 2005. Since the midterm report, the program has grown from ninth and tenth grade to include one or two classes at all grade levels. Several AVID strategies such as Cornell notes have been introduced. The teacher survey of 2006 indicates that Cornell notes are implemented by a majority of the staff. As evidenced by our 2008-09 demographic data, Chatsworth High actively recruits students for AVID that are representative of our increasing Hispanic population. Over sixty percent of our AVID students are Hispanic. More than half of these students are enrolled in AP and Honors courses, providing evidence of our efforts to assure that Chatsworth High Students achieve the ESLR of Self-Directed, Goal-Oriented Individuals. Our first AVID class graduates this year.

- In 2006, a common conference period was provided to ninth grade house teachers to meet regularly, review student progress and provide for intervention. Since the beginning of the current school year, SLC Lead Teachers have first period as time to conduct SLC business. During first period they often meet with the SLC Coordinator and Administrative Staff to plan and coordinate school wide activities. Additional efforts are focused on developing thematic project-based lessons and intervention programs within the SLC.

- In 2007, reductions in District and state funding led to a corresponding decrease in after school tutoring. Parents voiced concern about the loss of tutoring services; we restored tutoring to provide intervention in math and English Language Arts every Monday through Thursday. Many of our teachers provide informal assistance before school, after school, and during lunch. Resource Program students receive additional support through the Learning Center during the school day. Since the midterm report, the Humanitas Academy developed a peer tutoring program for its students.

- Mandatory CAHSEE preparation classes provide support for juniors and seniors needing to pass the exam. An additional CAHSEE preparation class supports students after school. Each March we provide a week long CAHSEE "Boot Camp" for seniors who have not yet passed the exam. In 2006, fewer than twenty students failed to meet the CAHSEE requirements for a diploma. That figure was reduced to three students in 2008. CAHSEE preparation integrated into the math and ELA curriculum has resulted in a two to three percent increase in both the math and ELA tenth grade CAHSEE passing rate since the midterm report, evidence of our efforts to assure Chatsworth High students achieve the ESLR of Effective Communicators.

- As of the midterm report, we were investigating the development of an intervention program utilizing the Vantage My Access program after school to address the writing needs of seniors who had not passed the ELA portion of the CAHSEE. While that goal was never fulfilled, our plan to bring the Vantage My Access program back to the English department in the 2009-10 school year will include a component to address this need.

- The Summer Bridge program mentioned in the midterm report describes our intervention strategy dedicated to focusing attention on incoming ninth graders performing below proficient in core CSTs. The program serves to orient students to high school, build study skills, and prepare students for academic success through writing and math remediation. Over a hundred students have enrolled in the program each year since 2006. Recent restrictions by the District set limits on the number of students we may enroll. Data demonstrates increases in attendance and in course grades for students participating in the program.

- Data from the Vantage My Access program in 2006 indicates that student writing scores increased after each use. As mentioned previously, budgetary plans to re-institute the Vantage My Access program for the fall of 2009 will be finalized this spring.

- As of the midterm report, Chatsworth had committed itself to Small Learning Communities, having just initiated the ninth grade houses. The tenth grade houses were established in 2007, and SLC career-themed academies were fully implemented this school year, 2008-09. As we considered other successful schools with academies and grade level houses, we determined that the best practice for us would be ninth grade houses and tenth through twelfth grade career-themed academies for SLCs. Hence we transitioned away from the tenth grade houses.

- Since the midterm report, we have introduced summer orientation. Students pre-register prior to the beginning of the fall semester so as to reduce the number of schedule changes that usually impact classes for up to the first four weeks of school.

Growth Area 3

Improve Parent Involvement

Improve parent involvement in students' work and school/business activities (This includes critical area 2 from the Visiting Team report, see page 3-3).

Rationale: Parent surveys, parent and staff focus groups and the IIUSP Planning Committee determined that improving parent communication and involvement is needed.

The following progress has been made:

- In 2005, a Chatsworth High School website was established for parents and the community (www.chatsworthhs.org). The Title I Coordinator and Parent Center Director assure that the site is current with a list of activities, meetings and opportunities for parent involvement. Each Small Learning Community has access to their own web page on the site, and Lead Teachers post updates, activities, photos, and additional information for the families of their students.

- The website further serves as a communication tool between teachers and parents. Many teachers use email directly linked through the website to communicate home while others use their District-supported email account. At the midterm visit, forty percent of our teachers reported using the website to post their homework and agendas. Many of our faculty currently use the website for homework posting and communication.

- An electronic marquee was purchased just prior to the midterm visit, and is updated weekly with upcoming events. We also use it to honor students and staff.

- The Parent Resource Center, established since the last full self-study, is staffed with a Parent Center Director who assists with communication between the school and parents, plans regularly scheduled meetings on topics of interest to parents, and serves on various school wide committees and organizations including the School Site Council, Chatsworth Leadership Council, CEAC, PTSA, and Booster Club. In addition, our Parent Center Director provides school tours to families of prospective Chatsworth High School students.

- Beginning with each new school year, students, parents, and teachers each sign a compact acknowledging the commitment to and responsibility for the academic achievement of students. The process is facilitated by our Parent Center Director. The compacts are kept on file in the Title I office.

- The Parent Center Director organizes a monthly "Coffee with the Principal" where parents and community members are offered the opportunity for dialogue with our Principal regarding parent and community concerns. The number of guests has grown dramatically from three parents to as many as twenty six since the inception of the program.

- Chatsworth High has developed an African American Parents Association headed by our Parent Center Director to provide school to home communication and address the academic and social needs of our African American student population. The growing Hispanic student population at Chatsworth has led us to establish a Latino Parents Association directed by our Bilingual Coordinator. Several parent support workshops have occurred this school year through the Latino Parents Association including "Accessing and Navigating the Website," and "Preparing and Applying for College."

- Increased parent communication has resulted in our CEAC and ELAC Committees growing from a handful of parents in 2005 to as many as fifteen this current school year.

- At the start of each semester, Chatsworth conducts meetings for the parents of senior students to review the senior year and address concerns from parents.

- At the time of the midterm report Chatsworth was recently designated as a PHBAO (Predominantly Hispanic, Black, Asian, and Other Non-White Students) School. As a result of our PHBAO status, Chatsworth provides a Parent Conferencing Evening each semester where parents receive their students' report cards, and have the opportunity to meet with their students' teachers to discuss academic progress and concerns. The PHBAO Nights are offered in addition to our traditional fall Back-to-School Night and spring Open House Showcase.

- The Humanitas Academy which implements student-led conferencing on PHBAO Nights reports a ninety percent parent attendance rate for the event. During the evening, students meet with their parents to review student portfolios, thereby assuring that the students are responsible for evaluating and communicating their academic progress. This successful model of Student Lead Conferencing is being evaluated by the other SLCs as they evaluate strategies to provide meaningful parent involvement.

- A team from Chatsworth meets with the parents of prospective students each spring at our feeder middle schools to explain the programs and opportunities available at Chatsworth. In 2007, the panel expanded to include students. Even more recently, SLCs present at these assemblies.

- Each spring, the counseling department holds a Future Freshman Night to prepare parents and students for the high school experience. Attendance at this event has drawn over two hundred parents.

- In an effort to support all students in achieving the goals identified in their Individualized Graduation Plans, our counseling staff offers extended counseling hours to meet with parents before school or in the evening to discuss student progress.

- Throughout the school year, communications to parents are sent home in both English and Spanish. In addition, the monthly Chatsworth High School Newsletter is translated into Spanish and mailed to parents. The Chatsworth website provides for language translation as well. Finally, the Connect-Ed home communication allows teachers to communicate by phone to the parents of individual and groups of students daily.

- Since the midterm report, and with the implementation of Small Learning Communities, several community partnerships (both college and industry) have been developed.

Growth Area 4

Improve Student Achievement for All Students

Improve student achievement for all students, especially the underachieving and at-risk students (This includes critical areas 1, 3, 6, and 7 from the Visiting Team report, see page 3-3).

Rationale: An examination of standardized test scores and other academic assessments indicates that students need additional support and assistance to improve.

In addition to the actions listed under Growth Area 2, the following progress has been made:

- Math course sequences are reviewed each year and revised as necessary to provide intervention for students achieving Below Basic or Far Below Basic on the CST in math. Corresponding changes result from the collaboration of the Math Department Chair, Mathematics Coach, the Assistant Principal responsible for Math, and the Assistant Principal who does the Master Schedule. It was reported at the midterm (2006) that math CST scores had shown improvement over the previous two years. Both Algebra 1 and General Math CST scores have risen by several percents since 2005; however, in many cases, subgroup performance in these two courses falls below that of the State.

- Since the last full self-study, collaborative classes between general education teachers of math and English Language Arts and Resource Specialist Teachers were developed. Following the introduction of these Resource Collaboratives, Chatsworth High School experienced an API increase of twenty five points for Students with Disabilities. Maintaining this growth has proved challenging; these students experienced a drop in API between 2007 and 2008. We did not meet their API target for last year. Efforts to reduce the achievement gap between students with disabilities and the general student population are currently being addressed in the Resource Collaboratives.

- The Humanitas Academy now includes Community Based Instruction (CBI) students, with CBI and Humanitas students pairing-up in various activities. This inclusion is reported to have had a positive impact on the socialization of CBI students, and further supports our efforts to assure that Chatsworth High students achieve the ESLR of Responsible Citizens.

- Since the last full self -study, Chatsworth High School established a Learning Center to provide additional support for students in the Resource Program. Serviced by Resource Teachers, the center provides additional support to small groups and individual students during the school day.

- The CAHSEE preparation classes offered during and after school are for all students including English Language Learners and students with disabilities. As mentioned previously, only three seniors did not meet the CAHSEE requirement for graduation, further supporting our efforts to assure that Chatsworth High School graduates become Self-Directed, Goal-Oriented Individuals.

- Beginning this past school year, the Title I and Bilingual Coordinators have consolidated resources to address the needs of our students at greatest risk of not meeting academic performance standards, including English Language Learners. Title I and Bilingual teachers are funded with an annual budget to purchase appropriate instructional materials for their students. Twenty-two technology packages, each of which includes a laptop computer, LCD projector, and mobile cart, are integrated into Title I and Bilingual classrooms this year. In addition to material support, the number of Title I and Bilingual College Teaching Assistants has grown from four in 2005 to seven in 2008. Three of our seven college Teaching Assistants are bilingual.

- Beginning this spring semester, our Bilingual program is piloting an after school CST intervention class for English Language Learners who perform below proficient on one or more CSTs in 2008. Students will receive academic credit for participating in the class.

- As of the midterm report, the Math, English, and Science Departments meet after each periodic assessment to review test results and plan student intervention. Since the midterm, this has been expanded to include the Social Sciences Department. With the support of the Academic Coaches and Lead Teachers, more thorough analysis of periodic assessment data and follow-up intervention takes place each year.

- In 2006, Chatsworth was building the foundation for what would eventually become our Small Learning Communities. The more personalized learning environment provided by the SLC support the academic needs and allow for intervention of at-risk students. Initially, all ninth graders were placed in houses supported by Lead Teachers and a core of content area teachers. This first group of students followed a natural progression into tenth grade houses the ensuing school year. Finally, the 2008-09 school years finds Chatsworth High implementing school wide Small Learning Communities (also referred to as Career-Themed Academies).

- At the time of the midterm report, a School Redesign Committee was established to formulate the SLC. A year-long process of development assured that the SLC thematic academies corresponded to the interests and needs of our Chatsworth High School students. As of this year, tenth through twelfth grade students are enrolled into one of these five career-themed Small Learning Communities. In addition, students are programmed into homerooms homogeneous to their SLC. As a result, academy activities and academic opportunities are communicated to students through their homerooms. Greater opportunities for SLC to focus on addressing the needs of career-bound as well as college-bound students will surface as the thematic academies move into their second year of implementation.

- African American students raised API scores by 63 points in 2006, largely due to The Village Nation program (seen on *The Oprah Winfrey Show*). Following that success, Chatsworth High established La Familia and C-House to address the academic needs of other subgroups. Most subgroups showed improvement in API scores in 2007. Budget constraints have eliminated the bulk of these programs. We are now looking at more economical means to obtain the same degree of success. We plan to develop and establish similar effective programs, with implementation expected this spring or the following fall.

- Since the last full study, the Counseling Department continues to work effectively at placing an emphasis on identification, guidance intervention, and parent contact of at-risk students.

Growth Area 5

Improve Student Involvement

In order to meet the goals in the Action Plan, student involvement is essential and is identified as a barrier to academic success (This includes critical area 3 from the Visiting Team report, see page 3-3).

Rationale: Student surveys, Focus Group discussions, and the IIUSP Planning Committee determined that improving student involvement will contribute to academic success.

The following progress has been made:

- Our Student Body Leadership conducts several Campus Beautification Days throughout the school year. For some of these Saturdays, the number of students working at the Beautification Days surpasses fifty. Students assigned detention because of numerous tardies have the opportunity to substitute Beautification Days for detention assignments. The Campus Beautification Day program continues to reinforce our dedication to support the student ESLR of building "Responsible Citizens."

- Student Body Leadership organizes in-house mixers once each semester as described in the midterm report. Different segments of the student body population are invited to discuss issues important to student life.

- Elected from Homeroom classes, student representatives meet monthly. The House of Representatives is updated by Leadership Students regarding future events and issues of school wide importance to students. Representatives then present the information to their respective Homerooms.

- As of the midterm report, all ninth grade students were members of a Freshman House with a common core of teachers, a counselor, and a specifically assigned administrator. With Small Learning Communities implemented this year, tenth through twelfth grade students are supported by a common core of teachers within their respective SLC. Each SLC is staffed with a specific counselor and administrator. Ninth grade students are programmed into one of the two Freshman Houses, each of which is staffed by a specific counselor and supported by a common core of teachers. The same administrator is responsible for both ninth grade houses.

- Leadership Class students have regularly taken advantage of the opportunity to serve on advisory committees including the Small Learning Community School Redesign Committee in 2005-06, the Student Focus Group of this current self- study, and the Chatsworth School Site and School Leadership Councils. For the last two years, a Leadership student has served as Vice-Chair of the School Site Council.

Chapter 4

Self-Study Findings

Chapter 4
Self-Study Findings

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Chapter 4
Self-Study Findings

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A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

Chancellors Are Effective Communicators Who:

- Listen to, interpret, understand, and respond to information appropriately.
- Speak, write and present in a logical, coherent, well-organized manner.
- Use tools of technology to convey ideas and understanding.
- Create intellectual, artistic, and practical products in a professional manner.

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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

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

Vision and Mission Statements

ESLRs

Chatsworth High School revises and adopts a vision and mission statement that reflects the beliefs, values, and commitments of all stakeholders. We know all students learn; all stakeholders need to expend every effort to help students maximize their growth of the key skills they and our society will need in the future. The skills are specified in the expected schoolwide learning results. Chatsworth built its educational traditions on the talent and hard work of its staff, students, parents, and community members. Teachers are encouraged to develop curriculum, to share, and to demonstrate best practices. Hence, we provide students rigorous courses across the curriculum, consistent, standards-based curricular programs that reflect the expected schoolwide learning results, and high academic expectations.

LEARN Meetings

WASC Focus Groups

Chatsworth high made significant revisions to our vision and mission statements when we became a Los Angeles Educational Alliance for Restructuring Now (LEARN) school. This model required Chatsworth to involve representatives of every stakeholder group to develop our LEARN action plan. Over sixty teachers, administrators, parents, students, and community members participated in the Chatsworth High School LEARN process. The vision and mission statements were reviewed and revised for the current self-study in spring of 2008 by focus group teachers and staff, groups of students, and parents. Stakeholders considered the most recent advances in technology, including the technological skills and experiences students bring with them into the classroom.

SLC Grant

LAUSD Board

Since the last self-study, Chatsworth began the process of moving to Small Learning Communities (SLC). As of this year, all students and teachers are assigned to an SLC. The Los Angeles Unified School Board and off-site administrators encouraged comprehensive high schools to implement the SLC model. LAUSD provided us with the initial funding to write and apply for a federal SLC grant along with district personnel dedicated to the development of SLC. Chatsworth SLC configuration consists of two freshman houses and five career themed academies.

SLC Lead Teacher Meetings

Teachers, administrators, and parents researched the best practices of academies nationwide and traveled to New York and Texas to visit recognized models, incorporating the most relevant data and findings into the development of Chatsworth's Small Learning Communities. This process influenced the redrafting of our vision and mission statements as well as our expected schoolwide learning results. The final statements were reviewed and approved by all stakeholder groups and the Chatsworth Leadership Council.

WASC Focus Group Meeting

In designing its current mission and vision statements, Chatsworth considered: the changing needs of our students in a rapid technological connected world, community needs, current and projected needs of the business, post-secondary education, and student dropout issues

Educational Research

Classroom Observations

Our last formal review of the ESLRs took place in 2002. While the time between the previous formal review of our ESLRs and the one conducted last spring is short, the changes within our community and society as a whole are enormous. Students communicate using entirely new tools. A college education is increasingly more important for career satisfaction, and many future employment opportunities for our students do not exist at this time. It is more important than ever that we prepare our students in the broadest, most technologically means we can. Chatsworth considered these challenges when revisiting and revising our expected schoolwide learning results.

WASC Focus Group Meeting

ESLRs

LAUSD Board Policy

Certain factors were held in common by all groups examining the expected schoolwide learning results. Independently, each group sought to incorporate these factors into the ESLRs. The following is a list of those emerging common factors: incorporate technological expertise as an expectation for our graduating students, develop Small Learning Communities that are of interest to our students and valuable to our community, continue to emphasize the ability to communicate orally and in written form, consider the needs of the business community so those students who wish to get a good job right out of high school can do so, create an atmosphere of collaborative as well as competitive learning, require students critically think at higher levels, incorporate problem solving instruction into the classroom, encourage students to take actions that will help their communities, and ensure that all students have the opportunity to graduate on time and be ready for college or employment

Chatsworth High School's ESLRs reflect its mission and vision statement, and by doing so, will serve as a model and guide to prepare all students for the world that awaits them after graduation.

Chatsworth High School
Mission and Vision Statement

The Chatsworth High School Community (Students, Parents, Community, Faculty, Classified and Administrators) is dedicated to providing a high standard of education in which:

- ❖ All are engaged in improving student achievement through a variety of collaborative, comprehensive, motivating, and challenging learning experiences.
- ❖ Students gain knowledge and confidence, and demonstrate respect, accountability and commitment to lifelong learning.
- ❖ All share the responsibility of maximizing each student's potential in a clean, safe, positive and mutually respectful environment.

Expected Schoolwide Learning Results

Chatsworth High School Graduates will be:

Effective Communicators Who:

- Listen to, interpret, understand, and respond to information appropriately.
- Speak, write and present in a logical, coherent, well-organized manner.
- Use tools of technology to convey ideas and understanding.
- Create intellectual, artistic, and practical products in a professional manner.

Critical Thinkers Who:

- Read and comprehend various materials.
- Access and evaluate information from a variety of media and resources.
- Employ a logical, analytical approach to problem solving.

Collaborative Workers Who:

- Operate effectively within a group to achieve a common goal.
- Manage interpersonal relationships in a positive and productive manner.
- Exhibit an awareness and appreciation for diversity.

Self-Directed Goal-Oriented Individuals Who:

- Develop personal attributes and skills that lead to a productive work and community life.
- Make informed decisions, set and implement goals, take action and self-assess progress.
- Explore interests, understand requirements and prepare for success in a career field.

Responsible Citizens Who:

- Understand and participate in the American democratic process.
- Exhibit honesty, integrity and character, and contribute their time and talents to improve their school and community.
- Develop their physical potential and practice habits of health and safety.

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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

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

Elected School Board members determine school policy based on federal, state, local regulations, and the needs of students. LAUSD has three layers of administration: central (the Superintendent of Schools and his administrative staff), local districts (Local Superintendents with staff who work with specific areas of Los Angeles), and the school site. Board policies are administered by the central office; many policies include discretionary options determined by the local districts. Other policies are for the local school site to develop and implement. Administrators at the central offices and local districts develop practices or actions that school sites are expected to implement.

LAUSD Board Policy

Chatsworth High School was one of the first LAUSD schools to adopt school-based management (SBM) as its governance model in 1990. Chatsworth later adopted the Los Angeles Educational Alliance for Restructuring Now (LEARN) model in 1995. LEARN/SBM schools were granted greater flexibility when considering student achievement; this includes the option to apply for waivers from district policy to better help students at the school site. As a LEARN/SBM school. Chatsworth governs by consensus rather than voting. Matters requiring School Site Council (SSC) action must follow state law; the state requires a specified composition for the committee and requires a vote for all actions taken by SSC.

School Based Management

LAUSD Website

Chatsworth stakeholders collaborate in developing school policy through the Chatsworth Leadership Council (CLC). Stakeholders on the committee include certificated staff, students, parents and community members, classified staff, the local union representative, and the principal. The CLC has the same authority as the principal in five areas as specified by the UTLA—LAUSD contract:

- Staff development program
- Student discipline guidelines and code of student conduct
- Schedule of school activities and events, and special schedules (e.g.,

United Teachers Los Angeles (UTLA) LAUSD Contract

CLC Minutes

final exam schedules and schedules designed to accommodate additional preparation time for elementary teachers). For purposes of this paragraph, "schedule" shall include, but not be limited to, a determination by the Council of what activities shall take place. The Council shall not have authority over the scheduling of school activities and events mandated by the Board of Education.

UTLA/LAUSD Contract

- Guidelines for use of school equipment, including copy machines
- The following local budgetary matters:
  - Instructional Materials Account—account 4170
  - School-Determined Needs—account 3986
  - Student Integration Program, Discretionary Funds

The School Site Council is responsible for developing, monitoring, and evaluating the Single Plan for Student Achievement (SPSA). The Council also determines the participation of Chatsworth High in the Consolidated Application programs. SSC members must review and monitor:

- The implementation of the various components of the Single Plan for Student Achievement (SPSA)
- Student achievement data (STAR, API scores, reading and math benchmark assessment results, CELDT results, attendance rates, suspension rates, etc.)
- The effectiveness of the SPSA strategies and make modifications as needed
- State and federal requirements as they are referred to SSC for consideration or final decision making
- The SPSA including proposed expenditures
- Title I and Bilingual programs including approval of expenditures
- School Library Improvement Program funds

LAUSD Website

Both CLC and SSC committees meet monthly, working to provide all stakeholders with a voice at Chatsworth. Policy decisions are made to facilitate student achievement with the ESLRs in mind and in accordance with LAUSD board policy. Committee members base policy decisions on schoolwide student data. Requests for funding must pertain to Chatsworth's Single Plan for Student Achievement, district policy, and state/federal regulations. LAUSD monitors Chatsworth's categorical spending at the local district level by regularly meeting with our Title I and Bilingual coordinators. The local district reviews and approves funding decisions. The local district also makes advisers available for advisement regarding school policy decisions.

SSC/CLC Agendas Minutes

Title I Bilingual Coordinators

The Chatsworth Leadership Council has standing committees that consider and recommend decisions to the CLC. Standing committees are Tardy and Discipline, Calendar and Scheduling, Curriculum, Budget, and Student Support Services. Several other committees report or make requests to SSC or CLC: Instructional Leadership Team (ILT membership

CLC Minutes

is intended to represent of all instructional leadership groups, it includes administrators, department chairs, SLC Lead Teachers, academic coaches, and coordinators), Title I Advisory Committee (CEAC), English Learner Advisory Committee (ELAC). The SSC and CLC create ad hoc committees when necessary. For example, Chatsworth is considering a new bell schedule and established an ad hoc committee to examine various schedules, confer with the general faculty, and make a recommendation to CLC for approval. Spending requests for categorical funds are submitted to CEAC, ELAC, or the Budget Committee and must include a justification based on student achievement, academic standards, and the expected schoolwide learning results. Once approved, formal action is taken by the SSC. Council members review funding recommendations based on student achievement, approving requests that meet the academic needs of our students. Often funds for the rejected items are later approved when the purpose is modified adequately to address student achievement.

CEAC ELAC Agenda

SSC Minutes

CLC Agenda And Minutes

Responsibility for developing and amending the Schoolwide Plan for Student Achievement falls on the School Site Council facilitated by the Title I coordinator. From the results of STAR, CELDT, CASHEE, and periodic assessments tests, the Title I coordinator drafts the plan collaborating with all of Chatsworth's leadership committees. The SPSA is submitted to the Local District to assure that it meets all district, state, and federal guidelines. Care is made to be sure that the plan is aligned with Chatsworth's ESLRs and takes into account student achievement results from the CASHEE and standards testing, plus other issues such as grades, staffing, graduation, truancy and attendance/tardy rates, support service providers, literacy programs, Small Learning Communities, safety and health programs, para-professionals, and technology support. Title I Coordinator presents and reviews the final plan with the SSC, which formally approves the plan.

SSC Agenda And Minutes

SPSA

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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

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

Chatsworth High School has a number of groups and councils that collectively function as the collaborative leadership of the school. The decisions and policies made by these bodies are consistent with student achievement and support the expected schoolwide learning results. Decision makers include all stakeholder groups: parents and community members, students, classified staff, classroom and out-of-the-classroom teachers, and administrators. All strive to be professional in their approach to decisions making hoping to positively affect the academic success of all Chatsworth students.

As soon as data becomes available, Chatsworth's administration disseminates it to teachers and staff. Leadership uses analysis of the data to plan staff developments and as the basis for future decisions regarding school policy and plans for improving the instructional program. LAUSD in agreement with UTLA (teacher union), provides high schools with fourteen after school sessions of professional development time on selected Tuesday afternoons. The local district controls up to one-half of the days allowing the district to train on educational mandates or district initiatives. The remaining professional development sessions are the responsibility of the Chatsworth Leadership Council. Professional development has covered such issues as: increasing test scores across the curriculum, focusing on the different barriers experienced by students, examining student achievement data school wide and by individual classes, and developing Small Learning Communities based on best practices research

United Teachers Los Angeles and LAUSD contract

Professional development agendas

State and federal funding for categorical and general programs at Chatsworth offers teachers and staff many opportunities to meet the needs of our students based on the ESLRs and academic standards. Teachers are encouraged to attend workshops, institutes, and conferences that focus on increasing student achievement. Funding can include registration fees, travel expenses, hotel costs, and other expenses. LAUSD and Chatsworth offer our teachers and staff off-site and onsite training directed at improving achievement, motivating students, improving

CLC agenda

attendance, motivating staff, exploring the latest in initiatives, designing lessons, and implementing differentiated instruction.

Requests for conferences and classroom related purchases must be accompanied by an explanation of how the expenditure will directly or indirectly improve student achievement. Individuals appearing before the appropriate leadership council must indicate how the request is tied to student achievement. Chatsworth and LAUSD fund personnel and classes based on student needs, including CASHEE and CST prep classes, a full-time at-risk counselor, to keep our nurse and school psychologist on campus full time, and security aides for.

Title I
Bilingual

Instructional Materials

SLC budgets

Chatsworth explores multiple opportunities for training and professional growth. Such opportunities must appear to clearly help with student success based on our data or our expected schoolwide learning outcomes. Support staff informs teachers of upcoming activities, conferences, and workshops that are focused on improving student achievement. Teachers wishing to attend workshops, submit a request to the appropriate person for processing. The request must include justification connected to student achievement and the expected schoolwide learning results. Counselors regularly attend trainings and workshops to keep current with requirements, issues, and strategies to working with students and families. The Instructional Leadership Team, our professional development designers, base professional development on student achievement and identified areas of growth.

SSC agenda

Professional development agendas

Chatsworth's Single Plan for Student Achievement includes a requirement that stakeholders annually review the school's goals and objectives regarding student achievement, revising the plan to shore up weaknesses from the previous year

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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

Chatsworth High School fields an experienced, stable, and academically advanced faculty. Nearly forty percent of our certificated staff earned a post graduate degree after a Bachelor's Degree, five of our instructors are National Board Certified. All of our current general education teachers satisfy NCLB Highly Qualified status. Among our Special Education Department, all teachers hold an Educational Specialist, Mild to Moderate or Moderate to Severe Credential allowing them to teach any subject to special education students in a Least Restrictive Environment. A number of our teachers are or have served as mentor teachers for LAUSD, including five teachers who provide Beginning Teacher Support and Assessment (BTSA) for our new faculty members. Several teach or have taught at local colleges, and many have presented at local, state, and national conferences; one of our teachers helped develop California's criteria for a teaching credential in Business.

LAUSD Website

Teacher Surveys Discussions

Chatsworth teachers participate in workshops, conferences, attend college classes for professional growth. Our faculty is stable: eighty teachers have taught at least six years and have been at Chatsworth for the same number of years. Fifty-four have taught in LAUSD for over eleven years, and forty-three of those teachers have been at Chatsworth over eleven years as well. Over ninety percent of Chatsworth teachers are fully credentialed. Currently, 69 of our instructors are CLAD certified and two instructors are BCLAD certified.

Categorical and General Fund Budgets

Until this year, Chatsworth conducted fourteen professional development days, three buy-back days, plus regular department and Small Learning Community meetings for its staff and administration. Professional development days are shortened days for the students. This year the District decided not to use its buy-back day funding for staff developments. Tuesday Professional development days are contractually split between the district and local site. Normally Chatsworth plans half of the shortened professional development sessions, and the district plans the other half. LAUSD permitted Chatsworth to devote most of this year's professional development to self-study. Chatsworth High School's Instructional Leadership Team (ILT) plans its professional development days. These plans are approved by the Chatsworth Leadership Council (CLC).

LAUSD Website

LAUSD-UTLA Contract

Since 2006, Chatsworth has devoted the bulk of allotted professional development days to the implementation of Small Learning Communities. Prior to 2006, Chatsworth professional development topics were mandated by its IIUSP/SAIT plan. We successfully emerged from IIUSP/SAIT in the 2005-2006 school year. Professional developments during fall 2007 were focused on Small Learning Community issues and the latter half of 2007-2008 was focused on the self-study and the analysis of student performance data. Teachers spent a good deal of time reviewing student data from the last few years as they revised the ESLRs and Mission and Vision Statements. In the fall of 2008, Chatsworth continued its self-study by analyzing performance over the past six years. Experts from the Los Angeles County Department of Education, plus retired LAUSD administrators familiar with self-study have assisted and continue to assist Chatsworth.

Professional Development Agendas

Focus Group Meetings

Chatsworth faculty and administration spent much time examining research on Small Learning Communities, visiting local and nationally renowned schools to decide which of the best practices to adopt as its model for the emerging SLCs. Chatsworth continues to evolve the face and function of Small Learning Communities. This is the first year for the tenth through twelfth grade academies and they are in various stages of development. The Humanitas Academy operated successfully for years at Chatsworth. The remaining academies are in various stages of establishing their goals, objectives, and intervention strategies.

Professional Development Agendas

Several teachers participate in a District wide initiative known as Pearson Learning Teams, forming a local professional learning community. Learning Teams collaboratively develop lesson plans using the Pearson Seven Step Protocols. Effective teaching methods are utilized in the planning, teaching, and evaluating of instruction through the Pearson Learning Teams. Coaches frequently meet with individuals and small groups for instruction or suggest alternate ways to deliver material to the students. They examine classroom management issues and peer coach. Teachers in all the core subjects have been or are being trained in the periodic assessments (Social Sciences is just beginning its assessments for world history classes. U.S. History is in the planning stages). Chatsworth has trained six teachers in AVID, plus offered content teachers instruction on AVID techniques. AVID teachers, counselors, and the administrator have attended AVID workshops put on by AVID and LACOE (Los Angeles County office of Education). Teachers take courses in differentiated instruction for all students, design-based and problem-based learning, training for Advanced Placement classes, and teaching to struggling readers and English Learners such as Read 180 and Highpoint. Teachers have used Title I and Bilingual funding to attend national and state conferences. Advanced placement (AP) teachers have been trained as readers for AP essays.

Pearson Learning Team

AVID Team

Local District Administrator Meetings

Local Districts conduct monthly training sessions for administrators. Current local educational issues are discussed as they relate to District policy or practices. A large portion of this meeting time is devoted to workshop presentations of instructional practices. Topics include Special Education, Thinking Maps, all of the core instructional areas, principles from the Institute For Learning, and guidelines for effective supervision of instruction.

Department Meetings/SLC Meetings

During department and Small Learning Community meetings, teachers share best practices, including activities and lessons from workshops, institutes, seminars, and conferences. Within departments, teachers meet by grade level and subject. The science department traditionally meets on Mondays with a different agenda and leader each time. For some of its meetings, the Ed Tech Academy has met off site at one of its local community partner, an engineering firm, and at two other locations off site. Humanitas teachers annually attend LAUSD's training for next year's Humanitas theme. AVID teachers have received training on AVID basics, conducting tutorials, Philosophical Chairs, Costa's three levels of inquiry, and conducting Socratic seminars, among various strategies. GATE teachers must accrue thirty-two hours of training plus regularly attend conferences, institutes, and workshops geared toward differentiated instruction.

LAUSD Policy

Chatsworth HS Administration

New teachers receive Beginning Teacher Support and Assessment (BTSA) support from our administration and faculty. The meetings cover logistics on campus survival and serve to connect new teachers with each other. Title I and Bilingual funds are used to pay for conferences and other trainings. BTSA provides new teachers with information on course offerings that will enable them to complete their credentials. Additionally ten new teachers receive one-on-one support from on-site BTSA personnel. Newly credentialed teachers receive targeted instruction on lesson preparation and modeling, and are observed in their classrooms by BTSA providers. Chatsworth has always provided additional support through new teacher training. This training was more personal, and responded to the needs of teachers new to our campus and what the staff felt new teachers needed to know (i.e., how to grade, how to prepare for finals).

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Chatsworth's Instructional Leadership Team (ILT) meets to plan professional development activities. Department chairs, Small Learning Community lead teachers, academic and program coordinators, the union representative, and administrators comprise the ILT. The ILT considers student achievement, mandates from the district and state, plus other factors such as self-study when it plans professional development. By the LAUSD/United Teachers of Los Angeles contract, all professional development proposals must be presented to and approved by the Chatsworth Leadership Council. Teacher surveys indicate teachers have received professional development on the achievement gap, cultural relevance and teaching in a diverse school setting, and responsive teaching.

Meeting agendas

LAUSD policy

Teacher surveys

Categorical and general fund budgets

Beyond planned school professional developments, individual teachers access professional development opportunities in a variety of ways. Departments and Small Learning Communities meet to discuss standard-based lessons that target identified student academic needs. At new teacher meetings, staff members develop strategies to identify struggling students and help them succeed in individual classes. Through self-initiated conferences funded by the school, teachers acquire strategies to support identified critical needs. As part of the BTSA program, under the supervision of mentors, new teachers conduct self studies and provide evidence of their professional growth through professional development. Pearson Learning Teams are lesson study protocol groups that identify a given need, develop a lesson based on the need, and then review the lesson to determine the effectiveness of instruction. All four-core subjects have Pearson Learning Teams.

SLC meetings

BTSA program

Pearson Learning Team members

The local district conducts professional development for improving student achievement at various off-site locations for math and English. Social Sciences has started offering periodic assessments and is currently going through professional development. End-of-the-year and beginning-of-the-year analysis of available student achievement data is used to plan future professional developments. English Language Learners teachers are sent to professional development throughout the school year to support their implementation of the High Point Curriculum. ESL teachers are given the opportunity to attend professional development conferences to gain insight and learn best practices for teaching ESL students.

LAUSD policy

ILT meetings

Fall 2008 professional developments have focused almost entirely on the self-study and analysis of performance data. Some time has been given over to Small Learning Communities, which are in various stages of development. Teachers in the Humanitas Academy annually attend professional development on the Humanitas theme for the up-coming year. All of the career-themed academies have held professional development meetings with their community partners.

Special Education

Physical Education department

Special education students constitute a major part of Chatsworth's student population. Special Education teachers, administrators, and staff attend a variety of collaboration training meetings. For the special education teachers these meetings include Welligent training, IEP Writing Workshops, Secondary RSP/SDP Teacher meetings, and Autism Drop-In Clinics. Special education aids receive similar training including Orientation for Assistants, Autism Drop-In Clinic, and IEP Clerk training. Administrators have IEP Support Clinic training, the IEP Writing Workshop, and the Revised Monitoring of IEPs in Welligent. Physical education teachers attend professional development on teaching content standards and on improving standards-based instruction.

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

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

CHS Staff

Chatsworth effectively and appropriately uses its staff and other available personnel to enable students to meet the California academic standards and our expected schoolwide learning results. Chatsworth has accumulated a talented and diverse group of teachers, administrators, and staff to meet the dynamic needs of its students and the requirements of the school, district, state and federal governments.

Faculty Meetings

Teachers receive a breakdown of the level of each student in their fall classes as reported by the CST allowing them to fine tune their lessons based on student's needs. Teachers traditionally meet in departments to analyze the data and work by subject and grade to generate common lessons in response to the data. Small Learning Communities have begun to take on similar tasks, allowing teachers to tailor their lessons across the curriculum to the specific goals and objectives of their Small Learning Community.

Pearson Learning Team

AVID Team Meetings

LAUSD Periodic Assessments

Specific programs offer additional support for teachers as they strive to improve their instructional practices. Pearson Learning Teams, comprised of teachers from the core departments, are divided by subject/grade level meet bimonthly to plan common lessons, implement, and evaluate them. AVID teachers, along with the school and county AVID coordinator and AVID counselor, meet regularly to review AVID techniques, discuss students, and plan lessons. Our Literacy And Math Coaches meet with teachers and departments to assist with periodic assessment analysis. English teachers follow Designed Lessons created by the district to improve student achievement. Our college adviser trains "peer college counselors"—student peers—to meet with each student in the school and review that student's plans for college. Teachers of English Language Learners and the English Learner coordinator meet and prepare student curriculum and lessons.

Professional Development

Over the last six years, Chatsworth used its professional development days to improve its academic standing. Chatsworth was able emerge from its IIUSP/SAIT designation by focusing on improving scores and student attendance. Until 2008, Chatsworth's scores increased in all areas. In 2005 Chatsworth responded to LAUSD's mandate to convert comprehensive high schools into Small Learning Communities, first by applying and then receiving a federal grant to implement Small Learning Communities. Chatsworth devoted its professional development time

exploring and developing a Small Learning Community plan. Chatsworth's Instructional Leadership Team became responsible for planning Small Learning Community (SLC) PDs. Chatsworth selected a staff member to become SLC Coordinator. Her efforts, along with administrators, a few key teachers, and community members, enabled Chatsworth to quickly set up its first SLC, Ninth Grade Houses.

CHS Staff Elections

Our special needs students have a variety of new support services. Resource Specialists no longer teach classes of resource students, but work in regular classrooms with them as LAUSD has moved to a full inclusion model for these students. To provide additional assistance CHS has a learning center with a full time teacher available to meet with any student who needs to leave the classroom to get additional help. Chatsworth provides an after school tutor in the learning center for those student who want help in the core subjects. Other tutors are available before and after school on various days for any student who needs help in the core subjects.

LAUSD Policy

Title I/Bilingual Budgets

Chatsworth has a variety of coordinators who work tirelessly to support our students. As previously mentioned, our SLC coordinator is responsible for most every aspect of SLCs. Our counselors meet with each student for career planning. An LAUSD-provided dropout prevention counselor works together with a part-time PSA counselor to keep our students in school and in class. Our Title I Coordinator contributes to most areas of student achievement as our at-risk student population has grown over the past few years, so much so that Chatsworth has applied to become a schoolwide Title I program. Chatsworth's Bilingual coordinator works closely with her EL and sheltered teachers to ensure the students are receiving the most up-to-date teaching methodology. The Career adviser offers two classes, one before school, for our Work Experience program to meet our goal of Chatsworth students who are self-directed goal-oriented individuals. LAUSD requires all students to complete a service-learning project; Chatsworth's service-learning coordinator makes sure the projects meet with CHS's goal to graduate responsible citizens. Finally, Chatsworth is teaming up with community partners to bring the real world to our students.

Chatsworth HS Staff

2008-2009 School Staffing

Chatsworth pays for an additional day of coverage to have a full-time nurse. We have four full time security staff, two school police officers stationed at Chatsworth, and a number of teaching assistants who work with students in other classes such as AVID.

Chatsworth has six full-time out-of-the-classroom coordinators and coaches, plus a number of part-time coordinators and staff:

- Our Bilingual coordinator makes sure that CHS meets all district, state, and federal guidelines while providing excellent support for the EL and sheltered student and the teachers and staff supporting them.

Bilingual Coordinator

- Our small learning coordinator is responsible for and guides every aspect of our Small Learning Communities, including the providing of professional development for the lead teachers and faculty, facilitating all SLC meetings, helping to set up curricular trips, while coordinating and responding to administrative, district, staff, student, federal and state, and parent goals, objectives, and needs

SLC Coordinator

- Testing coordinator who plans for all mandated state testing, including the CASHEE and STAR tests, plus conducts "Boot Camp" intervention for those CHS students who have yet to pass one or both parts of the CASHEE.

Testing Coordinator

- College counselor who encourages all students to prepare for college, advises all students on entry into college, trains peer college counselors, plains field trips for college bound students, hosts evening meetings for parents of college bound students, attends relevant conferences, runs grade-wide PSAT testing and Advanced Placement testing

College Counselor

- Our career adviser who wears a variety of hats, including career advisement and placement, visiting students at their job sites, planning for career day, offering ASVAB (career advisement) testing, while teaching Work Experience classes before school and visiting students at their jobs during the day

Career Adviser

- Literacy Coach-paid for by the district to assist students, peer coach, assist with district and state assessments, lesson plan, plan professional developments for English Language Arts

Literacy Coach

- Math Coach-paid for by the district to assist students, peer coach, assist with district and state assessments, lesson plan, plan professional developments for the Math Department

Math Coach

- Our part-time Title I coordinator also ensures that Chatsworth meets local, state, and federal guidelines, meets with each Title I student to assess and meet their needs. He is responsible for producing the SPSA, hold mandated meetings, deals with funding issues, and helps plan professional development

Title I Coordinator

Chatsworth has a full-time unpaid Parent Center Coordinator who serves as a community liaison in our parent center and coordinates parent activities such as the PTSA. She hosts "Coffee With the Principal," which is one of the most effective access points for our parents. She also works to bring in programs and strategies that will produce student academic gains.

Parent Center Coordinator

Individual faculty members are able to purchase supplies and educational materials relevant to their classrooms and subjects with departmental funds. Teachers of categorically funded students such as GATE, English Learners, and special education have additional funding and follow district guidelines to purchase classroom materials, curricular trips, technology such as video projectors, printers, and related supplies,

Categorical And General Fund Budgets

supplemental educational materials, books, videos, music, and pay for educational institutes, visits to other schools and to our own classrooms, workshops, and other types of professional development.

USDE Grant

Chatsworth staff has successfully applied for many grants. Our largest, a United States Department of Education grant, has funded development of our SLCs, including professional development, supplies, our full-time coordinator, and construction projects related to contiguous space. Each academy received instructional materials funding that has been used for academy supplies and curricular trips among other items. One of our academies—Engineering and Technology—recently received a grant to develop that academy more fully. In addition, various community members have contributed generously to different academies on campus.

Academy Lead Teacher

LAUSD benefitted from a lawsuit settled by Microsoft. Chatsworth ordered a number of computers to upgrade our library and individual classrooms, which are still using Dell computers from our 2000 California Digital High School Technology Grant. From District Funds, our science department will be receiving a laptop cart, and a number of individual laptops have been ordered.

Perkins Grant Recipients

Our video teacher, received a $125,000 Perkins grant to replace old video equipment with the latest video technology. Our culinary arts program, received a Perkins grant to replace decades old equipment. The video class produces a weekly show shown weekly during homeroom. Students won numerous awards for video productions. Our culinary class feeds the staff on special occasions, cooks for many of our sports and academic banquets, as well as for many special visitors to our campus. Many of our culinary students matriculate to college culinary programs, including some who win scholarships to these schools.

LAUSD Policy

LAUSD has been supplying departments with new textbooks on a rotating basis. All students are required to have a current textbook because of the Williams Consent Decree. Chatsworth complies with Williams.

Categorical And General Budgets

LAUSD School Construction Projects Website

A number of construction projects are in various stages of completion at Chatsworth. Some projects will correct access deficiencies related to the federal disabilities act. Wheelchair ramps have been added to the exterior entrances of main campus buildings. A long promised elevator is under construction. Our oldest bungalows are not wheelchair accessible compliance but cannot be corrected because of their current configuration. New construction will remodel Chatsworth into six contiguous SLC. Phase I construction is just under way and is hoped to be completed before fall semester begins.

Fitness Grant

Chatsworth received a Sound Mind-Sound Body fitness grant and has a fitness room behind the gymnasium. It is available to the community and staff after school hours. Chatsworth's facility is used seven days a week and year round by the community. Our custodial and grounds crew works from 6 A.M. to 11 P.M. to maintain the campus. Chatsworth has beautification program that meets periodically to keep the campus clean.

California State Budget

All schools in California have seen a reduction of funding due to the ongoing economic crisis facing the state and federal governments. Chatsworth expects significant reductions to its available financial resources as the economic crisis deepens. Chatsworth stakeholders will do everything they can to minimize the impact on student achievement.

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

Areas of Strength

- Chatsworth's Vision and Mission Statementc and Expected Schoolwide Learning Results are aligned with current state academic standards and federal guidelines
- Chatsworth's professional development is consistent with research-based practices
- Faculty and staff meet regularly to analyze student achievement data, then use the results of the analysis to identify areas of student needs as they pertain to the Expected Schoolwide Learning Results and State Content Standards.
- Teachers actively make the most of opportunities to improve student achievement, including participating in professional development, district in-services, and other learning opportunities as they present themselves
- Chatsworth's governing body seeks to improve student achievement
- Administrators, faculty, and staff vigorously apply new pedagogical research as they seek to improve student achievement
- While the student enrollment at other high schools has declined in LAUSD, Chatsworth enrollment has remained stable

Areas of Growth

- Making analysis of student data systemic
- Developing stronger connections by the School Site Council between analyzing student work and revising the Single Plan for Student Achievement
- Making the self-study process systemic from year to year, week by week
- Providing a variety of teaching modalities in the classroom
- Providing common planning time for all teachers in an SLC

A. Organization:
Vision and Purpose, Governance, Leadership and Staff, and Resources

Focus Group Members

Ahmad, Nawal	Grooms, Dax	Ramey, Oryla
Altshule, Vicky	Hagar, Everett	Remo, Kate
Appel, Janet	Kim, Tachon	Sakhai, Leila
Arakel, Silva	Koch, Tammy	Salazar, Jorvic
Aviv, Amy*	Lauten, Paul	Santibanez, Karen
Bautista, Mark*	LeVine, Ed*	Shockely, Glen
Bryant, Dana	Loew, Jill	Sheriff, John
Dunbar, Chris	Minassian, Vahan	Siegel, Mark
Fredette, Aaron	Parigian, Jenny	Torres, Desiree
Gomez, Julian	Peavy, Travis	Wiessner, Gretchen
Gonzalez, Ana	Pudrith, Fred	

*Focus Group Co-Facilitator

B. Standards-Based Student Learning: Curriculum

Chancellors Are Critical Thinkers Who:

- Read and comprehend various materials.
- Access and evaluate information from a variety of media and resources.
- Employ a logical, analytical approach to problem solving.

B. Standards-based Student Learning: Curriculum

Criteria B1
To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [through standards-based learning (i.e., what is taught and how is it taught), the expected schoolwide learning results are accomplished.]

It is our mission at Chatsworth High School to assure that our stakeholders are engaged in improving achievement for all students through a variety of collaborative, comprehensive, motivating, and challenging standards-based curriculum experiences. Throughout the school and within each classroom, our ESLRs and school Mission Statement are posted. The staff feels that students, parents, teachers, and administrators must be on the same page with regard to how we do what we do, and the philosophy of our academic enthusiasm is critical to everything we do. Our professional development activities are based on the most current educational research, with our primary focus on closing the achievement gap for our sub-groups at greatest risk of not meeting performance standards. In addition, we continue to maintain an emphasis on delivering culturally responsive and relevant education. All students have the opportunity to participate in a rigorous, relevant, and coherent Standards–based curriculum, which supports the academic standards and our ESLRs. Our objective is to develop students who have the capacity to communicate effectively, work collaboratively, think critically, and serve as self directed, goal-oriented, responsible citizens. In an effort to accomplish these goals, we ensure that our curriculum is aligned with the California State academic content standards and that all teachers have a working knowledge and understanding of the California State Framework and content standards for their subject area. Our Single Plan for Student Achievement (SPSA) jointly developed by parents and faculty is designed to address the requirements of "No Child Left Behind." All students have access to a curriculum that meets the UC/CSU a-g entrance guidelines, with all courses guided by our expected schoolwide learning results (ESLRs).

Data/Evidence

Mission and Vision Statement

ESLRs

SPSA

Content standards

By administering periodic assessments and analyzing student outcomes in the four core curricular areas, accompanied with Pearson Learning Team lesson planning, our teachers have become more effective at aligning the curricular concepts and skills taught to the State Content Standards. Both our mathematics and literacy coaches meet with their respective departments and individually with teachers to analyze Periodic Assessment data, modify curriculum to meet changing student needs, and

Pearson Learning Team Lessons

Periodic Assessments

plan instruction. Teachers use their specific classroom and student data to further modify the curriculum for their students. Individual student periodic assessment reports have been used successfully to conference with parents and to create Individualized Education Plans (IEPs) that identify specific curricular standards to be addressed in the upcoming year. Instructional Coaches also meet with teachers individually to discuss implementation of the Instructional Guides and ensure that teachers have all the necessary materials and support for the Designed Lessons and Periodic Assessments. Using available department meeting time, common content-area teachers meet to analyze data, develop and coordinate standards-based lessons and grading rubrics, follow pacing guides, and share standards-based best practices for developing and implementing curriculum. Additional support for student attainment of literacy standards across the curriculum is further provided by the focus on specific literacy instructional strategies during department and SLC meeting times. Our English Department uses LAUSD-developed Design Lessons integrated into the curriculum as a means to support student progress on the periodic assessments. Through our Pearson Learning Team program, several content area teachers meet twice monthly to plan common lessons and evaluate lesson implementation. During previous self-study years, professional development time was shared between content area departments and self-study Focus Groups; however, this self-study cycle marks the first year of school wide implementation of our Small Learning Communities. As a result, a majority of our calendared professional development days have been dedicated to Small Learning Communities. With the continued development of SLC, discussion surrounding curriculum has shifted to the SLC and the use of an interdisciplinary approach to addressing the curricular standards. During the current fiscal crisis, ongoing labor negotiations with LAUSD have temporarily halted unpaid after school activities. While some departments meet during the school day at lunch time to address curricular needs, we recognize that current circumstances are not providing quality time for department professional development. We also acknowledge that the decrease in student performance seen throughout our data for the last school year may be a direct consequence of the limited time available to departments. Through the second semester of this current school year, the use of professional development time is being re-evaluated to assure that Content Area Departments are provided the opportunity to meet, review and develop curriculum, share best practices, and establish intervention approaches to better address the needs of students at greatest risk of not meeting performance standards in their respective areas.

Instructional Guides

Department Meetings

Annual textbook inventories facilitated by the administrative staff and core department chairs guarantee students in core subjects including English Language Arts, mathematics, science, social science, and Foreign Language are provided District-adopted State approved standards-based

Material and Textbook Inventories

Science Laboratory

Inventories

Course Syllabi

textbooks. In addition, all science classrooms are equipped with materials and laboratory supplies as well as access to provide attainment of laboratory-based curricular standards for all students. Each fall, teachers prepare for students and parents a course outline based on department standards, which indicates specific standards-based objectives as well as connections curriculum and instruction.

Classroom Observations

Student Work

Periodic Test Data

The administrative team has high expectations for our teaching faculty. Research-based teacher collaboration within departments and Small Learning Communities has been an on-going practice at Chatsworth. All administrators recognize observations and evaluation as support work; administrators come to staff with words of encouragement regarding teaching. Classroom observations reveal that student engagement in learning is enhanced during collaborative lessons. Furthermore, positive feedback from teachers regarding the curricular and instructional practices of colleagues as experienced through classroom observations has prompted us to work towards allocating additional coverage and release time for observation activities during the 2009-10 school year. Departmental analysis of periodic assessment data, available in as few as three days following the tests, has served to support teachers as they evaluate student mastery of California standards for individuals and groups of students. In addition, analysis of periodic assessment data has afforded us an opportunity to recognize pitfalls in instruction, and department time has been used to discuss and share strategies which focus on improving curricular development. The math department also administers a math diagnostic test which serves to identify student weaknesses in basic skills and provide for student intervention. Samples of quality student work, accompanied by ESLRs, content standards and grading rubrics are regularly posted in classrooms to serve as models and resources for students.

Small Learning Community (SLC) Grant

Working with content department chairs and SLC Lead Teachers, our Assistant Principal (Counseling) ensures that all students are enrolled in an a-g University of California college preparatory and career ready course of study, as well as a Small Learning Community (SLC) aligned with his/her primary academic and career interest. Through content area departments and Small Learning Communities, we are focused on providing a curricular program clearly aligned with the State Content Standards and meets the Expected Schoolwide Learning Results for Chatsworth High School. The development of Small Learning Communities began during the spring of 2005 at which time it is was recognized that a school wide interdisciplinary approach to teaching was needed to address the academic needs of our changing population. A USDE grant was awarded to support the program, which provides for a full time SLC program coordinator to oversee the ongoing development and maintenance of the program. Our Coordinator meets with SLC Lead Teachers regularly during their common conferencing period to program

plan. Lead Teachers share ideas. During the past three years, our Small Learning Communities have grown from six freshman houses to two ninth grade academies and five college/career-based academies. Within the ninth grade academies, students focus on study skills and character building using the six pillars of character, with the latter becoming an integral part of the ninth grade curriculum. As Small Learning Communities continue to develop, we hope to provide more meaningful time for Ninth Grade Academy teachers to meet and plan interdisciplinary lessons, review student performance data, and discuss intervention strategies to meet the needs of at-risk ninth grade students. In addition to academic and social skill building, ninth grade students investigate their individual academic and career interests, during which time they select a learning academy to enroll in for the remainder of their Chatsworth High School experience. Five Small Learning Communities supporting the tenth through twelfth grade are offered, each focusing on a particular academic and career interest. The Humanitas Academy, our longest running interdisciplinary program, serves as a curricular model for the development and implementation of curriculum for the newly established Small Learning Communities. Each SLC provides students with an interdisciplinary program, whereby teachers meet regularly to coordinate curriculum, incorporate career themes, and review student progress.

SLC Meetings

Department Meetings

SLC Meetings

Until the current 2008-09 school year, District-funded "buy-back days," provided Chatsworth teachers time to articulate with teachers from our largest feeder: Lawrence Middle School. Meeting in departments, teachers shared best practices and program needs, allowing our teachers the opportunity to establish continuity in standards-based curriculum between grade levels. Ongoing communication between department chairs from the two schools continued through the school year. Due to budget shortfalls, "buy back" days were not offered this school year; however, both school principals have met on several occasions this past fall to bridge the gap between the middle school and high school curriculum. The development of our Small Learning Communities fosters increased articulation with Pierce and Valley Community Colleges as well as California State University Northridge (CSUN). The ED Tech Academy lead teacher holds monthly community meetings with CSUN and other community representatives. As a result of this collaboration, Chatsworth High School offered a CSUN introductory Engineering class to students on our campus this past fall. A second course in college computer science is planned for next fall. Articulation between the Medical Careers Academy and the Pierce College nursing program has begun as well. The Medical Academy has established Intern Programs with both Sepulveda VA Hospital and Kaiser Hospital. Currently, Pierce College is providing a college-level health course on our Chatsworth High School campus.

Articulation Meetings

Each SLC at Chatsworth High School strives to provide access to standards-based curriculum for students of all academic levels and abilities. In addition, passport Advanced Placement courses are offered to all students regardless of their Small Learning Community affiliation. Honors courses offered within each SLC provide our Gifted and Talented students access to a rigorous accelerated curriculum, thus allowing freedom for students to pursue their academic and career interests while affording them the opportunity to take advanced classes outside to take advanced classes outside of their SLC. In an effort to improve academic success for our students with learning disabilities, Community Based Instruction students are enrolled into an appropriate elective class where they work with Humanitas students who provide peer assistance. Furthermore, our Learning Center provides ongoing tutoring assistance to students with special needs. Classes for students moving out of the ELD program are offered in all subject areas within each SLC. Students with learning disabilities are included in all SLCs as well, following the same standards-based curriculum. Our ELD coordinator works closely with the English Learners as they transition into the mainstream program. Each Chatsworth High School student is assigned to an SLC-specific homeroom. Communication to students regarding upcoming SLC projects and activities takes place primarily through this homeroom. In addition, many homerooms serve as advisories providing students supplemental instruction and an opportunity to review their academic standing. During the spring semester all homerooms engage in a test preparation program prior to STAR and CAHSEE testing.

Master Schedule

Program Coordinators

Small Learning Community Programs

ELD Portfolios

Chatsworth High School offers a District funded Summer Bridge program for incoming ninth grade students in an effort to improve mathematics and English skills. Each fall students who perform below and far below basic levels on the CSTs as well as those who have not passed the CAHSEE exam are identified and programmed into intervention classes, including CAHSEE boot camp, after school CAHSEE intervention, and Saturday CST intervention during the spring. The English Essentials and Math Essentials courses are provided to eleventh and twelfth grade students who have not passed the CAHSEE. The curriculum of these semester-long courses focuses on helping students acquire the skills necessary to pass the CAHSEE. As an intervention strategy to address the needs of students not succeeding in Algebra I, students who fail the course during the fall semester are programmed into a spring semester math essentials course to assist in developing their basic math skills. In addition, students performing below and far below basic in English Language Arts are programmed into DRWC classes that utilize READ 180, a program designed to provide literacy development and skill building. Our AVID program (Advancement Via Individual Determination) currently serves one to two classes in each grade level, and focuses on supporting our average academic level, first generation college, and underrepresented minority students with a high academic

Summer Bridge Program, Intervention Program

READ 180 Program

AVID

RSP Collaboration

potential for success. Through a coordinated, collaborative effort, AVID teachers design a curriculum that develops in these students a desire to continue their education beyond high school and attend four year universities. The coursework is based on a group collaborative model. In addition, students take several college field trips and visit with college admission personnel and college students. The academic program is further supported by four college teaching assistants and current juniors and seniors who work directly with students during tutorial sessions. Chatsworth High School provides several Special Education programs including our Resource Specialist Collaborative. Over the past three years, our Special Education Department has developed a collaborative teaching model. Mathematics and English teachers work with the Resource Specialist teachers and paraprofessionals to insure that RSP students receive a rigorous, relevant, and coherent standards-based curriculum. In an effort to promote further collaboration, during professional development time, Special Education teachers meet with their core departments. This has provided more meaningful dialogue and a clearer understanding by core content teachers of the need to develop curriculum and differentiate instruction for students with learning disabilities.

B. Standards-based Student Learning: Curriculum

Criteria B2

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

Students at Chatsworth High School are provided a range of curricular paths and educational support suited to their personal needs in an effort to prepare them for the pursuit of their academic, personal, and career goals. During the spring semester counselors, teachers, students, and program coordinators visit our primary feeder middle schools to explain the various academic and extracurricular programs and opportunities available, as well as clubs and organizations that Chatsworth High school offers. This includes introductions to our School for Advanced Studies, Advanced Placement course offerings, the Humanitas program, ROP and ROC programs as well as our career themed Small Learning Communities. Our Future Freshman Night allows students and their families to experience live performances and presentations highlighting many of our popular programs. Each spring Chatsworth High School hosts our annual "Spring Showcase." It is an interactive evening where parents and community members have the opportunity to view and participate in the many outstanding programs involving their students. Athletic demonstrations, theater and music department productions, hands-on laboratory experiments, and mock debates represent a portion of the evening activities. All ninth grade students are placed into one of two Freshman Academies. Two Lead Teachers, two counselors and one assistant principal support these academies, working together analyzing student performance data, planning curriculum, establishing intervention programs, ad planning motivational activities. Ongoing activities within the academies are directed at promoting a climate of tolerance and respect for diversity as well a spirit of sportsmanship, as the two academies regularly hold athletic, academic, and extracurricular competitions.

Program Brochures

Parent Letters

Spring Showcase Flyer

Freshman Academy Descriptions

Counselors meet with each student and family upon entering Chatsworth High School to develop that student's individualized graduation plan. The individualized plan serves to guide students as they work to reach their maximum potential during the high school experience. In addition to personalized plans, ninth grade students attend orientation assemblies to assist with their transition to high school. Ninth grade students are given additional support to assure they make informed decisions about their educational options. Our freshman orientation assembly provides students with information about school policies and procedures, while Freshman Academy assemblies offer academic support including college

Choice Assembly Brochure

and career awareness, study skills development, and conflict resolution options. During the spring ninth grade Choice Assembly, students are introduced to our five career-themed Small Learning Communities: Humanitas Academy of Education and Human Services, Engineering and Design Academy, Medical Careers Academy, Business and Government Careers Academy, and Arts and Media Academy. Multimedia presentations by Lead Teachers and letters mailed home to parents highlight the multitude of opportunities available in each academy. After thoughtful consideration, students submit a choice form indicating their Small Learning Community preference. Efforts are made to guarantee all students are enrolled in the SLC of their choices, one that will maximum their academic and post-secondary potential. In addition, all students are provided access to Advanced Placement and Honors courses as well as certain electives outside of the academy. These passport classes allow for flexibility in student scheduling, maximizing student motivation and success. Each ninth grade student and his or her family work together with a counselor to develop an Individualized Graduation Plan which is maintained through to their senior year at Chatsworth High School. The plan establishes a curricular program best suited to meet the student's academic needs and school-to-career path. During their ninth grade Life Skills course, students explore curricular and career paths, explore conflict management strategies, and develop study skills. A Summer Bridge program is provided to incoming ninth grade students who have obtained below and far below basic scores on the mathematics or English language arts CST exam. This intervention program serves to build a solid mathematics and English foundation and support the transition from middle school to high school. To further support academic success, ninth grade students receive a library orientation early in the fall semester. They are introduced to the library's extensive research facilities including 22 computers with internet access, word processing, spreadsheet, and power point capabilities in addition to the library's wealth of resource literature. Within the ninth grade class, up to fifty students are identified each year as performing below their academic potential for success and recommended for admission to the AVID program. AVID students visit several colleges in southern California each year and are supported in the classroom by college teaching assistants who manage and implement the tutorial sessions.

Parent Letter and Form

Individualized Graduation Plan

Life Skills Course Outline

Summer Bridge Program Description

Library Orientation Program

Students with special academic needs including English language development students and students with disabilities are provided a variety of curricular and support services. A full time coordinator who meets each semester with students earning below a 2.0 grade point average during the previous grading period supports achievement of language fluency for English Language Learners. Working closely with teachers, parents, English Learner students, she provides a variety of support services. Using intervention and motivation strategies as well as informational assemblies, she monitors progress of these students. ESL

English Language Learners Program

teachers are provided with common planning time to assure that students move as cohesively and successfully through the ESL program. Further support is provided to these teachers in the form of professional development, conference attendance, and supplemental materials purchases for their classrooms to meet the curricular needs of their students. Our community based instruction program (CBI) provides vocational and social interaction skills to students with severe disabilities. These students have opportunities for peer interaction at Chatsworth High School through their inclusion within the Small Learning Communities. In addition, our Special Education Teacher Collaborative provides additional opportunities for resource teachers and general education teachers to co-teach, plan and develop curriculum and accommodations to assure access to the curriculum for all students to meet grade-level standards.

Community Based Instruction

The 2008-09 school year marks Chatsworth's first year of employing Small Learning Communities school wide. Meeting time made available through professional development accompanied with grant writing and supplemental funding has afforded each of these academies the resources needed to further develop structured plans and explore new opportunities. Each Small Learning Community continues to develop individual plans for monitoring student progress across the curriculum. Several of our Small Learning Communities have developed partnerships with colleges and local businesses, including three colleges and more than ten businesses. Ongoing partnerships this school year have included the Engineering Design Academy Career Fair Expo 2008 facilitated at our campus with the support of California State University Northridge (CSUN) and several Chatsworth-based engineering and manufacturing businesses. The academy has arranged for two technology-centered field trips this year including CSUN Tech Fest 2008 and Westec 2008 where students will experience recent developments in machining and robotics. In addition, as part of their Community Service Learning project, Engineering and Design Academy students have partnered with Andrews Powder Coating in Chatsworth to begin a Go-Green ACER project in which students are measuring energy consumption by local businesses and helping plan strategies to reduce business dependence on electricity. Our Medical Careers Academy is currently developing a mentoring program with the CSUN Nursing Program and physical therapy Department. The academy has scheduled an annual Medical Careers Fair to take place this March. Our Business and Government Academy partnered with the Arsalyn Program of the Ludwick Family Foundation this past year to conduct a campus-wide "Mock Election" for all Chatsworth juniors and seniors in October 2008. The Academy plans to continue its relationship with the Foundation in future local, State, and Federal elections, sharing a common goal of encouraging our young adults to become informed and active participants and support our Expected Schoolwide Learning Results of developing responsible citizens

Small Learning Community Grant

Individual Academy Plans

Community Partnerships

who understand and participate in the democratic process. Additionally, students in the Business and Government Academy are participating in the "Star Student Poll Worker" program offered through the City of Los Angeles and supported by the Chatsworth High School Career Center.

Humanitas Academy Programs

As our longest running Small Learning Community, the successful Humanitas program serves as a model for our newer Small Learning Communities. Our Humanitas Academy is supported by the Urban Education Partnership, which provides professional development opportunities for Humanitas teachers as well as curricular resources for their classrooms. Humanitas students are provided the opportunity for job shadowing and internships at several local pre-schools and elementary schools where they collaborate with teachers, support staff, and the community in after school programs and special events such as carnivals. In addition, Humanitas students sponsor and annual holiday toy drive and canned food drive. All Humanitas seniors spend at least one day working at one of the local community food banks. A four week unit within the senior curriculum focuses on the attributes of non-profit organizations. An integral part of this unit requires the students to work collaboratively to raise funds for a non-profit organization of their choosing. As an introduction to community relations, our ninth grade curriculum includes a "Do Something Good" contest where students research and write an essay addressing the specific issues surrounding a community problem that might be mitigated with a $1000 donation. The program is sponsored by a Humanitas alumnus who awards a $1000 scholarship for the most outstanding essay, allowing that student to implement his or her plan. Additional Humanitas community relations include a ninth grade partnership with American Cancer Society whereby students raise money and make blankets for children fighting the disease. Finally, the Humanitas Academy will be participating in the Chatsworth community Relay for Life this year. Students from all grade levels will be raising money, developing and educational activity, and contributing to the "24 Hour Walk for A cure."

Community Partnerships

The Village

During the 2005-2006 school year, Chatsworth adopted The Village Nation, a mentoring program for African-American students that offers opportunities for culturally relevant and responsive education. Through assemblies and supplemental support, students evaluate their own academic standing, establish goals, and develop an education plan. CST scores for African American students rose dramatically following the first year of the program. Following the success of The Village Nation, Chatsworth instituted La Familia and C-House to support the academic needs of other students who were not meeting grade level standards. Budgeting constraints and program leadership transitions have challenged our ability to reproduce the initial success of these types of intervention programs; however, we need to revisit these programs and re-integrate them into the instructional program for the next school year.

La Familia

C-House

In an effort to further the ability of parents and students to access the entire school program, a variety of communication sources are utilized at Chatsworth in providing communication to parents and community members regarding school events. Our monthly Chatsworth High School parent newsletter and College Office newsletters are both translated into Spanish to accommodate the large percentage of Spanish speaking families at Chatsworth, as are Connect-Ed phone messages. The addition of Connect-Ed messaging as a communication tool has been providing teachers with a reliable resource for leaving specific phone messages to any or all students within a class. This newer service is beginning to be used more frequently. Parents of English Language Learners are mailed contact lists of support staff on site in Spanish, and sent written notification of their students' progress towards re-designation throughout the school year as well. Several parent nights provide an opportunity for parents to become an integral part of their students' education. In addition to our traditional Back-to-School Night, Chatsworth offers a fall and spring PHBAO night, an evening dedicated to provide parents personalized conferencing with each of their students' teachers. Our Humanitas Academy uses this evening to provide student lead conferencing, a strategy that is currently being considered by other SLCs. Our annual Spring Showcase provides a venue where parents can view firsthand their students in action.

Parent Newsletters

Connect-ED Phone Messages

Parent Nights

The College and Career Offices provide students and their parents a multitude of support for their academic and school-to-career goals. A full time college counselor and several senior Peer College Counselors (PCCs) provide direct assistance to students in planning their academic calendar. During the fall semester, PCCs speak to every senior individually to discuss their college/career plans, assist with the college admissions process including signing up for the SAT or ACT, and provide general guidance for the students when applying for college. PCCs meet with each junior individually during the spring semester. The PCCs discuss high school graduation status through an individual graduation check, college/career plans and goals and provide the juniors with assistance in signing up for the SAT/ACT as well information about the college admissions process. College representative visits and workshops are scheduled throughout the school year, and flexibility in teacher lessons offer students the opportunities to hear representative presentations and speak directly with college personnel. Our college counselor plans evening college events and workshops throughout the school year including events scheduled in the hour prior to the beginning of Back to School Night, PHBAO Night, and Showcase Open House Night where parents receive additional guidance in college planning for their students. In addition, the college counselor works closely with the AVID program. Special bell scheduling in the fall semester provides for extended homeroom time where students take the PSAT exam. A specific night is

College Office Newsletter

dedicated for students and parents to meet with a PSAT representative for interpretation of PSAT results. The Career Center houses a variety of informational programs and work opportunities available for students to explore career options. In addition, our career advisor provides assistance to the Small Learning Communities by arranging business speakers, field trips, internships, and part-time job and community service opportunities. The Career Center Newsletter apprises students of occupational trends, ROP/ROC courses available, as well as additional student support for college-to career planning. The career advisor sponsors Career Day each school year which brings together parents, business, and industry representatives from the community to support the Small Learning Communities and provide assistance to students in career goal setting. Our Business Department has an established Business Certificate Program in which students who have satisfied a minimum number of practical business courses receive a certificate of completion presented to them at an annual awards ceremony. Following review of the business course offerings last year, the department reinstituted accounting courses which have been well received by the students. Plans have been initiated to introduce a Computer Animation course into the program beginning with the 2009-10 school year.

Career Center Newsletter

Business Certificates

An extensive array of extracurricular activities, clubs and student programs provide Chatsworth students ample opportunities to enhance learning, set personal goals and explore career options. Our student leadership class has been expanded to include representatives from each of the Small Learning Communities. Now in its third year, our Academic Decathlon team has grown nearly 300% and received recognition from the Los Angeles Unified School District. The 2008 Academic Decathlon competition finished with our Chatsworth team earning six medals (four in interview and two in speech). As a school, we placed 2ninth out of 72 teams in our regional competition. Scheduling accommodations are made to support two of our most popular school wide events that foster our dedication to culturally responsive and relevant education. Club Information Day offers students the opportunity to visit and hear presentations from each club in the central campus during an extended lunch period. During the spring, clubs and organizations participate in International Day, a festival of entertainment and food. Also carried out in the central campus during extended lunch, International Day sets a positive tone for interaction and appreciation of the differences each culture brings to our campus. Spring workshops find the clubs working together of create International banners that are displayed around the central campus during International Day.

Special School Programs

Modified Bell Schedules

B. Standards-based Student Learning: Curriculum

Criteria B3
To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

In a concerted effort to assure that all students receive support to meet all requirements for graduation, counselors, program coordinators, teachers, and additional support personnel monitor student progress regularly. Individual meetings with students and parents are complemented by group assemblies and periodic analysis of test scores through the core departments. We will be implementing a more effective plan to utilize homeroom time for analysis of academic standards and credit requirements. Our Literacy and Mathematics Coaches provide their respective departments with ongoing periodic assessment data specific to individual students. The science and social science departments receive district support through funding of a periodic assessment lead teacher. In addition to assuring that testing materials are distributed to their departments and testing timelines are followed, Lead Teachers use department professional development meeting time to assist teachers in downloading and analyzing individual student periodic performance data. Student test data analysis has, in the past, been followed up by academic planning within departments. As we continue through the spring 2009 semester and prepare for the 2009-10 school year, efforts are being made to assure that sufficient time is made available to Departments for academic planning based on analysis of student performance data. During the current self-study self study, disaggregated student performance data was additionally analyzed through Focus Groups as well as Small Learning Communities. In order to establish a systemic process for analyzing data annually, our Title I Coordinator has taken the responsibility of maintaining and updating our school wide data. Professional development time and support will be allotted as needed for school wide as well as Departmental data analysis. As our Small Learning Communities develop over the next several years, appropriate data analysis and advisory support will take place through these bodies as well.

Academic Coaches

Lead Teachers

Program Coordinators

In an effort to support students in meeting the graduation requirements, students who perform below and far below basic levels on the CSTs as well as those who have not passed the CAHSEE are identified and programmed into intervention classes, including CAHSEE boot camp, after school CAHSEE intervention, and Saturday CST intervention during the spring. The English Essentials and Math Essentials courses are provided to eleventh and twelfth grade students who have not passed the CAHSEE. The curriculum of these semester-long courses focuses on

CAHSEE Intervention Program

helping students acquire the skills necessary to pass the CAHSEE. Our AVID program provides further support for our students to achieve graduation goals. Through a coordinated, collaborative effort, teachers and college teaching assistants provide our AVID students with curricular support, study skill development, and self esteem building. Each spring counselors identify students at risk of not meeting grade-level graduation requirements and work with students and parents to program them into summer school classes. During fall and spring PHBAO nights, parents are offered time to meet with counselors to review individual student graduation requirements in an effort to assure that students attain the needed course credits to advance to the next grade level. Parents and students are informed of intervention courses available, including our after school CAHSEE prep classes. Parents receive communications sent home in either English or Spanish indicating when their students require additional mathematics or English Language Arts support through our intervention programs. Chatsworth High School provides after school CAHSEE intervention classes to assist students with meeting the graduation criteria. The testing coordinator notifies students and parents of upcoming CAHSEE administrations and provides them with information about the intervention classes provided to assist students in succeeding on the CAHSEE. Additional Saturday CST intervention classes are offered in the spring prior to testing in order to support students who are struggling to meet mathematics grade level standards. The Title I coordinator meets with parents of students at greatest risk of not achieving graduation requirements during the fall Annual Title I meeting. In addition to providing parents with academic performance information specific to individual students, both the Title I and EL Coordinators informs parents of the various intervention programs offered at Chatsworth High School. Beginning in spring 2009, our Bilingual Coordinator will establish an after school CST intervention program for English Language Learners facilitated by qualified faculty members who will provide academic assistance two days per week up through testing in May. In addition to receiving academic support, students enrolled in the program will earn credits towards graduation.

AVID

Counselor

Parent Communications

Parent Meeting Nights

Testing Coordinator

Title I Annual Meeting

EL CST Intervention

Individualized Education Plans for students who qualify for Special Education Services allow for specific testing accommodations and support to meet graduation requirements. In addition to student support provided by the Special Education department, a Learning Center provides students with individualized intervention designed to increase their academic skills and test performance. The Learning Center is offered as a one period elective to Resource-Level students enrolled in general education classes. The center assists students with organization and study strategies and provides intervention in mathematics, reading, and writing. Teachers may refer students from resource collaborative classes for assistance with core content concepts. In addition, students

Learning Center

may use the resource center for testing as necessary to accommodate their Individualized Education Plan. Resource teachers now work alongside core content area teachers in several classes within the math and English Language Arts program, with collaboration on curriculum development directed at supporting Special Education as well as general education students in meeting their graduation goals. Supported by the Title I, Bilingual and Special Education programs, after school tutoring serves as an additional resource for students to meet graduation requirements. Approximately ten after school tutors serve students in the after school intervention tutoring program in subjects covering all core academic areas, including ESL 1, 2 and 3. One after school tutor is housed in the learning center, and has been instrumental at increasing the number of special education students attending tutoring. Through a partnership with Rocketdyne and Pratt-Whitney of Chatsworth, engineers serve as lunch time math tutors providing assistance in all levels. In addition, the Humanitas Academy has developed a peer tutoring program for all Humanitas students in need of additional academic support. Peer tutors earn community service credit towards their graduation requirements.

After School Tutoring Schedule

Rocketdyne Tutoring Schedule

Humanitas Peer Tutoring,

Single Plan for Student Achievement

PSA Worker

Dropout Prevention Counselor

Beginning with the 2008-09 school year, a PSA counselor has been funded to regularly monitor and work directly with students who demonstrate high levels of absenteeism and truancy. District funding supports a full time dropout prevention counselor to additionally work with students who are at greatest risk for not completing graduation requirements. Our counselor assists student in alternative options to completing graduation requirements. Regular communication between the PSA counselor, dropout prevention counselor, school psychologist, academic counselors, and program coordinators is serving to more effectively support our students at greatest risk of not meeting graduation requirements. In addition, a student attendance review board is being developed to address our most serious student attendance concerns. After school detention has been developed to discourage tardiness. Developed and facilitated by our Parent Center Director, the program has provided success-building strategies including financial awareness and approaches to improving study habits. Students are also provided quiet time for study and homework. Daily phone calls home through the Connect-Ed service alert parents of student tardies and absences.

Connect-Ed

Ninth Grade Academy Plan

Ninth grade students receive ongoing support to insure their success at meeting graduation requirements upon completion of Chatsworth High School. The two ninth grade academies work cooperatively with their assigned counselors to develop a program that assists students in building a foundation of skills to be successful at Chatsworth High School. Through regularly scheduled assemblies, ninth grade counselors apprise students of the necessary steps to meet their graduation

requirements, including use of the agenda planner books issued each year. During professional development ninth grade house meetings, teachers and counselors plan success-building strategies for the students. In addition teachers evaluate student performance data and grade level standing. Homeroom time on Tuesdays provides ninth grade house teachers with the opportunity to discuss with individual students their academic performance levels and employ the various success building strategies developed in ninth grade house meetings.

B. Standards-based Student Learning: Curriculum

Areas of Strength

- Examination of the curriculum for all programs at Chatsworth establishes that we support the academic needs of all students by providing them with a rigorous, relevant, and coherent curriculum; that focuses on our students achieving the academic content standards and expected schoolwide learning results. All students regardless of academic needs receive the core curriculum.

- We strive to maintain a school wide curricular program that assures each individual student realizes his or her personal learning plan in preparation for his or her academic, personal, and school-to-career goals soon to be facilitated by our Small Learning Communities.

- We have made progress in our first year of instituting school wide Small Learning Communities particularly in the areas of increased community partnerships and invol, as well as student personalization through SLC-specific activities that support student attainment of their curricular goals.

Areas of Growth

- Continue to provide teachers with time and support in order to review periodic assessment data as well as school wide student performance data thus assuring that data analysis becomes a systemic practice at Chatsworth.

- Explore additional and possibly extraordinary means to expand our intervention programs and ensure that they directly correlate with student performance in the classroom.

- Provide professional development opportunities that will maximize time constraints for the continued development of standards-based curriculum and, at the same time, support Small Learning Communities as they develop cross-curricular thematic projects that support our students in achieving the Expected Schoolwide Learning Results.

- Work to establish an ongoing process for following the academic and career progress of Chatsworth High School Graduates.

B. Standards-based Student Learning: Curriculum

Focus Group Members

Abualsundos, Kathy	Donner, Kathie*	Ostos, Elizabeth
Ahn, Hong	Fenton, Steve	Pina, Bruce
Allison, Sam	Flores, David	Press, Michael
Ashton, Sally	Frost, Kevin	Rochetti, Andrea
Avol, Eric	Ignon, Regina	Sark, David
Ball, Susan	Juarez, Josue	Sark, Elise
Bernstein, Carol	Kokason, Naomi*	Sim Kim, Susan
Brewer, Billy	Lapaz, Gail	Solorio, Darlene
Chary, Chaitanya	Lee, Soon	Summerlin, Ariel
Chavez, Edward	Lee, Unryung	Velez-Therminy, Nydia
Cox, Brian	Lertzman, Lynne	Verett, Brenda
DaSilva, Jennifer	Mittelman, Gail	West, Steve*

*Focus Group Co-Facilitator

C. Standards-Based Student Learning: Instruction

Chancellors Are Collaborative Workers Who:

- Operate effectively within a group to achieve a common goal.
- Manage interpersonal relationships in a positive and productive manner.
- Exhibit an awareness and appreciation for diversity.

C. Standards-based Student Learning: Instruction

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

Rigorous Instruction

ESLR Driven

At Chatsworth High School, we constantly strive to provide all students with engaging standards-based instruction and experiences to achieve the expected schoolwide learning results. Professional development and meetings are designed to guide programs and assistance towards student achievement. The master schedule is arranged to insure that all students across the Smaller Learning Communities (SLC) sucessfully complete A-G courses. To provide this necessary flexibilty and address diverse student needs, there are many passport classes—classes that are not restricted to one SLC academy but open to all students. Teachers regularly use varied instructional strateiges such as scaffolding, technology, and graphic organizers to support student achievement of state standards. All students complete a service learning project and twenty hours of community service before graduating. We maintain a school-wide focus on helping students develop and improve their critical thinking and communication skills for the purpose of making them work ready and college prepared.

Enrichment Opportunities

All students have opportunities to explore intellectual interests, academic enrichment, and earn credits by enrolling in on-campus or online college classes. We currently host college classes given by California State University Northridge, Los Angeles Valley College, and Pierce Community College. Our electives and Regional Occupation Program (ROP) courses allow students to explore and apply classroom learning to real-world settings. These elective opportunities include: Careers with Children (students plan lessons to teach pre-school students), Yearbook (students devise a concept, write copy, take photographs, incorporate business practices, and use computer technology to publish a 200 plus page album), Drama (students write sketches, discuss character analysis, and coordinate performance productions), and Journalism (students write articles on school, local, and national topics, edit copy, sell advertisement employ marketing strategies, and publish a monthly newspaper).

Self Study

Evidence was gathered from all curricular areas. Teams of staff visited classrooms recording their observations. Teachers and Departments submitted student work samples. The Focus Groups met and reviewed the documentation and provided the basis for the discussion that follows. Although the core subjects of English Language Arts, Mathematics,

Science, and Social Studies represent the content of standardized testing, all of the courses offered at Chatsworth provide challenging content and share in helping students accomplish the expected schoolwide learning results.

Program: AVID

Teacher Reports

AVID—Advancement Via Individualized Determination We are in the third year of implementation at Chatsworth High. We became a certified AVID school as of May 2007. Serving over 100 students in four sections, we have two ninth grade, one tenth grade, and one eleventh grade class of AVID. In their AVID classes, students gain additional practice and reinforcement for reading, writing, and organizational skills. They are required to take Cornell Notes, keep an organized notebook, and participate in tutorials twice weekly. We have two college student tutors and use peer tutors to help run the tutorials. The AVID staff consists of three elective teachers, one counselor, one coordinator, and one administrator. These educators meet monthly. Chatsworth High provides all of the resources and funds for the program activities (supplies, tutors, and field trips to colleges, universities, and museums).

Program: Matriculation

Counselor Reports

Summer Enrichment Program The District funds a summer transitional program for selected students matriculating from middle school to high school. Students who scored Below Basic or Far Below Basic according to CST scores are encouraged to participate. The program takes place during summer school. Instruction is focused on study skills, literacy, and mathematics. Its purpose is to orient students to the next level and improve their self-efficiency. This provides a jump start for students who have struggled with academic success as middle school students.

Program: Periodic Assessments

Student Work
Teacher Reports

District Instructional Guide and Periodic Assessments The District assigned a team of subject matter experts to develop a District Instructional Guide for the core subjects. The Guides are built on California content standards and include a pacing plan. The pacing plan is focused on targeting key state standards as tested by the state STAR program. The District implemented a Periodic Assessment Program aligned to the Instructional Guides. The assessments are designed to adjust instruction to let teachers know how students are progressing towards proficiency with state standards. Teachers are provided reports detailing the progress of each student and for each class. These reports include an item analysis and the corresponding state standards. Teachers are informed of relative strengths and weaknesses and are able to modify instruction and content according to student needs. The data is available to administrators and teachers at lausd.princetonreview.com.

Special Education Chatsworth opened its Learning Center in 2005. It is a shared classroom where appropriate and varied levels of instruction is offered to effectively help students with disabilities learn state content standards and the skills to develop accomplishment of the expected schoolwide learning results. Teachers provide participating students the specified services as stipulated in their IEP. Every general education teacher with a special needs student receives an Individualized Education Plan Packet for that student. The packets describe the accommodations needed within the regular classroom to provide students with the maximum opportunity to learn.

Special Education

Student Work
Teacher Reports
Class Visits

Library Students visit the school library as a resource to conduct research. In addition to library collections, students are able to electronically search through thousands of current articles from magazines and newspapers. A link to the Los Angeles Public Library gives students access to the entire public library catalogue. Students may request materials online and have them transferred to the public library branch most convenient to their home or school. The Chatsworth High School Library has internet access for students.

School library

Student Work
Teacher Reports

Literacy and Mathematics Coaches Our literacy and math coaches provide instructional support to teachers in the implementation of the District Literacy and Mathematics programs. They facilitate administering the Periodic Assessments and provide professional development on instructional strategies that are research-based and tied to the state content standards. Both coaches help plan and facilitate department meetings to assist teachers in maintaining pacing of instruction and help with utilizing data for the purpose of adjusting instruction accordingly. These activities also focus on accomplishing the expected schoolwide learning results. The District funds both coach positions and provides training for both coaches.

Literacy / Math Coaches

Staff Reports

Technology and Instruction We have five operational computer labs—two used for beginning computer instruction and word processing (E-28 & E-30), one is used for digital imaging (E-31), a fourth lab is housed and used primarily by the World Language teachers (F-33), and we have one computer lab (E-26) available for classes to use. A request calendar is in the Budget Office, A-5. An additional lab should soon be completed for the Computer Assisted Design class (E-83). The intervention program for low performing readers, Read 180, uses computers that are one third of the instructional component. Intervention sessions for the High School Exit Exam are conducted after school and during school in the computer Lab (E-26). Teachers have access to LCD projectors and

Technology

Staff Reports
Student Work
Class visits

every class has at least one working computer, many classes have three or five computers. Several of our teachers post content on our website, www.chatsworthhs.org, for parents and students.

Pearson Learning Teams Learning Teams help participating teachers effectively use professional learning communities to improve teaching, learning, and achievement. Instructional leadership is developed as an integral part of the work. Based on twenty years of research, Learning Teams help establish an infrastructure of leadership and ongoing professional development that allows teachers to refine instructional strategies and produce better student results. The model includes five elements all of which are grounded in school effectiveness research and contribute to improved learning: goals that are set and shared, indicators that measure success, assistance from capable others, supporting leadership, and settings that facilitate important instructional work. We currently have Learning Teams in Mathematics, English Language Arts, Social Studies, and World Languages. Our teams include teachers of special needs students.

Professional Learning Community

Staff Reports

Business and Government Academy Students interested in pursuing careers in private industry, government, public administration, legal and human services, management, marketing and operations receive instruction in using the available tools for them to be useful employees in these fields. Students engage in project based instruction to develop problem-solving, teamwork, and communication skills via the use of technology that integrates classroom instruction. Students enhance their written, verbal, and technological communication skills through the electives offered within this academy. Students learn the processes, systems and services related to becoming active in a range of industries from serving the public interest to entrepreneurship and non-profit industry in the private sector.

SLC Academy Teacher Reports

Humanitas Eleventh grade students read *The Great Gatsby*. They collaborate to produce a student staffed booth representing one aspect of life during the Roaring Twenties. Students set up their booths in our multi-purpose room—Chancellor Hall. Students dress in the clothing styles of the twenties and the booths include examples of music and dance from that era. This production is called Gatsbyville. Eleventh Grade English classes tour Gatsbyville. Other classes and staff members are also invited to tour Gatsbyville. The Humanitas Academy culminates a Women's History study with a display in Chancellor Hall. Humanitas conducts several debates during the year. For some Humanitas projects students are expected to use the library for internet research, and students create and do presentations using Power Point.

SLC Academy Teacher Reports

Art Department Students complete class art projects. Many of these projects are showcased at the following: Chatsworth Annual Art Show, CSU-Northridge High School Invitational, Arts in Education Aid Council Valley Show, and Satsuma Gallery Show. Chatsworth art students compete in the CSU-Northridge Clay Day. At these events, students exhibit their work on campus and in the local communities. The shows give students the chance to interact with peers, professional artists, and college art students. Presentations by guest speakers provide information encouraging students to consider continuing education and careers art. Field trips to local art museums and galleries extend class lessons to first hand study and analysis of artworks.

Department—Art

Student Work
Staff Visits
Teacher Reports

Mathematics Students with special needs to those who are gifted are engaged in higher level thinking skills across the math subjects. Instruction includes the use of technology and outside resources. Teachers gave problem examples to make connections with real-life. During classroom visits, students were observed taking notes in a geometry class, solving problems using segment addition and midpoint. Math Analysis and Calculus students were involved in calculator activities. Algebra students were using multimedia graphs; students were solving equations in one variable and justifying each step of the process. Most of our teachers use direct instructional methods and guided practice incorporating inquiry-based learning, and cooperative groups. Students struggling with math are offered lunch and after school tutoring sessions. Math teachers, peer tutors, and Pratt Whitney engineers conduct math tutoring.

Department—Mathematics

Student Work
Staff Visits
Teacher Reports

Life Skills Students plan for the future careers by writing a proper resume, learning how to find job openings, and how to complete a job application. Students also practice job interview skills.

Life Skills Classes
Student Work
Teacher Reports

English 9 Students wrote an essay after two weeks analyzing persuasive writing techniques. In addition to the completed essay, students included a persuasive graphic organizer. Most students were successful with the assignment and addressed the required elements. The expected schoolwide learning results targeted were those associated with becoming effective communicators and critical thinkers.

Single Class
Student Work
Class Visits

ESL 3 We looked at student samples derived from a District mandated High Point Test on *Lion King*. The exam includes questions assessing reading comprehension, subject verb agreement, prepositional phrase identification, vocabulary, and short answer writing. The samples are typical of the difficulties

Single Class
Student Work
Class Visits

shared by ESL students. Students encounter challenges with much of the grammar—verb tenses and prepositions. Many of these students, while struggling, appreciated the chance to help each other during peer editing sessions.

French 3 Students wrote one paragraph narratives describing a trip to France. Students were to demonstrate familiarity with the geography, culture and demographics of the country while using correct sentence structure, vocabulary, and grammar components.

Single Class
Student Work
Class Visits

Screen/Play Writing For this elective class, students write, direct, and produce an outstanding weekly news broadcast called CHS News. Although the broadcast is guided by the media teacher; students work independently and collaborate to devise storylines, conduct interviews, and cover school events. The students edit the projects, prepare coverage and a storyline for the weekly broadcast.

Single Class
Student Work
Class Visits

World Languages For a learning activity, students translated the expected schoolwide learning results into other languages. Students became familiar with expected schoolwide learning results and used technology for direct translations. The translation sites were found at freetranslation.com and babelfish.com. All are posted on the bulletin board.

Single Class
Student Work
Class Visits

Culinary Arts Chatsworth is proud to be part of the C-CAP scholarship program. During the past six years, Chatsworth students have won over $150,000 in culinary arts scholarships. The culinary arts classroom is in the process of a $56,000 upgrade which includes new ovens, sinks, countertops, new tables, and chairs and a multimedia system with cameras that will be state of the art.

Single Class
Teacher Report

Careers with Children Students experience an on-campus preschool. The students plan and implement lessons for children During the spring semester, students volunteer at a nearby preschool or Germaine elementary a nearby feeder elementary. Students also prepare a portfolio to help with future interviews to work with children.

Single Class
Teacher Report

Metal Shop Students who need help get assistance through an established peer tutoring plan.

Single Class
Teacher Report

Marketing and Merchandising Students learn real life applications of our supply and demand economy. They engage in multiple assignments requiring them to present marketing proposals to the class.

Single Class
Teacher Report

C. Standards-based Student Learning: Instruction

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

Differentiated Enriched Instruction

Chatsworth High School teachers employ varied instructional practices using technology and multiple resources. Instructional delivery is differentiated to meet the many needs of students. Traditional methods such as lectures and note taking are partners with cooperative groups, inquiry-based experiments, and independent research. Student learning is guided towards proficiency of state content standards and proficiency with our expected schoolwide learning results. Specially Designed Academic Instruction in English (SDAIE) techniques helps English learners to access the curriculum and engage in challenging learning opportunities. These same techniques are used for students who struggle with achievement. Students become better communicators in group collaboration activities and individual exercises.

Self Study

Evidence was gathered from all content fields. Teams of staff visited classrooms recording their observations. Teacher leaders representing departments, programs, or Smaller Learning Community Academies submitted survey response describing practices within their respective fields. The Focus Groups met to review the documentation and student work samples. Their reports provided the basis for the discussion that follows. All of the courses offered at Chatsworth provide challenging content utilizing multiple strategies and resources to help students accomplish the expected schoolwide learning results.

School Library

Library The school library teacher works with students to provide lessons that integrate research and technology skills with the content standards. Informational books support the curriculum across all grade and ability levels. We have a large variety of reading materials for pleasure, including the popular graphic novels, to meet the needs of a diverse student body. The library offers a wide variety of world language books to engage the active involvement of our English learners. In addition twenty-six computers are available for students.

Field Trips

Off-Campus Journeys Curricular field trips provide students with applied knowledge and hands-on activities reinforcing classroom learning. Students visit places such as the Getty Center, Los Angeles Contemporary Museum of Art, Museum of Tolerance, The Opera House, Japanese American Museum, and Norton Simon Museum.

Physical Education Two years of Physical Education is required for graduation. Classes address physical fitness and the expected schoolwide learning results. Weight training equipment is available to help students meet the physical education standards and become self-directed goal-oriented individuals. Students follow a self-directed plan twice a week. Students use training sheets to self-assess progress. Students use pre-test baselines to make decisions and set goals for weight training. Options for Physical Education include volleyball, tennis, aerobics, basketball, handball, and soccer. These options are in addition to our many athletic teams. A new addition to our program is a fitness center which includes weight machines and cardio equipment.

Physical Education Department

READ 180 This is a District supported intervention program for high school students who are several years behind in reading at grade level. The District funded the original training of teachers, the licenses for the software, and the computers to operate the software. As students are guided through lessons, their reading ability climbs. The classes are divided into three major components: guided reading lessons using software, silent reading with vocabulary improvement, and small group reading with the instructor. Currently, we have four sections of Read 180 with 52 students. We have had tremendous success helping participating students increase their reading levels.

Literacy Intervention

Service Learning Four years ago, the School Board decided that Service Learning shall be a graduation requirement. At Chatsworth High, all eleventh grade U.S. History students are to select project to complete as part of that class. Students identify a need that is a challenge or issue for the community. They research the contributing factors and possible solutions. Students engage in a planned activity to address the selected need and must write or present a reflection of the project. Seniors who have not completed the project complete the requirement independently.

Service Learning

CAHSEE Chatsworth students have improved their overall CAHSEE pass rate. Our pass rate is above average for both the District and State. This can be attributed to standards based instruction within classes as well as our CAHSEE preparation lessons which occur after and during school.

CAHSEE

American Sign Language Students use ASL for personal enjoyment and enrichment both within and beyond the classroom. Students reinforce their knowledge of ASL by translating a song written in English into appropriate signs. While playing the recorded song, they sign the words before an audience of students and staff.

Single Class

Student Work Samples

Chatsworth High Art Show The evidence included a lesson plan for the Art Festival, student worksheets, and a technology sample of student-created postcards for the festival. Also examined was a pictorial slideshow of students engaged at the festival. The festival addresses the expected schoolwide learning results of: effective communicators, responsible citizens, and self-directed, goal oriented individuals.

Department

Student Work Samples
Teacher Reports

Technology The internet is available in every room, graphing calculators are used in math classes, students use PowerPoint for presentations, and several classes throughout the year use our computer labs. Students use video equipment to record themselves during a mock interview as a way to prepare for the work force. Students use computer software to complete job applications and resumes. Technology is widely used to help students master core academic standards and the expected schoolwide learning results.

Technology

Class Visits
Student Work
Teacher Reports

Periodic Assessments As District developed assessments are administered in core classes, results are analyzed and used as the basis to adjust and remediate instruction where needed. District mandated scheduling as well as other demands on meeting time has made this an ongoing struggle.

Periodic Assessments

Internships Currently three of our students are working as interns at a local business. They are gaining on the job training as they learn skills pertaining to that company.

Job Skills Training

Geometry Two of our geometry teachers are collaborating to develop a "topic-based" grading system. This concept was presented at the California Math Conference in November 2008. The goal is to provide a classroom environment that is based on state standards and successful performances representing mastery of geometry content standards. This system is designed to communicate to students and parents the expected outcomes for each assessment. The teachers have created a rubric tied to standards that outlines what a student must do to earn the desired grade. The assessments are written so that students clearly know what questions must be answered for each level. Students may retake tests; the most recent test score is entered into the teacher's grade book. It is believed that the rubric, standard based assessment tool will clarify what is expected of students for success.

Standards Based Grading System

Individual Graduation Plan All students meet with their counselor and are provided guidance through homeroom. Students develop a list of coursework and experiences necessary to prepare themselves for their post graduate plans.

Post Graduate Planning

Art Department Instructional strategies include project-based learning, small group activities, scaffolding, critique, reflections, prior experiences, knowledge connections, student presentations, graphic organizers, individual guided practice, reading and writing exercises, extended lab time at lunch and after school. Teachers support their instruction with digital cameras, the internet, videos, LCD projectors, computers, graphic pen tablets, Photoshop, Microsoft Word, DVDs, PowerPoint, and word walls. Units include famous photographers with emphasis on women and minorities, and another unit explores the cultural and social relevance of art in Africa.

Department

Teacher Reports
Class Visits

Drill Team The drill team teacher leader uses LCD projectors, PowerPoint, Microsoft Word, Venn diagrams, graphic organizers reciprocal teaching, manipulatives, a family pedigree project, various lab experiments, and field trips.

Single Class

Class Visit
Teacher Reports

Mathematics The math department uses graphing calculators, LCD Projectors, sketchpad, Algebra tiles, number strategies, PowerPoint, reciprocal learning. Geometry and Calculus texts have online support to assist students with examples from the text visually and orally. Students without internet access are able to receive examples on a CD-ROM.

Department

Teacher Reports
Class Visits

English as a Second Language ESL classes use film clips to introduce units or concepts to students. The classroom was decorated with posters, articles, and word walls.

Single Class
Class Visit
Student Work

Science Students in science classes benefit from Logger pro team building assignments, LCD, laptop computers, Microsoft Word, Computer lab, internet, inspiration software, PowerPoint, graphic organizer, cooperative learning groups, manipulatives, chemistry lab probes interfacing with computer software, and labs.

Single Class
Class Visit
Student Work

Social Science Across the department, teachers use LCD computers, PowerPoint, note taking, Excel—stock market portfolios, graphic organizers with reading supplements.

Department
Teacher Reports
Class Visits

World Languages The Digital High Grant provided a specialized computer lab designed for World Language practice. World Language teachers also use Microsoft Word & Excel, clip art scanners, bulletins boards, word wall, graphic organizers to write compositions, small groups to teach concepts that some students are having difficulty with, and cultural differences within languages.

Department

Teacher Reports
Class Visits

Humanitas Academy teachers plan collaboratively to develop and implement interdisciplinary thematic instruction. Once each semester, students prepare for and participate in student led

SLC Academy

conferencing. Within this academy, students provide peer tutoring in math. The academy conducts awards assemblies every semester. Awards include all A's in Humanitas classes, highest GPA, most improved students, and for student leaders. The community advisory committee plan and contribute to the direction of the academy. The interdisciplinary lessons include group projects: Trial of Brutus, Gatsbyville, Pinwheels for Peace, Women in History Show, Mock Elections, Do something Good Essay Writing Project, Project Citizen, Jared Boxes, cancer Society Relay for Life. The Humanitas Student Organization conducts Family Theater Nights and Family Picnic.

Teacher Reports
Class Visits
Student Work

Class Visits Students were assigned a group project studying Native American culture. Students created and shared PowerPoint presentations to present their findings to the class. Finally, each student wrote a representative essay on a sub-topic. In another class students were engaged in a lesson plan pertaining to Greek and Roman mythology using a Power Point presentation that utilizes Greek/Latin root words.

Single Class

Class Visits

C. Standards-based Student Learning: Instruction

Areas of Strength:

- Chatsworth High has many examples of research-based instructional programs that reflect district and state standards, and help to establish a community of learners who are able to meet the expected schoolwide learning results and academic standards.
- A variety of instructional approaches within the classroom and options outside the class environment offer students many opportunities to analyze, interpret, synthesize, and evaluate information from multiple sources.
- Technology is available and used extensively both in and beyond the classrooms to enhance students' learning experiences.

Areas of Growth:

- Plan and implement greater opportunities for students to monitor their own learning and provide feedback to teachers…for students to know what the bar is
- In order to help close the achievement gap between some groups imbed culturally relevant and responsive instructional strategies in all classrooms
- Continued efforts to better manage or realign meeting time for teachers to plan curriculum, discuss periodic assessments, and share best practices across subject content areas, SLC academies, and within subjects.
- Additional progress toward authentic and reliable assessments beyond the CST and CAHSEE that are SLC and department developed to help adjust instruction to address the varied needs of students.

C. Standards-based Student Learning: Instruction

Focus Group Members

Arst, Renee	Lawson, Mary	Smith, Jodie
Barnett, Steven	Lehr, John*	Stevens, Brad
Brownlee, Crystal	Lopez, Guadalupe	Tarcea, Steliana
Canlas, Maria	McNiff, Angelique	Tataryan, Vicky
Chuquipa, Liz	McSwain, Kristin*	Wiesner, Gary
Evans, Joey	Meusborn, Tom	Winter, Jeff
Ginsburg, Stan	Miller, Julietta	Yee, Melissa
Goldberg, Michael	Mitchell, Brian	Youngblood, Michele
Grigorian, Eddie	Modecki, Ellen	Zadrozny, Kathleen
Hesse, Cathy	Nowak, Stacey	Zapata, Vanessa
Hesse, Liane	Rosen, Jessica	Zeldin, Sondra
Jarvis, Nancy	Schnell, Denise	
Jarvis, Warren*	Sheinberg, Judy	

*Focus Group Co-Facilitator

D. Standards-Based Student Learning: Assessment and Accountability

Chancellors Are Self-Directed Goal-Oriented Individuals Who:

- Develop personal attributes and skills that lead to a productive work and community life.
- Make informed decisions, set and implement goals, take action and self-assess progress.
- Explore interests, understand requirements, and prepare for success in a career field.

D. Standards-based Student Learning: Assessment and Accountability

Criteria D1

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

Chatsworth High School uses a variety of assessment tools to measure student mastery of academic standards and expected school-wide learning results and reports student data to the Chatsworth community. The school disaggregates and analyzes data from our Smaller Learning Communities, student and teacher generated assessments, school, local and central district, state, and federal sources. We report student performance to all stakeholders.

The following is a sample of the kinds of formative and summative reports available to the school community for analysis:

– STAR test results are mailed to our school and to parents/guardians. Additionally, any stakeholder can access overall data on this test by using the California Department of Education website. *CST/CAPA Reports*

– CAHSEE, the California High School Exit Exam, is given for the first time to tenth grade students during the spring semester. Students who do not pass this examination are given several opportunities to retake the test. Also, those students who still have not passed the CAHSEE after their senior year may take the test at the high school or at the community college. *CAHSEE Report*

– PSAT, Pre-Scholastic Aptitude Test, is given free to all tenth grade students courtesy of the district. Other students, ninth and eleventh graders, take the test, but do not receive test results unless they pay the testing company for the results. *PSAT*

– SARC, the School Accountability Report Card, is another assessment tool. Based upon demographic statistics, STAR, and CAHSEE results, the SARC compares Chatsworth High School with other high schools in the state. The SARC report is available to parents. The SARC is also translated into Spanish. *SARC*

– CELDT, the California English Learners Development Test, is another standardized test generated by the state to assess the progress of students who are developing proficiency in English. All English learners (EL) students take this test upon entrance to the school and every year until they pass it. *CEDLT Report*

– API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR and additional demographic *AP Test Scores*

statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress (AYP). Chatsworth uses the results to identify needs and make adjustments to the instructional program.

– IEP, Individual Education Plan, is monitored by the special education office and/or case carrier. IEP meetings are held annually (or more frequently) with the student, parent/guardian, case carrier, and a general education teacher. These meetings monitor the academic and social progress of special education students, and identify new goals as needed. The school receives Modified Consent Decree Outcomes monthly from the Local District. Using this data, the assistant principal and special education coordinator share the data at special education department meetings. The Special Education Department has hosted voluntary lunch meetings to share data within the department. Additionally, tentative career plans are established and an Individual Transition Plan (ITP) is developed and reviewed annually.

Modified Consent Decree

– Fitness Gram is used to assess progress in and aiding all students to master key components that are vital to developing and living a healthy life style. Physical education coaches use these results to develop strategies to increase mastery in all areas tested (aerobic capacity, body composition, muscular strength, endurance, and flexibility).

California Physical Fitness Test Report

– Periodic Assessments used in English Language Arts, mathematics, science, and tenth grade history/social studies are formative assessments administered by the content teacher three times per year. This district examination checks the progress of students in core courses and informs the teacher of the progress (or lack of progress) to allow the teacher to adjust his/her instructional program to meet the needs of the students.

Periodic Assessments

Departments and Small Learning Communities have developed standards-based curriculum and are in the process of developing common assessments that will enable teachers to assess, via an on-going bases, student competency in content-area standards. For example, in departments teachers share their analysis of student performance on the periodic assessments, and some departments are actively involved in designing, implementing, and modifying common assessments that provide data to the teacher and department about student progress toward ESLRs and department selected state standards. Small Learning Communities are in the process of developing SLC academic projects that incorporate the SLC theme and learning outcomes in the ESLRs and culminating performance and content–area goals from the state standards.

Content Area Performance Assessments

SARC

Chatsworth High School uses a variety of methods and means to share its data with parents and the community. CST, California Standards Test, and CAPA results are mailed home by the testing agencies. CAHSEE results are sent home by the school. SARC information is available to all constituents on the California Department of Education website. District School Report Card results are mailed home by the district. This is a new method from the district to provide parents with a snap shot of the school's annual progress.

5, 10, 15 Week Progress Reports

Semester Marks

PHBAO Conferencing

Students' grades on progress reports give both the student and parent/guardian an indication of their progress. Parents/guardians may continually monitor their son/daughter's grades through weekly progress reports, on-line and individual parent-teacher conferences. Parents/guardians receive three progress reports and a final report card each semester. Predominantly Hispanic, Black, Asian, and Other (PHABO) Conference Nights are held each semester.

Connect-Ed Attendance and Classroom Phone Reporting

Chatsworth and SLC websites are available for parents daily. Automated telephone calls via ConnectED and personal phone calls home. Parents are encouraged to attend monthly "Coffee with the Principal" meetings. Monthly school, department, and SLC newsletters inform parents. Back-to-School Night and Open House are schedule one each semester.

Analysis of Data

Chatsworth High School disaggregates and analyzes student data as outlined here. Annual student performance data from the previous school year is received by the principal. The information is reviewed and broken down by coaches, lead teachers, coordinators, department chairs, and administrators. Benchmark data, graduation rates, drop-out rates, a-g completion rate are evaluated to measure overall school progress. Data is further disaggregated by demographic information, content areas assessed, department, Small Learning Community, and individual teacher. Current data is then compared to prior year(s) outcomes to determine growth and areas of concern. A comparison of scores between district and state averages to determine progress toward benchmarks. The information is shared with departments and Small Learning Community members. During professional development meetings the data is presented to the entire faculty for discussion and analysis. Period-by-period staff, department, SLC meetings, Chatsworth Leadership Council, and instructional leadership team meet, review, and consider implications of the data and how it informs curricula and instruction. Department and SLC then develop action plans for the school year. Instructional leadership team develops professional development areas of focus for the school year. This information is also used to review and update the Single Plan for Student Achievement (SPSA).

D. Standards-based Student Learning: Assessment and Accountability

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

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

At Chatsworth High School, teachers employ a variety of assessment strategies to evaluate and monitor student learning. All teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student. All teachers use a variety of instructional strategies designed to meet the different learning styles of our students. Instructional strategies, questioning strategies, written and oral work emphasize critical-thinking, problem-solving, and reading comprehension skills.

Teacher Assessments

Teachers use formal and informal assessment data from tests, quizzes, essays, oral and visual presentations, as well as projects, discussions, and observations. Instructors utilize these assessments to re-teach skills and concepts based on student outcomes. Teachers have an opportunity to collaborate with department and SLC members to share best practices and effective assessment strategies, and to discuss additional ways to evaluate student progress.

English Language Arts

The English Language Arts Department uses formative, summative, and authentic assessments in reading, writing, speaking as students' progress through District design lessons in the ninth and tenth grades, Contemporary Composition in the eleventh grade, and ERCW in the twelfth grade and Periodic Assessments. All students receive instruction in grammar and language mechanics. My Access, "Vantage" and Read 180 software provides our struggling students an opportunity to write, read, and speak with immediate feedback. The results are disaggregated for the teacher and student and adjustments can be instituted on-going.

Mathematics

The Mathematics Department has developed a common assessment for Algebra 1 and Geometry. In addition to the District's Periodic Assessment, department and teacher-designed test, quizzes, projects, and discussions measure student learning and offer opportunities for remediation. Teachers offer dispatch activities at the beginning of class to evaluate student comprehension, prior experience, review of key concepts, and measure student understanding. Some teachers use technological manipulatives that provide students and teachers immediate feedback of student mastery of specific standards.

Science

The Science Department had common department assessments for various classes. Due to the District's Periodic Assessment for science, the department has moved away from common department-designed assessments. Projects, oral presentations, experimentations, and demonstrations assist students in analyzing and synthesizing multiple ideas to clarify important concepts.

Social Science

The History/Social Science Department utilize the District's Periodic Assessment (tenth grade U.S. History only), teacher-designed tests and quizzes, projects, and oral presentations to measure student learning and provide opportunities for remediation. Students complete service learning projects that connect a study of social concern with the development of ways to address the issues.

Physical Education

The Physical Education Department evaluates student progress using several modalities: District's Fitness Gram, teacher-developed test, and observations. Teachers track student performance and progress to assist them in their natural development and healthier life style.

World Languages

The World Languages Department uses publisher's computer bank tests, teacher-designed tests and quizzes, projects, performance-based skits using real world situations, reflections, compositions, and teacher-student observations to assess student progress and inform instruction.

Health

Health teachers assess student learning oral presentations, demonstrations, and teacher-designed tests and quizzes. Teachers also use these results to inform instruction and provide remediation.

Life Skills

Life skills teachers utilize note-taking, oral presentations, reflections, demonstrations, and teacher-designed tests and quizzes to measure student achievement. They also use the results from these assessment tools inform instructional practices.

Art

The Art Department provides students with opportunities to evaluate the value of different forms of art expression and produce works of art in a variety of media. Students are assessed through observations, projects, oral presentations, written reflections, and individual and peer critiques.

Industrial Arts

The Industrial Arts Department provides students with a variety of skills that help them become career ready. The students are assessed through project-based assignments, teacher-designed quizzes, and tests.

Special Education

The Special Education Department helps our special-needs students access the general education curriculum through necessary accommodations. Teachers assess student performance to determine progress toward achieving IEP goals and to ensure compliance with state and federal laws.

D. Standards-based Student Learning: Assessment and Accountability

Criteria D3
To what extent does the school with support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

School Site Council

Chatsworth's School Site Council (SSC), our governing board, consists of administrators, teachers, staff, students, parents, and community members. The SSC uses the Single Plan for Student Achievement (SPSA) to monitor student progress toward achieving the academic standards and expected schoolwide learning results. During regular monthly meetings, the SSC review assessment data from ELAC and CEAC to determine academic growth and provide intervention programs as needed. School programs are reviewed, modified, or instituted based on the analysis of student achievement. Categorical monies are allocated to support student achievement for intervention programs. Some instructional materials purchased through our categorical funds include: novels, guest speakers, computer resource carts audio-visual equipment, adult assistants, and curricular trips.

District Support

The Los Angeles Unified School District (LAUSD) central and Local District One offices provide logistical and technical support to schools for the California State mandated test and core courses (mathematics, English/language arts, history/social science, and science) periodic assessments.

Online Decision Support System

LAUSD also offers to schools access for school-site administrators and coordinators to the Decision Support System (DSS) that analyzes, disaggregates, and reports data on student academic outcomes. The District also makes available an annual "Report Card for Schools" for parents and community members. The data presented in this report is intended to be parent friendly and provide those stakeholders with a brief synopsis of how each school is performing. The District conducts monthly literacy and mathematics coaches meetings to discuss student outcomes from the periodic assessments.

SARC

The state provides for all stakeholders the School Accountability Report Card (SARC) the gives an overview of the school, including data on student achievement, demographics, and certificated staff.

Chatsworth High School uses a variety of assessments to monitor student progress toward achievement of the academic standards and ESLRs. Administrators, coordinators, counselors, department chairpersons, and SLC lead teachers work with content area teachers to review assessments and make instructional decisions based on the data.

Grades

Periodic Assessments

CAHSEE

Administrators analyze department and teacher grades to assess student mastery of academic standards. Periodic Assessments in English Language Arts, mathematics, social sciences, and science are also reviewed. The California High School Exit Exam (CAHSEE) results are analyzed throughout the school year to determine mastery of basic skills in English Language Arts and mathematics. This information is shared with departments, Small Learning Communities, and individual teachers.

Parent and Community Groups

Reports are regularly given to parent groups, such as PTSA, English Learners Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), Booster Club, Chatsworth Leadership Council (CLC), and School Site Council (SSC). An administrator is a member of each parent group and provides regular updates on student's issues. Although most of the information provided to the Chatsworth community is filtered through our parent center and specifically, our parent representative, Chatsworth High School belongs to several community organizations (Chatsworth Neighborhood Council, Chatsworth/Porter Ranch Chamber of Commerce, Kiwanis, and Rotary Clubs) and gives updates to those groups occasionally as an administrator or designee attends some of the meetings.

Student Assignments

Departments evaluate student work on benchmark assessments and other content-area assignments (research projects, essays, lab reports, and experiments) to monitor student progress.

Class Assessments

Classroom teachers use daily assessments to monitor student achievement of academic standards and expected schoolwide learning results. Teachers employ a variety of approaches to move students into each lesson, through the lesson, and beyond the lesson. Some approaches include warm-up activities, daily dispatches, quick writes, and other similar strategies to assess prior knowledge. Individual teachers use a variety of assessment strategies (discussions, oral presentations, cooperative learning, and the writing process) to monitor student comprehension of materials. Students are ask higher-level questions (analyze, interpret, synthesize, evaluate, and use what they have learned) to determine mastery of the concepts taught.

Counselors

Chatsworth High School counselors carefully monitor student progress and are available for consultation as needed. Counselors review student reports during each reporting period and contact students and parents when a student appears to be having difficulty. Our counselors are available to students and parents during lunch, before and after school, and by appointment.

The school-wide assessment of student data and benchmark assessments has been sporadic this past year due to the many transitions (three new administrators, new bilingual and Title One coordinator, and the advent of Small Learning Communities). As Chatsworth completes its wall-to-wall move into contiguous space for Small Learning Communities and curricular leadership committees take a more active role, these steps will provide consistent, and on-going evaluation of student data to inform curricular and resource development.

D. Standards-based Student Learning: Assessment and Accountability

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

Student Interventions

Based upon the data from the SARC, DSS and SLC report, the school looks at the percentage of students proficient and advance on the STAR, particularly in English /language arts and mathematics as well as other pertinent data. Department chairs and Small Learning Community Lead Teachers share the data and determine our successes (effective practices) and our challenges (ineffective practices). Moreover, the school assesses each subgroup that did not perform well and develops programs to provide additional support for these students.

The Village Nation

For example during the 2005 - 2006 year, African-American students were targeted when this subgroup failed to meet federal guidelines for Annual Yearly Progress (AYP). Working with several parent and student groups, and Title One programs, we were able to institute The Village Nation program. This targeted our African-American students through motivational activities, guest speakers and, direct challenges to improve. This direct intervention led to the improvement in test performance scores for this subgroup in 2006 - 2007 year. This program could not be maintained in subsequent years due to state and district budgetary problems.

Mathematics Lunch Tutoring

Additional direct academic support for struggling students includes lunch tutoring in mathematics by Pratt-Whitney engineers, Saturday school for all levels of mathematics, after school tutoring, summer school, credit recovery classes, and after school community college classes on our campus. Data analysis is used to develop programs to support subgroups not meeting state and district standards.

CAHSEE Intervention

CAHSEE Boot Camp is another example of providing academic support for students. Those seniors who have not passed the CAHSEE are given intensive review session during the school day. Our special education learning lab was created to assist students in achieving their Individual Education Program (IEP). Our English Learners are mentored and tutored by students from the local university and community colleges.

After School Tutoring

The Title 1 coordinator monitors after school tutoring programs, where students receive assistance in their core classes one or two days per week. Tutoring is free to all of our students and is on a walk-in basis. Due to the walk-in nature of this intervention program, it has proven difficult to track the students and monitor its effectiveness.

Assistance for Incoming Ninth Grade Students

The District has instituted a summer bridge program to assist struggling incoming freshmen make a smoother transition into the high school setting. In the past five years, Chatsworth High School has implemented this program which includes intense academic preparation in mathematics and study skills. This is a four week, two two-hour blocks over the summer vacation for those freshmen that score in the Below and Far Below Basic on the CST. Counselors meet with all incoming freshmen and their parents/guardians individually to plan their course schedules. Subsequent quantitative data on academic progress of these students is lacking.

The School Site Council, the Instructional Leadership Team, and administrators continue to examine the strengths and weakness of our intervention programs as a key to helping all students demonstrate mastery of the state standards and ESLRs. One obstacle is that those students who need intervention are not taking advantage of these programs. One possible remedy to this is to have intervention during the school day. This would necessitate a possible change in our current bell schedule. This discussion is in its beginning stages.

D. Standards-based Student Learning: Assessment and Accountability

Areas of Strength

- Community and parent representatives on the standing committees and governing boards ensure accountability to all stakeholders.
- ConnectED provides parents/guardians with up-to-date information about their students' attendance, class performance, tests/quizzes, school events, and upcoming activities.
- The Summer Bridge (Transition) program was instituted five years ago to assist struggling incoming freshmen make a smooth transition and adjust quickly to high school and/or remediate skills deficiencies before entering high school.
- Chatsworth High School uses a variety of assessment tools to evaluate student achievement and report student data to all stakeholders such as DSS, SARC, and the School Report Card.
- Most staff works to differentiate instructional methods and curriculum choices to meet the academic needs of our diverse student population.
- Chatsworth provides a strong support staff, including counselors, deans, college counselor, career advisor, testing coordinator, nurse, psychologist, diploma advisor, mathematics coach, English/language arts coach, and a probation officer to assist all students meet with success.

Areas of Growth

- Provide common planning time for departments and Small Learning Communities to meet and analyze student performance data on common assessment, formative, and summative assessments.
- Develop additional time for departments meetings.
- Develop common assessments for all departments to provide equal access for all students to the same challenging, standards-based curriculum.
- Focus on articulating and defining more clearly the connection between our ESLRs and the skills embedded in the common assessments throughout the curriculum including our career technology courses, so students understand the connection between school and real-world applications.

- Develop a better partnership between the general education teacher and special education case carrier to closely monitor the progress of our special needs students' and provide specific intervention for those students.
- Assess the effectiveness of all intervention programs that have been implemented as a result of resources made available through Title 1 and bilingual programs.
- Algebra and geometry teachers administer a common final exam during the first and second semesters. However, the results of the common final exam, subsequent communication, and collaboration among these teachers need additional development.
- Continue to explore ways to improve student attendance in school and intervention programs.
- Continue to explore ways to increase parent attendance at various Open House, Back-To-School, and PHABO conferencing nights and involvement in students' education.

D. Standards-based Student Learning: Assessment and Accountability

Focus Group members

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Araujo, Jim	Hayashida, Richard	Oxhorn, Doug
Asao, Linda	Hayes, Robert*	Parker, Ed
Cruz, Betty	Hill, Jefferey	Richard, Jennifer
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Cuenca, Erin*	Landau, Sam	Shkolnikova, Raisa
De Franco, Dana	Lara, Elizabeth	Switalla, Scott
Dell'Olio, Jeannette	Lee, Unryung	Taweel, Mike
Greenberg, Monique	Maylad, Frances	Thulin, Brian
Greenwood, Danielle	Melendez, Mauricio	Vallejo, Ben
Guy, Timothy*	Miller, Chuck	Vitale, Al

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E. School Culture and Support for Student Personal and Academic Growth

Chancellors Are Responsible Citizens Who:

- Understand and participate in the American democratic process.
- Exhibit honesty, integrity and character, and contribute their time and talents to improve their school and community.
- Develop their physical potential and practice habits of health and safety.

E: School Culture and Support for Student Personal and Academic Growth

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

Agendas and Minutes
SSC
CEAC
ELAC
CLC

Chatsworth High School encourages involvement from all shareholders on various levels. Parents and representatives from the community serve on our governing board, the School Site Council (SSC), and play a key role in the decision-making process. The SSC oversees the overall implementation of the Single Plan for Student Achievement and determines the allocation of categorical funds in order to increase student performance outcomes. The Compensatory Education Advisory Committee (CEAC) and English Learners Advisory Committee (ELAC) allow parents an opportunity to share their concerns and offer a chance to consider and vote on how Title I and Bilingual funds should be allocated. Both the CEAC and ELAC have grown in parent membership over the past two school years; this growth, primarily Hispanic parents, prompting us to establish a Latino Parents Association. Parent and community representatives are also heavily involved in the Chatsworth Leadership Council (CLC), which is the main decision-making body over areas that promote student achievement. The members of the CLC have a significant impact on professional development, scheduling, discipline, equipment, and budgets for the instructional material and school determined needs accounts for the school. Meetings are open to the public and everyone attending a meeting has the opportunity to participate in the decision-making process.

Parent Newsletter

Flyers

ELAC minutes and agendas

Chatsworth High School has other associations and organizations that facilitate parental and community involvement. Recognizing the increasing number of families whose primary home language is Spanish, we have recently made greater efforts to accommodate our Spanish speaking parents by establishing the Latino Parents Association. This organization was set up with the purpose of building a parent network, providing opportunities for parent education, and building in parents the capacity to support their students in the learning process. Our monthly Chatsworth High School newsletter is translated into Spanish. The African American Parents Association (AAPA) also provides opportunity for stakeholders to meet regularly in order to address areas of strength and need for the school. Chatsworth High School has a long standing, highly organized Parent Teacher Student Association (PTSA) which serves the school in various ways and publishes a monthly newsletter that is both mailed home and made available on the Chatsworth High School website. Additionally, the PTSA works with parents, teachers, and administrators to augment funds when categorical funds are not able to

meet student needs. Chatsworth High School's Booster Club is a parent organization that promotes athletics and related organizations at Chatsworth. They also assist the school in other areas such as annual membership campaigns, providing funds to needy programs and fundraising for the school.

Events in which parents and community members are continually encouraged to attend include Back to School Night, an annual Fall event when parents visit classrooms to see how each class is structured, meet teachers, and preview curriculum. Each spring Chatsworth High School hosts our annual Spring Showcase. It is an interactive evening where parents and community members have the opportunity to view and participate in the many outstanding programs involving their students. In order to ensure parental and community awareness and participation, these events are highlighted on the monthly calendar made available on the Chatsworth High School website which offers translation services, as well as included in the PTSA Newsletter mailed home. There are also fliers sent home with students, PA announcements made, and phone calls to home as reminders leading up to these nights. In order to accommodate traveling parents, buses are made available for transportation to and from the events. Chatsworth High School's electronic marquee, located on a major street in front of the school, also serves to inform the community about upcoming school, academic and sporting events as well as highlighting recent accomplishments of both students and staff.

School calendar

parent letters

teacher brochures

Marquee

PHBAO night occurs two nights each school-year, one per semester. Parents are invited to talk to teachers and receive updated progress of their students. Report cards are distributed on this night and many teachers hold student-led conferences where students are given the responsibility of explaining their progress to their parent/guardian. The Humanitas Academy mandates participation in the student-led conference mandatory and assesses student performance in the conference as an overall grade in an effort to increase involvement for both students and parents. All of this occurs under the well-organized supervision of their teachers. Recognizing the success of the Humanitas Academy during student led conferencing, the other academies are considering adopting a similar process.

Parent sign-ins

Agendas from Student-Led Conference

"Coffee with the Principal" is a weekly event inviting parents to school for in an informal conversation with the principal or other school administrators based on their areas of concern. The meetings promote face-to-face contact and facilitate discussions between the community and administrators to best meet the needs of the students.

Meeting Agenda

Parent Center Brochure

The Parent Center is a support center for parents in all facets of the school. Parents can discuss challenges their students face academically or socially; the Parent Center Director serves as a guide to direct parents to the proper channels. As a former Chatsworth High School parent, our Director takes immense personal pride in campus tours she conducts for families of prospective Chatsworth students. Brochures from the Parent Center detailing upcoming events and community activities are sent home to families. Representatives from the Parent Center are active at PTSA meetings, Open House, Back to School Night, School Leadership Council Meetings, and Leadership.

letters to home

website

Student Parent Teacher Compact

In addition to the letters and documents mailed home to student's families, Chatsworth High School has various ways of maintaining communication with the community. Chatsworth High School's website, which provides translation assistance, is continually updated with content and information and remains the most practical way to share news about current events pertaining to the school and community. The functionality of the site also allows parents the means of e-mailing staff directly with any requests or concerns that may arise. In addition to those who post homework assignments directly on the Chatsworth website, some teachers also have web-pages linked to the site that provide explanation of their curriculum, current class events and projects, and an up-to-date listing of homework assignments. In an effort to improve and maintain a high-level of attendance, tardy and absence calls home are done twice each day, in the morning and afternoon for tardies, and absences. There is also the ability to generate e-mails to parents, through our computer based attendance program ISIS, reporting on student attendance. Chatsworth utilizes the same automated phone system, called Ed Connect, for administrators, teachers, and staff to customize phone messages to parents. Notifications of upcoming tests and projects, updates on behavior and performance in class, and positive feedback can all be inputted into the system in order to report back to parents. The Student/Parent/Teacher Compact is given to every student at the beginning of the school year. This document, developed jointly between the Title I and Bilingual Parent Advisory Committees and approved by the School Site Council, serves as the understanding which details the expectations Chatsworth has for students, teachers, and parents. After signing all areas of the Compact, one copy is filed in the Parent Center and one is to be kept at home with a parent/guardian.

mission statements

community articulation meetings

Since the implementation of Small Learning Communities (SLC), interaction between community and staff has increased involvement of parents and community members. Parents now have more opportunities to become personalized with respective SLC teachers, administrators and counselors. The development of our Small Learning Communities has led to increased articulation with Pierce and Valley Community Colleges as

well as California State University Northridge (CSUN). The ED Tech Lead Teacher holds monthly articulation meetings with CSUN representatives and other community leaders. As a result of this collaboration, Chatsworth offered a CSUN introductory Engineering class to students on our campus this past fall. A second course in College Computer Science is planned for next fall. Articulation between the Medical Careers Academy and the Pierce College Nursing Program has begun as well. The Medical Academy has established Intern Programs with both Sepulveda VA Hospital and Kaiser Hospital. Currently, Pierce College is providing a college-level health course on our Chatsworth campus. Intervention methods practiced within each SLC such as phone calls home, e-mails, and parent/teacher conferences allow parents to become aware of individual student needs and provide communication for adjustments in a personalized learning plan. The Ed Tech Academy plans to implement a program offering after school credit recovery with Pierce and Valley College for 2009-10. Specific SLC activities such as student recognition nights, parent nights, student-parent conferences, field trips and special day and night events collectively facilitate community involvement in the learning process and allows opportunities for parents, teachers, and students to interact in a social environment. Parents actively participate in helping with performances, advertising, and preparing food for the talent shows performed in the Arts and Media Academy Variety Show. This is a new annual tradition where student performing skills are showcased in music, dance, acting, singing, and video/film making. Parents are also active in fundraising events such as restaurant nights, candy sales, and clothing sales for all of the SLCs.

A graduation requirement for Chatsworth High School is that students must fulfill a set amount of community service hours. Opportunities to perform this work within the community are constantly being conveyed to both students and parents. Within the classroom, many teachers are encouraged to address the various issues that may impact the school community or community at large discuss with students how to make positive changes. In addition to earning community service hours, each student must complete a Service Learning Project prior to graduation with the intent goal of reaching out to the communities and incorporating career themes to further their own education. Previously facilitated through the Social Science Department, the project has now become the responsibility of our SLCs. The school also seeks parents and community members to assist in both school athletic events and special academic projects. Parents and other volunteers assist by staffing the snack bar, preparing meals for players before games, and serving as chaperones and judges for field trips and special projects.

community service contract service learning project

E: School Culture and Support for Student Personal and Academic Growth

Criteria E2
To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Chatsworth High School aims to assist in the development of respectful citizens by striving to create a safe, clean, and orderly environment that nurtures learning and promotes student achievement. Cleanliness and Safety of the school plant is enforced by all stakeholders, including custodial, administration, teachers, and students. Security aides and custodians walk the campus to ensure a graffiti-free environment. Any graffiti that is found on campus is photographed, documented, and removed as quickly as possible. Lists of all known "taggers" and gang members are maintained and updated.

There are leadership sponsored school beautification days organized several times each year with the dual purpose of making the school site a cleanlier place and getting students involved with the process of bettering their environment. These days are widely advertised throughout the school year via flyers and PA announcements and are covered by the school newspaper to demonstrate its positive affect. As added incentive, participating students are offered community service hours and in some cases extra credit in specific classes. A policy in place to lock halls 10 minutes after lunch has begun to decrease the amount of trash in school buildings and increased supervision during this time. As a type of intervention method, students with beginning disciplinary issues are given the opportunity to halt any further consequences by assisting staff in campus clean-up and school betterment. ESLRs are posted in many classrooms and around school in an effort to promote the expectations the school has for its students which includes but are not limited to being an active member in both the outside and school community.

Beautification Days Flyers

Newspaper Article

ESLR Posters

The Chatsworth School Wide Site Safety Plan is a comprehensive plan for contingencies of natural and/or manmade disasters. The Plant Manager's staff inspects grounds and buildings and any reported problems are either repaired and/or reported to the district as quickly as possible. Annual district inspections of the entire school for safety violations and suggestions are made to improve safety. Multiple emergency drills involving the entire school population including fire drills, earthquake drills, school-wide lock downs, and evacuation procedures are regularly practiced throughout the year. Each classroom teacher is provided with emergency procedures and guidelines on what to do during drills and how to handle these situations as they arise. Chatsworth High School also

Schoolwide Safety Plan

Classroom Emergency Packet

works with the Red-Cross in its annual blood drive in which students who meet the requirements are encouraged to donate blood. The importance of donating is made aware to students through announcements, flyers and brochures and the donation day is held on campus and is run by Red Cross employees and student volunteers.

Red Cross Blood Drive Sign-ups

The Faculty Handbook and various professional development meetings are provided each year in order to address the emergency medical needs required by the student population. These include information and demonstrations about confidentiality, medication, health office referrals, communicable diseases, safety procedures and how to report risk assessment referral data. Chatsworth High School regularly educates and informs students, of safety and health concerns associated with the use of dangerous substances such as tobacco. Signs, posters, and bookmarks are displayed and distributed to classrooms as a means of enforcing this idea and increasing awareness of this initiative. Bullying has also been an issue addressed through signs and flyers throughout the school, encouraging students to be aware of what constitutes this problem and to report any and all incidences that may occur on campus.

Faculty Handbook

Anti-Tobacco Anti-Bullying Poster

Support Staff Reports and Schedules

Overall safety at Chatsworth High School for students, teachers, and staff is always a high priority. The entire campus is monitored throughout the day to discourage potential illegal activity. In addition to a constant presence of deans, administrators, security aides and various staff keeping vigilance during school hours, there are two school police officers assigned full time to the campus. They are supported, if necessary by LAUSD police patrol and/or LAPD patrol cars. A full time probation officer and dropout prevention counselor work on campus to help support a climate of encouraging students to learn. Counselors patrol and promote campus safety during lunch hours. to In order to prevent unauthorized persons from entering campus prior approval is needed before admittance, visitor ID badges are issued, anyone under the age of 18 is not allowed to enter, and supervision exists at all entrances before, during, and after school. It is Chatsworth High School policy as well that no student is allowed to leave the classroom without a student's ID card attached to the required hall pass. Teachers and staff work together as a network to constantly inform administrative personnel about potentially dangerous situations that may be putting themselves or others on campus at risk.

Visitor ID Badge

Student ID Cards

Chatsworth High School has a definite discipline procedures in place identifying the responsibilities of all school personnel so that a safe and orderly environment can be maintained. At the beginning of each school year, students are informed via a summer mailing and registration packet what is to be expected of them as the school year begins. As part of new student registration, behavior standards are communicated to each student by a staff member in the Dean's office. In addition, Deans

Referral Room

conduct student orientations for each grade level that clearly delineates the expectations for a Chatsworth student. During this talk, students can ask questions and voice any concerns they might have as individuals. As part of the Parent/Student Handbook and homeroom requirements, students are asked to review the behavioral expectations of the school with their parents and both are asked to sign-off on them demonstrating their understanding of the document. The Student/Parent/Teacher Compact in which all parties are expected to read and sign. These signatures are kept on file as documentation of each student's understanding of school policy. Each teacher is also expected to have clearly expressed classroom expectations outlined in their course syllabus sent home to parents. The referral room (K-78) is a place to send individuals who cause disruptions in the classroom; counseling is provided for those students who require it. In an effort to decrease tardiness, Chatsworth's tardy lockout policy requires students who do not get to class on time to report to a school the Parent Center where they receive a pass back to class. The student's parents are then notified of the infraction and after six tardies are assigned detention. In an effort to decrease the number of absences and tardies among ninth grade students, the ninth grade academy has begun the policy of calling home and issuing lunch detention to those students who have numerous truancies or tardies to any one class.

Student-Parent-Teacher Compact

Course Letters

Tardy Slips

Ninth Grade Houses Tardy Cards

Parent/Student Handbook

Trust, professionalism, and high expectations are part of Chatsworth High's school culture. This is evident in the determination of the staff to meet academic and personal needs of all students. Since our last self-study, programs such as The Village Nation and La Familia have been implemented in order to address the academic needs of African American and Latino students and although these programs have not been maintained in the most recent school year, there are hopes of bringing them back in the near future. Professional development days have been focused on the area of how teachers modify instruction to serve the needs of more diverse populations. Many of the clubs and organizations that Chatsworth has demonstrate the varied ethnicities and interests that make up our student population. This is culminated in Chatsworth's International day in which clubs set up themed booths and sell food for fundraising during an extended lunch period. The clubs are also able to demonstrate their artistic abilities during the homecoming parade float contest.

Professional Development Sign In

Photographs of Special Projects

Club Constitutions

Various Small Learning Communities have assigned special student projects to showcase academic achievement, artistic ability, and an embracement of different time periods and cultures. Pinwheels for Peace, a student art project, draws attention to parts of the world that are struggling with armed conflict. Gatsbyville, a festival in which students recreate the atmosphere of the 1920's, brings to life the issues and institutions of that era. The Women in History Art Exhibit displays

Photographs of Special Projects

student artwork, focusing on women who have had significant impact on history. Chalk Festival, a three day event, transforms the sidewalks on campus into murals that display socially significant events and people. Canstruction is a canned food drive meant to bring awareness to the needy, encourages involvement in solving this problem. CHS news, the weekly campus television broadcast, has students research, produce, and present important issues that affect both the school and surrounding communities. As the Small Learning Communities continue to flourish, more projects and events are being planned and implemented in an effort to allow students to contribute to the improvement of their school community and culture.

E: School Culture and Support for Student Personal and Academic Growth

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

Chatsworth High School has eight full-time counselors who are assigned specific grade-levels or Small Learning Community. The counselors are responsible for placing students in a-g classes and in anticipation of the district's mandate that all students, starting with the freshmen class of 2009, complete an a-g course of study including two years of world language, counselors have been enrolling freshmen, when possible, in world languages including American Sign Language (ASL). Counselors meet with students to discuss their schedules and curricular plans, not only at the beginning and end of each semester, but at various points throughout the year. The counseling staff confers with ninth and tenth grade students and parents to update individualized graduation plans, review student records, go over individual graduation plans, and discuss a-g and testing requirements. During a student's junior year, the counseling staff continues to outline individual graduation plans with more of a focus on college requirements and post-secondary options. The Counseling Office often serves as a liaison between parents and teachers facilitating conferences to determine the best course of action for struggling students. Representatives from Occupational Centers, Adult Schools, and Community Colleges are invited to discuss options for our struggling students towards receiving a high school diploma. Weekly reports that are signed by each teacher updating progress and identifying upcoming assignments are given to students by counselors and approved by parents to help encourage and monitor improvement. Counselors along with the school psychologist provide guidance on other issues that impact student learning. Referrals to district and community support service organizations offer students assistance with social and emotional issues.

Individual Graduation Plans

Weekly Reports

Tutoring Schedule

Chatsworth is dedicated to the highest level of performance for all students on the CAHSEE. For all eleventh and twelfth grade students not passing CAHSEE, programs are available for each section of the exam. A thirty hour CAHSEE intervention class is offered each semester after school giving students specialized lessons in English or Math by targeting their weak areas. Another intervention program is CAHSEE Boot Camp. This twenty hour class is specifically developed to assist seniors who have not passed one or more sections of the CAHSEE. The mandatory program addresses the important skills and strategies needed to pass the CAHSEE. It is offered during the school day just prior to the March CAHSEE administration. Additional courses are part of the Master Schedule for Math and English Intervention as part of our regular school day.

Boot Camp Agenda

CAHSEE Elective Schedule

Chatsworth High School has made significant strides in our Special Education and the Resource Specialist Programs. These programs provide students who have Individualized Education Programs (IEPs) with support structures to help them attain academic proficiency and mainstream into the general education program when appropriate. In this program, Resource Specialists team up with general education teachers to co-teach and co-plan for special needs students in the general education classroom environment. Together they implement accommodations for students to meet grade-level standards. The Learning Center is also designed as a tutorial center for special needs students to help them face the academic challenges they face on a daily basis. The Learning Center provides, but is not limited to, instruction, assistance to parents, monitoring student progress and preparation for the real world. Regular IEP meetings are held with resource specialists, students, parents, and teachers to ensure that the necessary requirements are being made to ensure each student's success. Chatsworth High School has created collaborative classrooms in which Special Education Aides are assisting classroom teachers in order to meet the needs of the integrated resource students. Special Day Classes are offered for students with special needs and Community Based Instruction (CBI) is a program that teaches students with special needs vocational skills, community awareness, and appropriate social interactions within their community of peers and adults. With the recent inclusion of Small Learning Communities, the students of CBI have unprecedented access to the core curriculum and peer interaction at Chatsworth High School.

IEPs

The Learning Center

CBI Classes

E: School Culture and Support for Student Personal and Academic Growth

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

Chatsworth High School provides all students with the resources and a support system to ensure success in their academic and personal lives. The construction of the master schedule is a collaborative effort that involves administrators, counselors, and the Curriculum Council of department chairpersons. At this time, each instructional program representative has an opportunity to discuss and contribute opinions to ensure the master schedule provides equity and access to meet all students' academic needs. With the implementation of Small Learning Communities, there is now an increased effort by SLC leads and counselors to adjust student's curricular schedule to fit their individual career interests as well.

Chatsworth intervenes as early and as often as possible for those students who are identified as struggling. The Transition Program (Bridges) is a pilot program for selected incoming students (BB and FBB). The program focuses on improving study, literacy and mathematics skills. The program takes place during summer school and eases the transition to high school by improving their academic skills, and increasing their ability to adjust and be successful in a high school environment. Departments meet regularly to examine data based on standardized testing in order to identify BB and FBB students. The data is reviewed and broken down to determine strategies and solutions to weaknesses identified. Various tutoring programs provide intervention in math, English, social studies and science. Many interventions implemented throughout the school year managed and directed by the Math Coach. Programs include after school and lunch tutoring sessions. Lunch tutoring sessions are led by Pratt & Whitney Rocketdyne engineers since the 2007-08 school year. In addition, there are online tutoring for all math students and Saturday classes for extra support. Finally, there is a Basic Skills class for incoming ninth graders in the summer of 2008. The tutoring schedule is posted around the school and mailed home to parents. Some of the Small Learning Communities have also created peer tutoring programs in which eleventh and twelfth graders will tutor ninth and tenth graders in specific content area. The Student Success Team is an intervention program set up for at risk students in which requests for evaluation and recommendations mobilize numerous school departments. The Read 180 intervention program offers students opportunities to use computer technology, practice independent reading, and engage in small group, teacher-guided instruction. The school's Drop-out Prevention Counselor

Bridges Program

Read 180

also takes the necessary steps to make contact and meet with students and parents individually in order to take corrective actions against any factor that could impede a student's success.

SAS

Chatsworth High School has an open access policy for all Honors And Advanced Placement course offerings. We have eighteen Advanced Placement and fifteen honors courses. Students in the School for Advanced Studies (SAS) are placed in Honors and Advanced Placement courses where they can earn college credits. Participants in this program are usually with the same students throughout their high school career. Additionally, the Ed. Tech Academy offers a course and after school lab in conjunction with Cal State University, Northridge. The course is taught by a faculty member and provides the opportunity for participating students to earn college credit. Academic Decathlon is an academic enrichment program that provides students of all learning levels the opportunity to excel academically through team competition. The Principal's Honor Roll is a bi-annual list recognizing all students who have achieved a 3.0 GPA or higher for one semester. In addition to the lists being posted all over school, certificates and medals are also handed out to students denoting their 3.0-3.5, 3.6-3.9, and 4.0 and above GPAs. It is also the College Counselor's responsibility to organize the Senior Awards Night held toward the end of the school year honoring seniors for their outstanding accomplishments.

Academic Decathlon

Principal's Honor Roll

The Village Nation

Chatsworth High School has made additional efforts to assist what have been identified as our significant subgroups. The Village Nation program is designed to help African-American students succeed academically. Throughout the year, there are many assemblies with guest speakers to encourage and motivate students to make school a top priority. The program instills the values of respect toward elders and a sense of community. La Familia is an organization designed to help Latino students develop a sense of community, a sense of academic responsibility and stronger parental involvement in school. La Familia also involves the outside community in outreach to the students. English Learners (EL) are offered supplemental academic support during the school day. Furthermore, English Language Development (ELD) enables students with limited language proficiency the opportunity to hone their fluency in an engaging learning environment that stresses cultural awareness and understanding. The Counseling Department attempts to place all ELs in designated classes where teachers are provided with paraprofessional teaching assistants who further aid the students. The ELD Department also provides lunchtime tutoring in English and math, as well as after school tutoring.

La Familia

Career Themed Academies

Chatsworth High School has begun to develop the idea of personalized learning through the implementation of Small Learning Communities and specialized programs that are based on student interest and career

pathways. These career academies also serve as a way to foster, and in many ways, guide students toward interests that may extend beyond high school. The Humanitas Academy of Education and Human Services is a collaborative environment where students engage in interdisciplinary project-based learning. Students connect to the classroom, school and local community through real life experiences, hands on learning, partnerships, and peer interaction. The Engineering and Design Academy provides a strong foundation in engineering and design for students. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in five pathways. The Medical Careers Academy prepares students for careers in the medical field. The Business and Government Careers Academy provides a foundation for secondary students to pursue careers in private industry, government, public administration, legal, human services, management, marketing, and operations. The Arts and Media Academy focuses on the opportunities unique to the digital age, without abandoning the traditional foundations for those fields and comprises a large number of industry occupations such as cinematography, digital animation, information media, print design, graphic arts, and commercial photography.

College Office

Chatsworth High School has a full-time College Coordinator who provides information for our college-bound students. The Peer College Counselors (PCC's) work collaboratively with the College Counselor to promote activities sponsored by the CHS College Center. They are knowledgeable about the College Admissions Process, as they assist students with the PSAT, SAT, and ACT; they inform students of college entrance requirements, such as the CSU/UC a-g. requirements; they assist students with filling out their college applications in the fall semester, and PCC's help students with educating them about financial aid options as well as assisting with their FAFSA/Cal Grant forms and applications and encouraging students to apply for scholarships. College Fair Extraordinaire is a college fair organized and facilitated by all LAUSD District 1 High Schools. Students and parents have the opportunity to meet over 100 college representatives from across the nation. Participants attend informative workshops as well. The College Center promotes PSAT preparation by making it available to all ninth, tenth, and eleventh graders. All tenth graders took the exam for free per LAUSD mandate. The College Center introduced a new program, "College of the Week" featuring a different college via homeroom announcements. Information, available in the weekly bulletin is announced on Mondays, Wednesdays, and Fridays. This program is successful in introducing colleges and universities across the nation to students who had not heard of or knew very little about. A representative from the Hispanic College Fund was invited to CHS to speak to students about financial aid and scholarship opportunities particularly for our minority students. College

representatives visiting from across the nation provide a great opportunity for students to articulate with someone from the colleges and universities of interest, and to learn about others to which they might never consider applying. College representatives are also available to assist students with their applications. Two College Information Nights are held (one for English speaking parents and one for Spanish speaking parents). Representatives from CSU, UC, Pierce College, Cal Lutheran, Princeton Review, and Sallie Mae (financial aid) came to speak to our parents in Spanish and English.

Chatsworth College Website

The College Counselor has developed a robust College Office website, www.chscollegecenter.org, that functions as a portal for all students to gather valuable post secondary information, regardless of grade level or academic standing. This user friendly website is updated frequently and features links to testing sites, registration and applications for financial aid, NCAA clearing house scholarships, and college websites.

Chatsworth High School also has a Regional Occupation Centers/Programs (ROC/ROP) designed for students to earn credits off-campus on a work site. Students may choose from a variety of different jobs and are to report back to the Career Advisor and Work Experience Coordinator on campus for counseling and support. These staff members also work SLCs to make community connections, help to organize "Career Days", and support Curricular Instruction Programs.

E: School Culture and Support for Student Personal and Academic Growth

Areas of Strength

- Chatsworth High School continues to change and transition, as evidenced by our move to wall-to-wall Small Learning Communities, to better serve the educational needs of our population.
- Chatsworth High School provides many methods of maintaining parent and community interaction that includes our various websites, special programs and projects, and materials provided both on and off site.
- Various committees are in place to support and analyze how further student achievement can be fostered.
- The implementation of Small Learning Communities has been added to an already existing abundance of cooperation and communication between teachers, staff, parents and students.
- Our collaboration and articulation with surrounding middle schools has increased and continues to grow.

Areas of Growth

- Chatsworth High School recognizes a greater need to provide parents more of an opportunity to view student work and presentations.
- At Open House, and PHBAO nights we recognize the need to encourage and create higher attendance from parents.
- Parents need to be made more aware of how to access data about their students with teacher input.
- Chatsworth High School is working hard towards more efficiently utilizing education aides in the classroom; we recognize the need to improve in this area.
- New and more effective methods of stemming tardies and unexcused absences are being created; we are diligently seeking a more successful solution.

E: School Culture and Support for Student Personal and Academic Growth

Focus Group Members

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Chase, Barbara	Kubitsky, Sue	Owens, Leslee
Coyle, Emma	Kuretski, Philip	Ramos, Elizabeth
Dempsey, Ruth	Laue, Lisa	Rodner, Kristen
Garcia, David	Lewis, Josh	Rooney, Brian*
Hayden, Jim	Masserman, Darren*	Sayer, John
Hernandez, Yvette	Massey, David	Simmons, Joyce*
Herrera, Barbara	Mayorga, Lucia	Sommers, Alice
Hizon, Daisy	McDowell, Walt	Van Dam, Ute
Immken, Mike	McMahon, Marion	Voets, Laura
Juarez, Sylvia	Medina, Ken	Williams, Larry
Kasahara, Marlene	Meyers, Matt	Wolf, Virginia
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Chapter 5

Schoolwide Action Plan

Chapter 5
Schoolwide Action Plan

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Chatsworth High School Schoolwide Action Plan 2009-2015

Goal 1	Focus on closing the achievement gap in student outcomes between significant subgroups.
Critical Need	There is a need to close the achievement gap in student outcomes between significant subgroups.
Rationale	Based on student achievement data for Chatsworth High School, we find our significant subgroups continue to need targeted and strategic support and intervention focused on closing the achievement gap.
Growth Target	♦ All significant subgroups will meet State-determined API growth targets. ♦ Each year a two percent decrease in the achievement gap between significant subgroups as measured by CST scores and grades earned in core content courses will be seen.
ESLRs Addressed	Effective Communicators, Critical Thinkers, Collaborative Workers, Self-Directed/Goal Oriented Individuals, and Responsible Citizens

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1 Develop and implement effective differentiated instructional methods to accommodate low performing students • Integrate technology across the curriculum through departments and Small Learning Communities (SLCs) • Integrate more teacher-led workshops on use of technology and differentiated instruction • Develop a peer mentoring/tutoring program through SLCs • Utilize student group process, and encourage hands-on instruction in the core classes	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • State content standards and blueprints • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • IEPs • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Incorporate curriculum design to scaffold instruction • Assure that professional development time is directed at student attainment of the state content standards and ESLRs • Continue to educate staff in current research on Culturally Relevant and Responsive Education (CRRE) • Provide additional time and financial resources beyond the school day for core department and SLC collaboration in curriculum development and thematic, project-based lesson development • Provide ongoing teacher training on research-based instructional practices		• Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • Counselors	• Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest		
2 Develop a school-wide intervention program for students not at proficient levels based on CST scores. • Develop CST Preparatory Sessions after school and on Saturdays, and expand upon our annual homeroom CST Preparatory Sessions • Establish a school wide program to provide lunch tutoring in content area courses • Incorporate test-taking strategies across the curriculum	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • State content standards and blueprints • Professional Development • Pearson Learning Teams	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Attendance data • IEPs • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Develop partnerships with local community colleges and adult schools to provide intervention courses • Investigate developing a schoolwide program to acknowledge student progress in moving from lower to higher performance bands on CSTs • Investigate the possibility of providing teacher access to student performance data through ISIS • Plan departmental, SLC, and schoolwide intervention based on analysis of student data • Develop a system to identify the student subgroups that are successful in specific classrooms, and encourage those teachers to provide professional development for other members of their department or SLC		• Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor	• School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest		• CHS website • Parent Association meetings
3 Establish a school wide system for accessing, analyzing, and responding to student performance data. • Provide professional development for department analysis and response to student performance data in support of the state standards • Disaggregating data and present it in a format useful to departments and SLC	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • State content standards and blueprints	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Establish a parent and faculty-friendly student performance data section on the school website • Provide ongoing professional development for teachers and parents in understanding and interpreting student performance data • Investigate expanding the after school intervention tutoring program to include courses for student credit, requiring parent commitment and follow-up data analysis • Ensure post-assessment data is analyzed from our current Saturday math intervention class • Continue to provide support for the Summer Bridge program with analysis of student performance	• Annual Review August/September 2010-2016	• SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • Counselors • School Webmaster	• Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Attendance data • IEPs • Stakeholder surveys	• Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings
4 Establish programs to support students of significant subgroups who are not meeting proficiency levels in CSTs or are earning a grade of D or F in core content courses. • Secure monetary resources to fund cultural enrichment groups such as The Village Nation, La Familia, and C-House. • Conduct teacher-led workshops on student collaborative learning strategies	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • State content standards and blueprints • Professional Development	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Develop incentive awards for low performing students who improve their scores in content classes and/or on the CSTs • Investigate flexible scheduling and provide for before and after school intervention classes • Expand our elective program to include test preparation courses (SAT, ACT, etc) • Continue to develop collaborative departmental final exams in content areas • Investigate establishing the Catch a Falling Star program where individual staff members support the academic success of a small number of students		• Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • Counselors	• Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• IEPs • Stakeholder surveys	• Newsletters • CHS website • Parent Association meetings

Chatsworth High School Schoolwide Action Plan 2009-2015

Goal 2	Focus on raising achievement for all students in core content courses.
Critical Need	There is a need to increase positive outcomes for all students in core content courses, especially General Math, Algebra 1, Geometry, ELA 10, Biology, ICS 3, and World History.
Rationale	School wide data indicates positive trends in CST performance over time; however, disaggregated data for the current year shows a variety of subgroups falling below the state in proficiency levels in many CSTs.
Growth Target	♦ All student subgroups will meet annual State-determined API growth targets. ♦ School wide, at least five percent of students will move from their current CST performance band to a higher performance band each year in core content courses, specifically General Math, Algebra 1, Geometry, ELA 10, Biology, ICS 3, and World History.
ESLRs Addressed	Effective Communicators, Critical Thinkers, Collaborative Workers, and Self-Directed Goal-Oriented Individuals

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1 Incorporate into our Professional Development Plan, a more comprehensive strategy for increasing achievement of all students in core content courses. • Integrate more teacher-led workshops on use of technology and differentiated instruction • Provide ongoing training for teachers in understanding how to interpret data and apply their findings	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • State content standards and blueprints • Professional Development	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Continue supporting teacher conference and workshop attendance aimed at curriculum development and instructional practices • Increase opportunities for common planning time within the school day for teacher collaboration both within departments and SLCs • Provide more opportunities for collaboration between General Education and Special Education teachers • Investigate professional development strategies aimed at establishing peer mentoring programs in the classroom • Review and revise the New Teacher Meeting program to include a regular component directed at curriculum development and instructional strategies • Provide mentoring support in curriculum and instruction for teachers within their core departments • Continue to examine stakeholder surveys during annual professional development planning		• Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor	• Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Attendance data • IEPs • Stakeholder surveys	• Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2 Further develop a school wide system for accessing, analyzing, and responding to student performance data • Provide professional development for department analysis and response to student performance data in support of state standards • Disaggregate data and present it in a format useful to departments and SLC • Offer training for teachers in understanding how to interpret and apply data • Assure that data analysis is directed at student attainment of the content standards and ESLRs • Provide parent reports on school data analysis • Provide additional time beyond the school day for department and SLC collaboration in student data analysis and response • Increase opportunity for planning time within the school day for teacher collaboration both within departments and SLC for student data analysis • Thoroughly examine the factors that have led to our success on the tenth grade CAHSEE, and develop a model based on that success	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • School Webmaster	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • IEPs • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
3 Establish programs to support students who are not meeting proficiency levels in CSTs and/or earning a grade of "D" of "F" in core content courses. • Assure that support programs are directed at student attainment of the state content standards and ESLRs • Further provide department and SLC time for the development of common assessments and grading rubrics • Integrate more teacher-led workshops on use of technology and differentiated instruction • Provide more flexibility in the professional development schedule to assist SLCs and departments in developing intervention strategies • Investigate the possibility of providing parent access to student grades through ISIS • Develop additional student surveys directed at underachieving students to assess their perceived academic needs • Continue to provide successful intervention programs such as CAHSEE prep class	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • IEPs • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Investigate expanding the peer tutoring program in all SLCs • Investigate developing a schoolwide program to acknowledge student progress in moving from D's and F's to higher marks • Re-establish the previously successful subgroup intervention programs (The Village Nation, La Familia, C-House)					
4 Continue to develop lessons, benchmarks, and assessments in Small Learning Communities and Departments aligned to the State content standards and directed at student achievement of the ESLRs. • Provide time and financial resources beyond the school day for core department and SLC collaboration in curriculum development and thematic lesson building • Increase opportunities for common planning time within the school day for teacher collaboration both within core departments and SLCs	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • IEPs • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Provide more flexibility in the professional development schedule to assist SLCs in establishing long-range goals for standards-based thematic lessons • Provide more flexibility in the professional development schedule to assist departments in developing standards-based lessons and rubrics directed at student attainment of the ESLRs • Ensure that lesson development within the SLCs and departments is standards-based and directed at student attainment of the ESLRs • Continue to support departments and monitor student outcomes that assure established curriculum and rubrics are common to each subject • Provide material and financial support to departments and SLCs in the form of standards-based instructional materials • Establish timelines within departments and SLCs for lesson development, implementation, and follow-up analysis based on measureable student outcomes		• School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor	• DSS • Data Quest		

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Provide SLCs and departments with time, material, and financial support for vertical planning beyond the school day • Investigate using SLC homerooms as a vehicle for implementing thematic project-based lessons • Develop a system whereby teachers regularly visit other schools or guest speakers visit Chatsworth High School to share effective instructional strategies, especially in the form of thematic project-based lessons					

Chatsworth High School Schoolwide Action Plan 2009-2015

Goal 3 Focus on increasing student outcomes for English Learners

Critical Need There is the need to increase student outcomes for English Learners.

Rationale Current data reveals that English Learners consistently struggle to reach proficiency levels in all academic areas. Our self study shows that even though English Learners are provided assistance, they still struggle with class assignments and the state content standards. For the most recent CST scores and related AYP, English Learners are the only sub category of 24 for which we did not meet AYP.

Growth Target
- ♦ English Learners will meet API and associated AYP growth targets.
- ♦ Each year, at least five percent of the English Learner students will move from their current CST performance band to a higher performance band on the state content tests.

ESLRs Addressed Effective Communicators, Critical Thinkers, Self-Directed Goal-Oriented Individuals

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1 Establish additional support programs to address the specific needs of English Learners. • Investigate the possibility of providing CST intervention sessions during the school day for EL students • Conduct deeper analysis of data to identify factors leading to the disparity between performance on the CELDT and reclassification rates of EL students • Develop workshop and assemblies to assist students who are transitioning from ESL to Sheltered programs	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA* • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Provide additional learning opportunities, such as tutoring and remediation electives that occur during the school day, after school, and Saturdays • Consider a support program for students who are new arrivals from other countries. • Establish a peer tutoring program between high achieving and struggling EL students. • Provide additional resources such as consumable workbooks, to support implementation of EL instructional strategies • Provide additional learning opportunities preparing for CAHSEE and CST that occur during the school day, after school, and Saturdays • Establish an English Language Learners CST Bootcamp		• Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors	• Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest		• Parent Association meetings *Schoolwide Plan for Student Achievement

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2 Provide parental support to identify and minimize barriers to student achievement. • Develop additional parent workshops during and after school on how to support student achievement • Develop and Maintain a page of our school website dedicated specifically for EL students, families, and staff • Continue to establish community partnerships(such as adult school, colleges, and local businesses) to support EL student needs • Provide parent training to help them prepare their children for success on STAR testing. • Introduce and expand student led conferencing across all SLC academies	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor • School Webmaster	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
3 Incorporate into the school professional development plan, additional means to address the specific needs of English Learners (EL). • Provide additional training on implementing SDAIE strategies into the instructional program including such strategies using state adopted textbooks. • Evaluate current intervention strategies to assess the strengths and weaknesses and adjust accordingly • Conduct deeper analysis of CST data by EL teachers to identify weaknesses, and develop appropriate instructional strategies • Develop and provide additional resources to support implementation of EL instructional strategies • Consider video training and student-focused seminar	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
4 Continue to communicate available school and community resources to all shareholders. • Offer further communication through school website, email, newsletters, and phone calls in Spanish and other languages as appropriate • Further expand our Latino Parent Association to provide a parent network dedicated to increasing the awareness of resources available for the Chatsworth Community • Develop and implement a program to assist immigrant parents and their students in the use of community resources. • Assess ways to effectively address EL concerns at Back-to-School Nights, Open House, and PHBAO Nights	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • College Counselor • Counselors • Career Advisor • School Webmaster	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
5 Provide activities to engage and motivate EL students. • Provide structured field trips and informational assemblies designed to develop a better transition from EL to Sheltered • Create forums for Spanish and English speakers to promote self determination • Provide additional opportunities for student feedback, including annual student surveys • Develop awards and incentives assemblies to acknowledge regular improvement	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • Pearson Learning Team Teachers • School Site Council • Chatsworth Leadership Council • Counselors	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • SIS • DSS • Data Quest	• Master schedule • API/AYP scores • CST data • CAHSEE data • CELDT data • Redesignation rate • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Chatsworth High School Schoolwide Action Plan 2009-2015

Goal 4 — Focus on increasing the success of students, particularly underrepresented students, in college preparatory courses and on college preparatory exams.

Critical Need — There is a need to increase positive outcomes for all students in satisfying UC/CSU a-g requirements and career preparedness, enrolling in more academically challenging courses, and meeting and exceeding proficiency levels on college preparedness exams.

Rationale — Schoolwide SAT and AP performance data indicate a decline in success rates on these exams. In addition, a definite achievement gap exists with our underrepresented students with regards to completion of UC/CSU a-g requirements.

Growth Target

- Each year, an additional three percent of our underrepresented students will successfully complete the a-g college requirements.
- Each year, an additional three percent of our underrepresented students will in Honors and AP courses.
- School wide, an annual growth of three percent will be seen in SAT and AP success.

ESLRs Addressed — Effective Communicators, Self-Directed Goal-Oriented Individuals, and Responsible Citizens

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
1 Establish intervention that prepares and supports under represented students in the college preparatory program • Continue to expand the AVID program • Establish additional enrichment activities to engage students in the school community • Expand outreach programs to local universities and colleges.	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams	• Master schedule • Honors/AP course offerings • API/AYP scores • CST data • AP data • SAT/ACT data • A-g requirement data • Graduation rate • College enrollment data • Periodic assessments • Mark analysis	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
• Develop additional partnerships with community agencies and businesses that offer school-to career training and postsecondary opportunities. • Develop a school wide incentive program for underachieving students in college preparatory coursework • Establish and monitor programs that promote academic achievement, positive behavior, and regular attendance. • Continue to modify and evaluate our school wide process for identifying incoming and current students eligible for GATE services • Develop intervention programs and strategies within our Small Learning Communities to identify and support underrepresented students in their college preparatory program • Reestablish motivational support programs such as The Village Nation, La Familia, and C-House		• Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor • Career Advisor • AVID Coordinator • GATE Coordinator	• School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • College Office • SIS • DSS • Data Quest	• Formative/Summative assessments • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

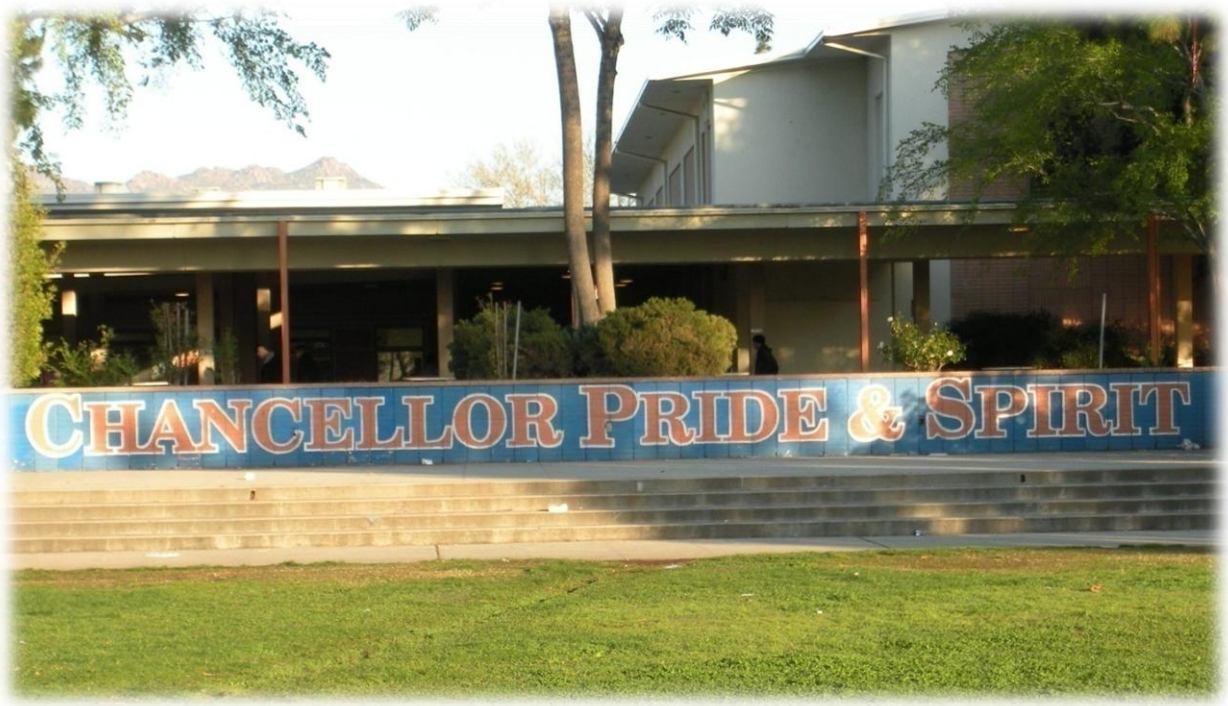
Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
2 Expand our AVID program. • Provide AVID training to all teachers • Establish a more comprehensive AVID student recruitment process • Incorporate AVID techniques in all classes • Continue to recruit and train college students as AVID tutors • Regularly monitor and support AVID student academic progress and progress towards graduation • Communicate with parents and the community through parent/teacher meetings, parent nights, Chatsworth HS website, and AVID newsletter • Prepare students for college enrollment through college outreach programs, college visits, and college and scholarship representative presentations	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor • AVID Coordinator • GATE Coordinator • School Webmaster	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • College Office • SIS • DSS • Data Quest • LACOE • AVID Summer Institute	• Master schedule • AVID course offerings • AVID certification • API/AYP scores • CST data • AP data • SAT/ACT data • A-g requirement data • Graduation rate • College enrollment data • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
3 Develop long term goals to increase student enrollment and success in college preparatory coursework and career preparedness • Create a task force representative of members from all stakeholder groups, including community groups and agencies, local businesses, local colleges and universities, and district representatives • Plan and implement long term goals to increase enrollment and achievement of underrepresented students in higher level courses • Provide ongoing professional development in Culturally Relevant and Responsive Education Closing the Achievement Gap • Explore offering a greater number of AP courses and college courses on the CHS campus • Research and apply for grants as additional means of funding to support college and career preparedness of CHS students	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor • GATE Coordinator	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • College Office • SIS • DSS • Data Quest	• Master schedule • Honors/AP course offerings • API/AYP scores • CST data • AP data • SAT/ACT data • A-g requirement data • Graduation rate • College enrollment data • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
4 Establish a support program that includes community resources and parents in order to increase student enrollment in higher level courses and continuing on to college • Develop a parent support group for underachieving students • Develop parent workshops on how to enroll into higher level courses and provide support for students in the higher level courses • Develop introductory workshops for parents of underachieving students for college • Continue to promote college and career awareness for parents of underrepresented students • Continue parent meetings with representatives of colleges, universities, and scholarship organizations • Host workshops in Spanish and other languages for Bilingual students' parents • Continue to provide comprehensive communication with parents, including the College Office web page, monthly newsletter, and mailings home	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor • GATE Coordinator • School Webmaster	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • College Office • SIS • DSS • Data Quest	• Master schedule • Honors/AP course offerings • API/AYP scores • CST data • AP data • SAT/ACT data • A-g requirement data • Graduation rate • College enrollment data • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Action Steps	Timeline	Personnel Responsible	Resources	Means to Assess Progress	Means to Monitor and Report Progress
5 Incorporate into our Professional Development, a strategy for increasing the enrollment of underrepresented subgroups in the college preparatory program • Provide professional development for teachers to help address the school-to-college goals of students • Provide opportunities to share instructional practices that address the concerns of underrepresented populations • Provide teachers with workshops on using differentiated instructional strategies, including SDIAE and Culturally Relevant and Responsive Education strategies • Offer College Counselor led professional development assisting teachers with supporting under represented students in meeting the expectations of the college preparatory program • Examine and analyze school wide data to ensure progress of all subgroups on college preparatory coursework and college preparatory exams	• Initial Planning Summer/Fall 2009 • Phase I Implementation: Fall 2010-Spring 2013 • Midterm Implementation: Fall 2013-Spring 2016 • Annual Review August/September 2010-2016	• Principal • Administrators • Instructional Leadership Team • Math Coach • Literacy Coach • Title I Coordinator • Bilingual Coordinator • Testing Coordinator • SLC Coordinator • Special Ed Coordinator • SLC Lead Teachers • Department Chairs • Science Lead Teacher • Social Studies Lead Teacher • NBC Teachers • School Site Council • Chatsworth Leadership Council • Counselors • College Counselor • AVID Coordinator • GATE Coordinator	• Local district funds • Grants • Small Learning Community funds • Title I funds • Bilingual funds • Other School funds • Educational research • Professional Development • Pearson Learning Teams • School support personnel • Title I Parent Committee • Bilingual Parent Committee • PTSA • Parent Center • College Office • SIS • DSS • Data Quest	• Master schedule • Honors/AP course offerings • API/AYP scores • CST data • AP data • SAT/ACT data • A-g requirement data • Graduation rate • College enrollment data • Periodic assessments • Formative/Summative assessments • Mark analysis • Student work samples • Classroom Observations • Attendance data • Stakeholder surveys	• WASC Action Plan • SPSA • Instructional Leadership Team • Faculty meetings • Department meetings • SLC Meetings • School Site Council • Chatsworth Leadership Council • Title I Parent Committee • Bilingual Parent Committee • Newsletters • CHS website • Parent Association meetings

Appendix



Appendix

Small Learning Communities ..... α
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Williams Compliance Textbooks O-1

Chatsworth High School
Olympians – Titans
Arts and Media – International Business and Government
Engineering and Design – Humanitas – Medical Careers

Small Learning Communities

SLC Coordinator: Kate Remo

FRESHMAN ACADEMY
Titans and Olympians

Administrator – Laura Voets
Lead - Kristin McSwain and John Lehr
Counselor - Leslee Owens and Dana Bryant

ARTS AND MEDIA ACADEMY

Administrator – Chuck Miller
Lead - Naomi Fried-Kokason
Counselor- Denise Schnell

ENGINEERING AND DESIGN ACADEMY

Administrator - Warren Jarvis
Lead - Amy Aviv
Counselor - Mari Hobson

HUMANITAS ACADEMY OF EDUCATION AND HUMAN SERVICES

Administrator – Tim Guy
Lead - Kathie Donner
Counselor - Dede Krausen

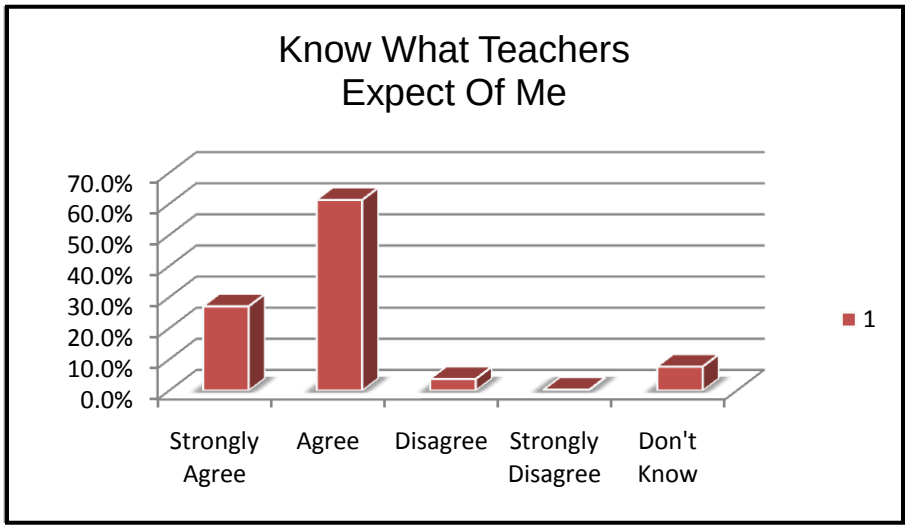
INTERNATIONAL BUSINESS AND GOVERNMENT CAREERS ACADEMY

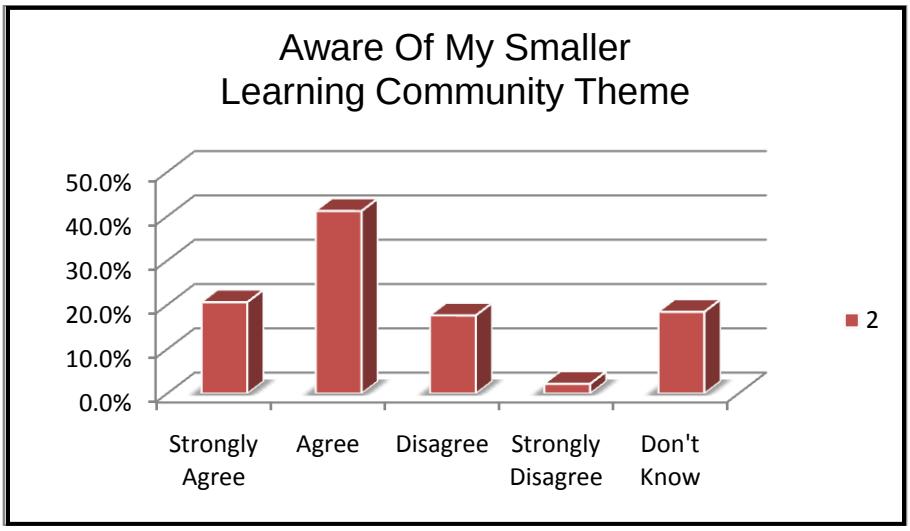
Administrator – Kevin Frost
Lead – Joyce Simmons
Counselor – Regina Ignon

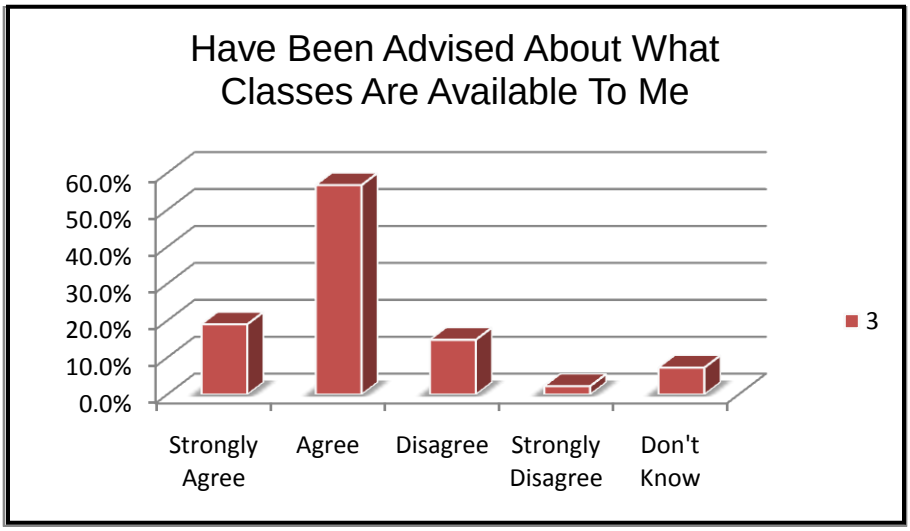
MEDICAL CAREERS ACADEMY

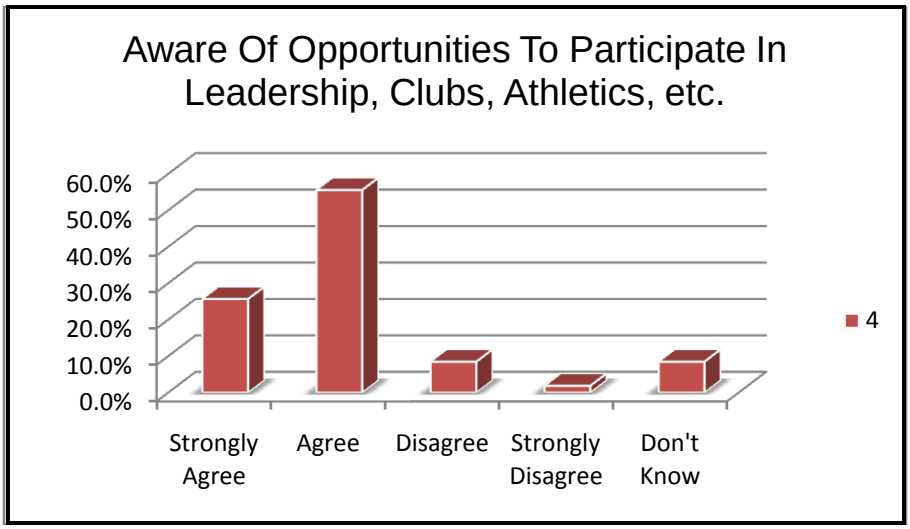
Administrator – Chuck Miller
Lead - Brian Rooney
Counselor - Andrea Rochetti

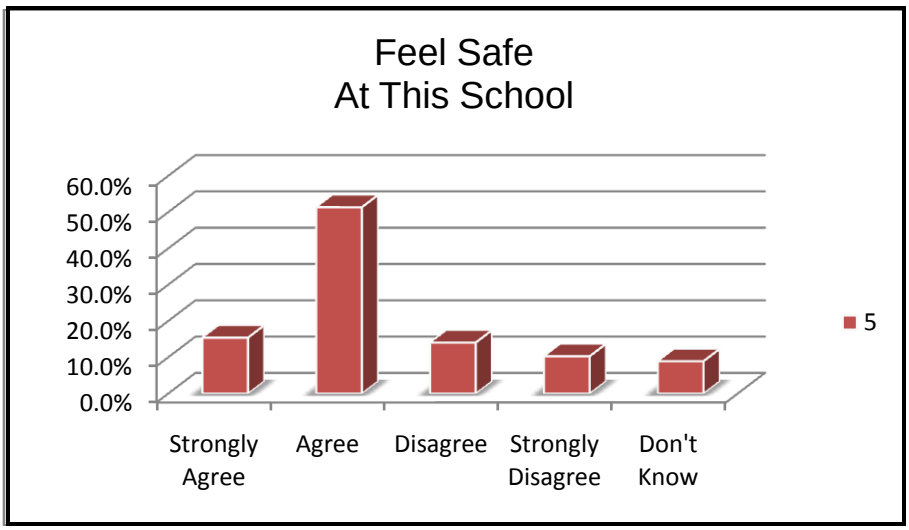
Student Survey

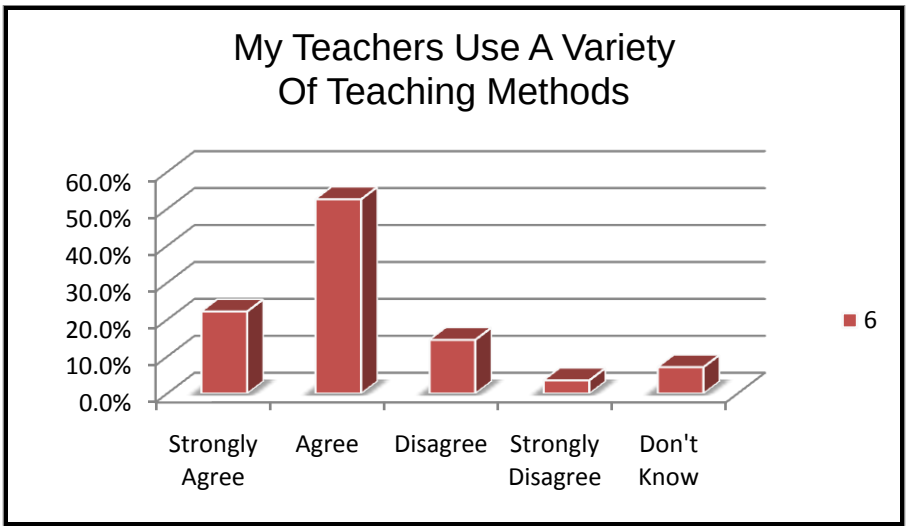


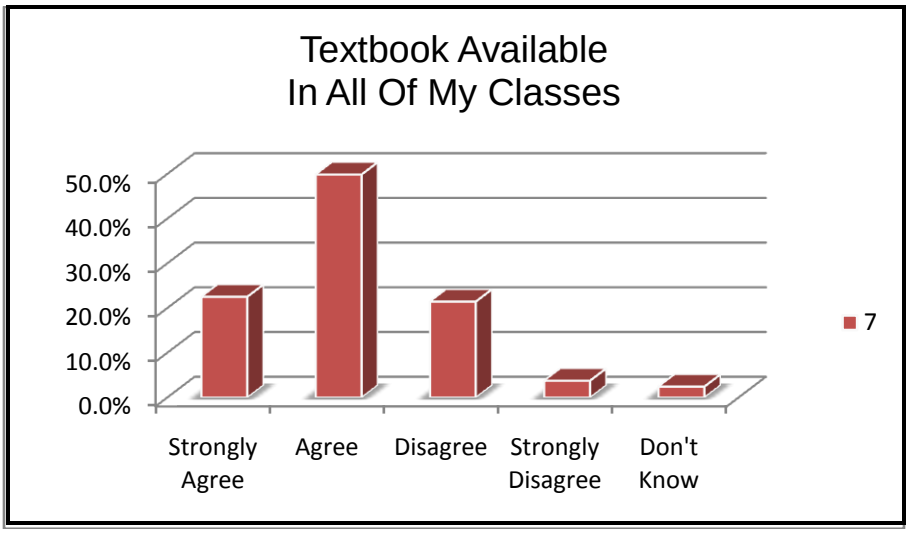


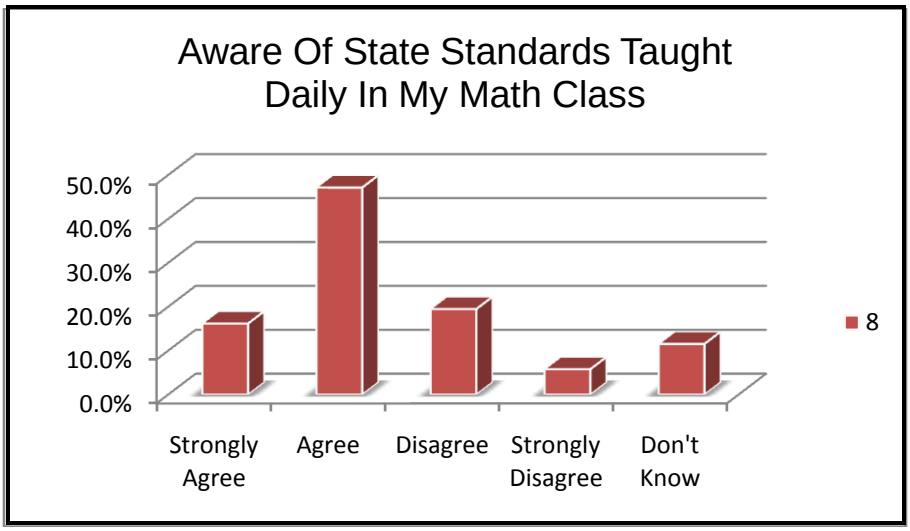


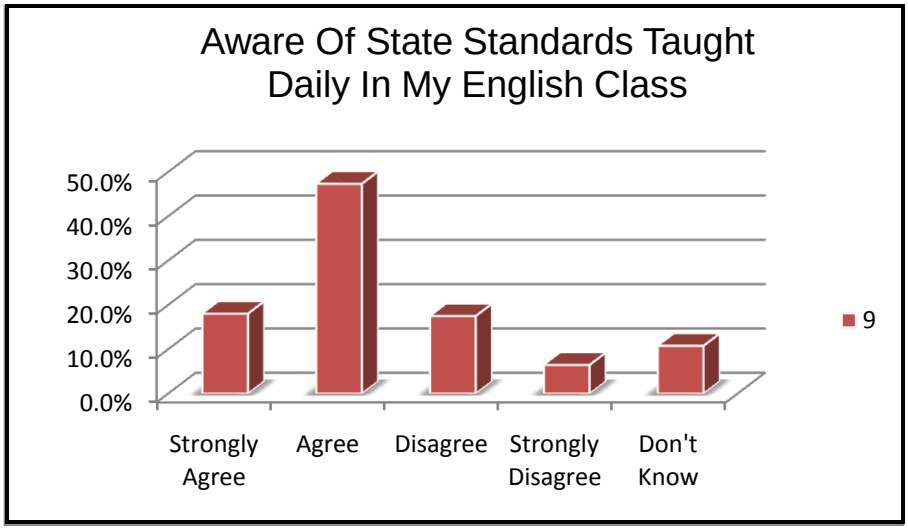

Aware Of Opportunities To Participate In Leadership, Clubs, Athletics, etc.
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
4

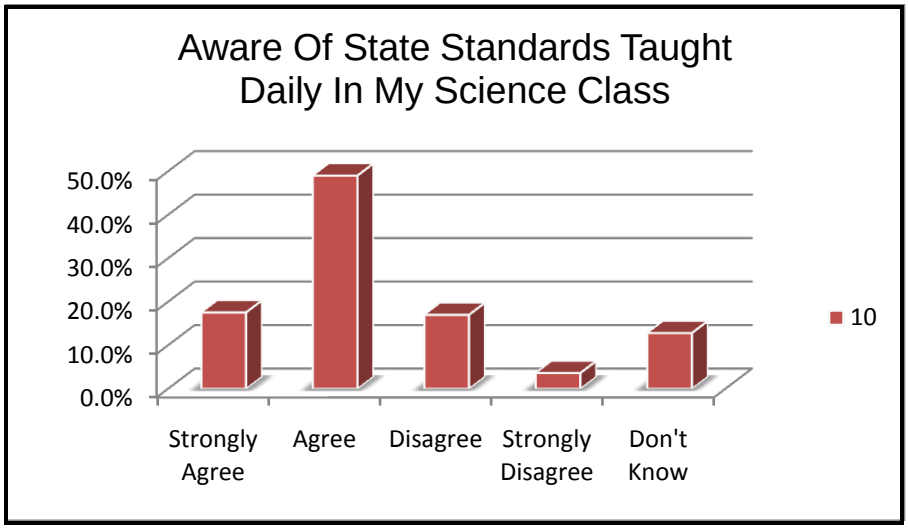

Feel Safe At This School
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
5

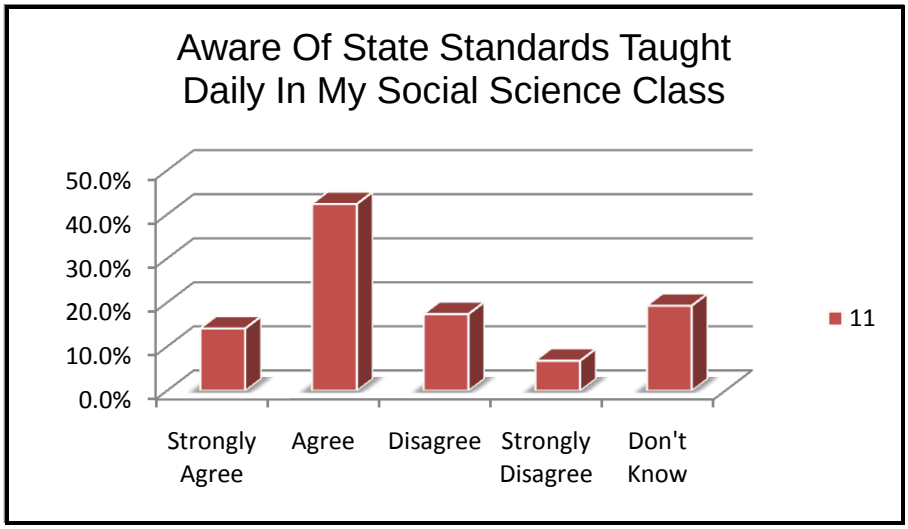

My Teachers Use A Variety Of Teaching Methods
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
6

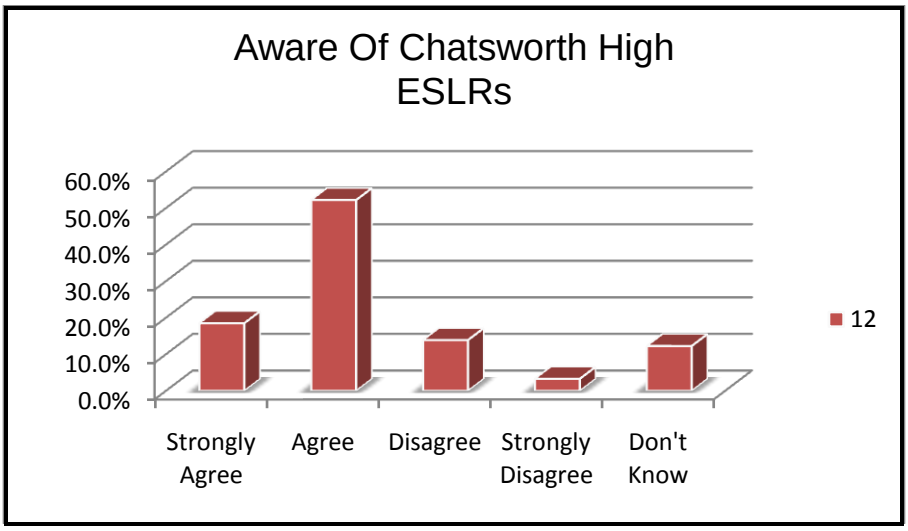

Textbook Available
In All Of My Classes
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
7

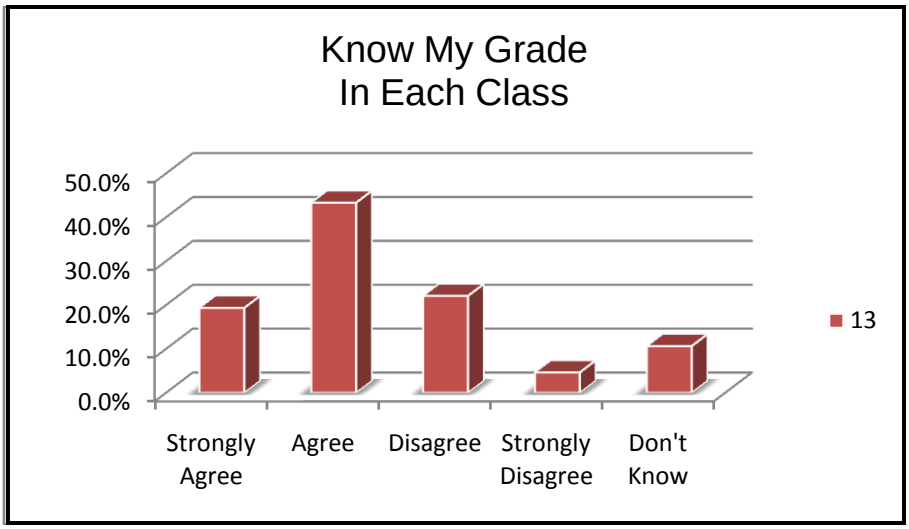

Aware Of State Standards Taught
Daily In My Math Class
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
8


Aware Of State Standards Taught
Daily In My English Class
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
9

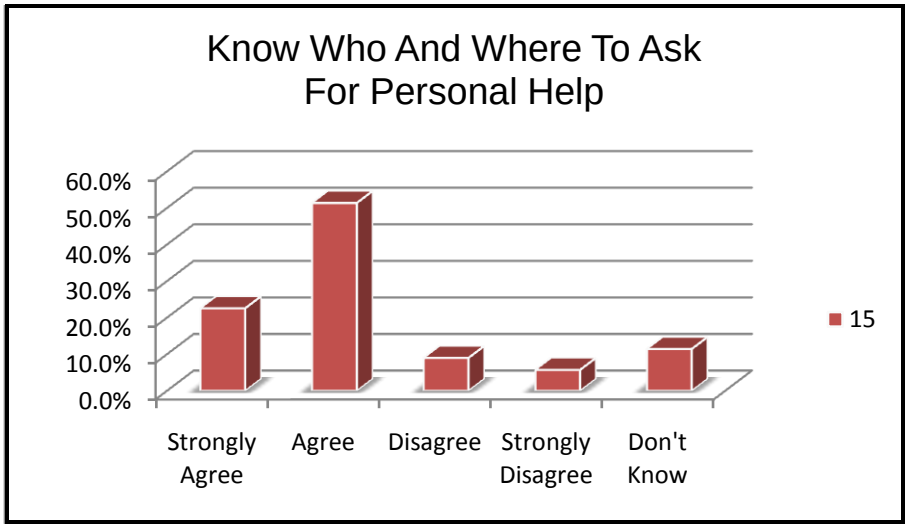

Aware Of State Standards Taught Daily In My Science Class
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
10


Aware Of State Standards Taught Daily In My Social Science Class
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
11


Aware Of Chatsworth High ESLRs
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
12


Know My Grade
In Each Class
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
13

Know Who And Where To Ask
For Academic Help
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
14


Know Who And Where To Ask
For Personal Help
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
15

Chatsworth High School Accreditation
Student Survey

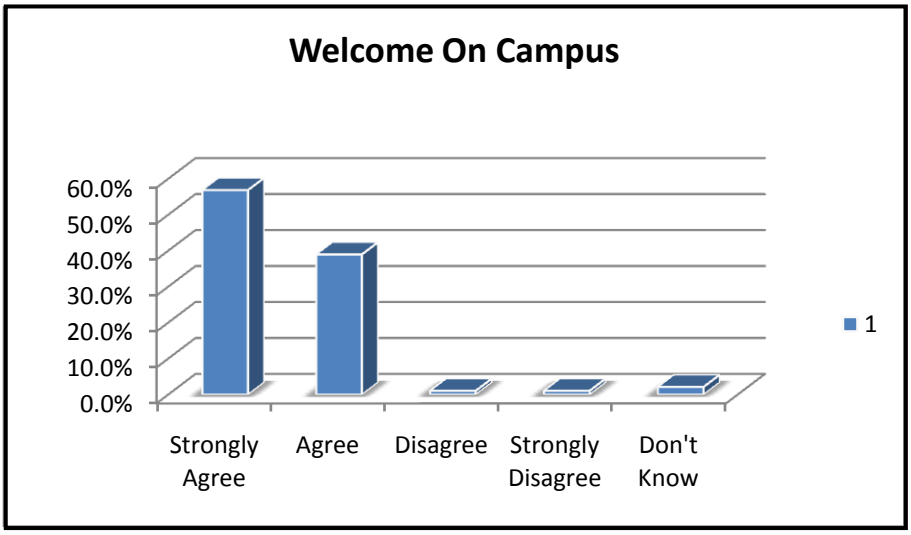
Chatsworth High School will be accredited in April of this school year. Your responses to the student survey are an important part of this process.

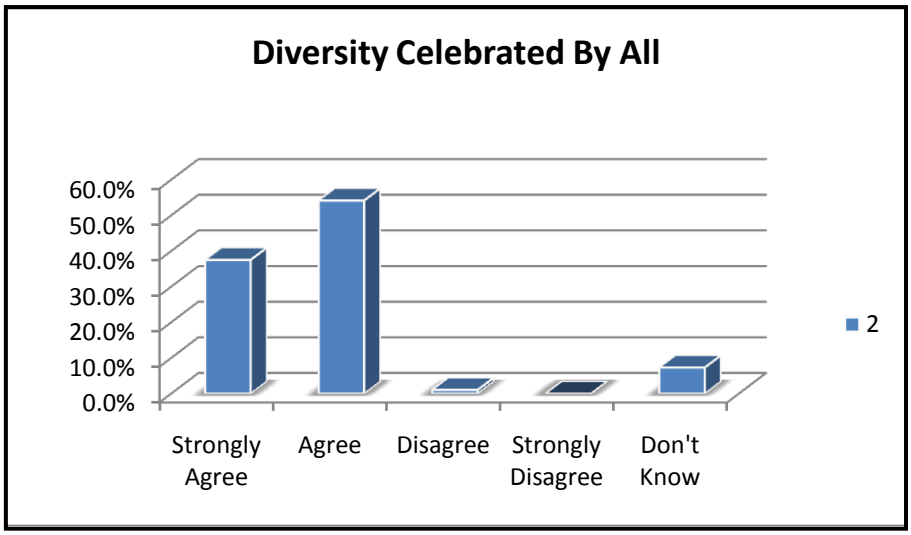
Please complete the following survey and return to your Homeroom teacher

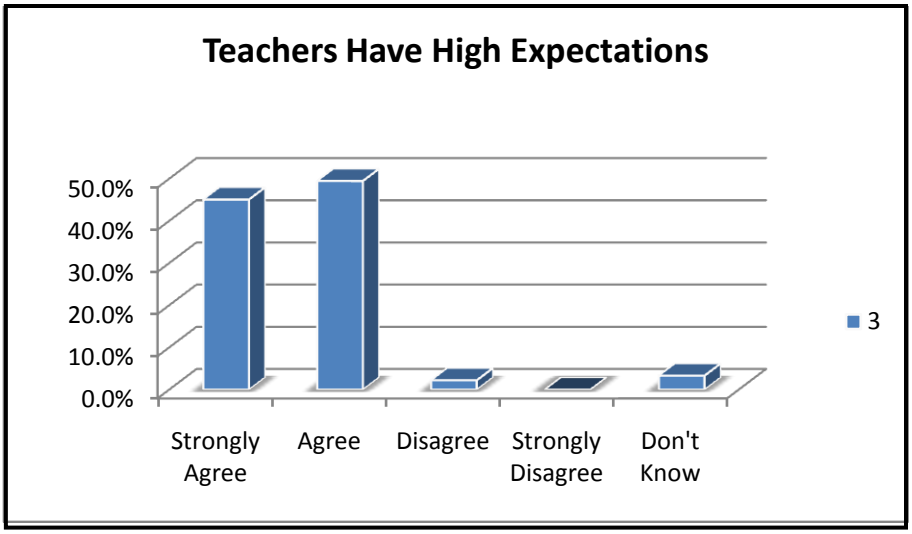
Circle the answer that most closely matches your response.

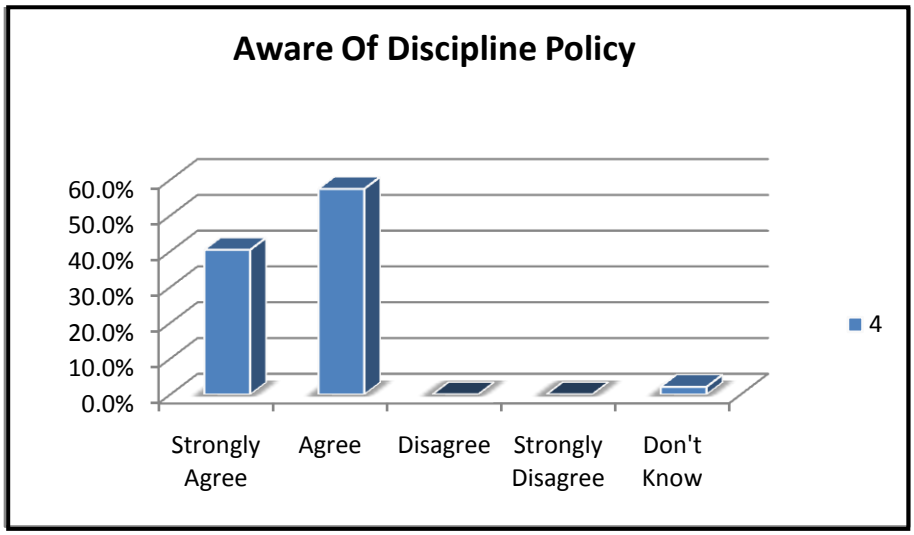
1. I know what my teachers expect of me.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
2. I am aware of my Small Learning Community's theme.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
3. I have been advised about what classes are available to me.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
4. I am aware of opportunities to participate in school leadership, clubs, athletics, etc.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
5. I feel safe at this school.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
6. My teachers use a variety of teaching methods (group work, use of technology, etc.).
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
7. A textbook is available to me in all of my classes.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
8. I am aware of the California State Standards taught daily in my mathematics classes.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
9. I am aware of the California State Standards taught daily in my English classes.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
10. I am aware of the California State Standards taught daily in my science classes.
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
11. I am aware of the California State Standards taught daily in my social studies classes.
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
12. I am aware of Chatsworth High School's Expected Schoolwide Learning Results (ESLRs).
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
13. I know my grade in each class.
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
14. I know who and where to ask for academic help (e.g., tutoring, Saturday School, etc.).
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**
15. I know who and where to ask for personal help (e.g., counselor, nurse, psychologist).
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

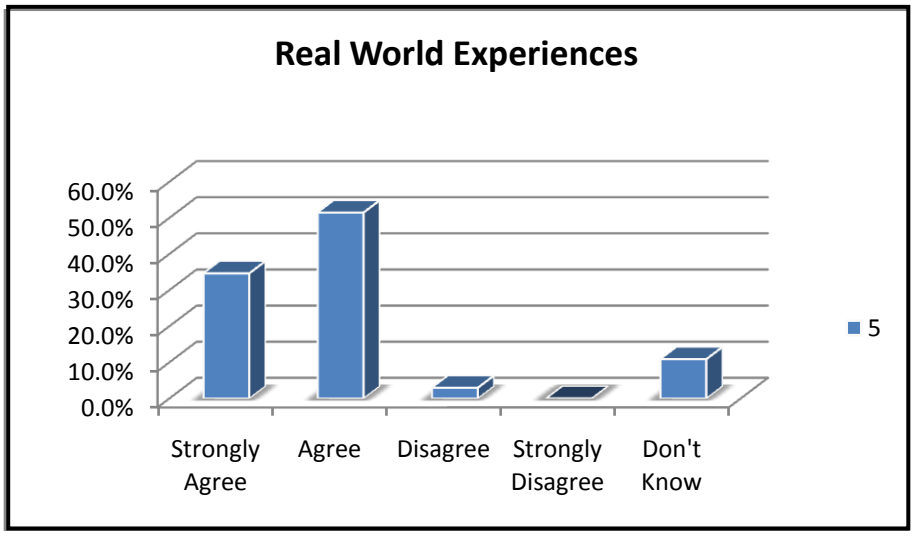
Parent Survey

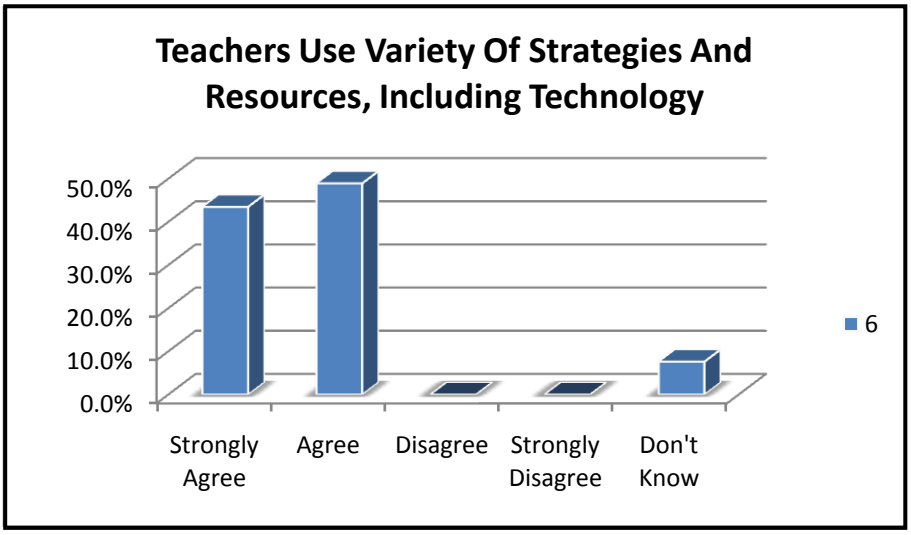


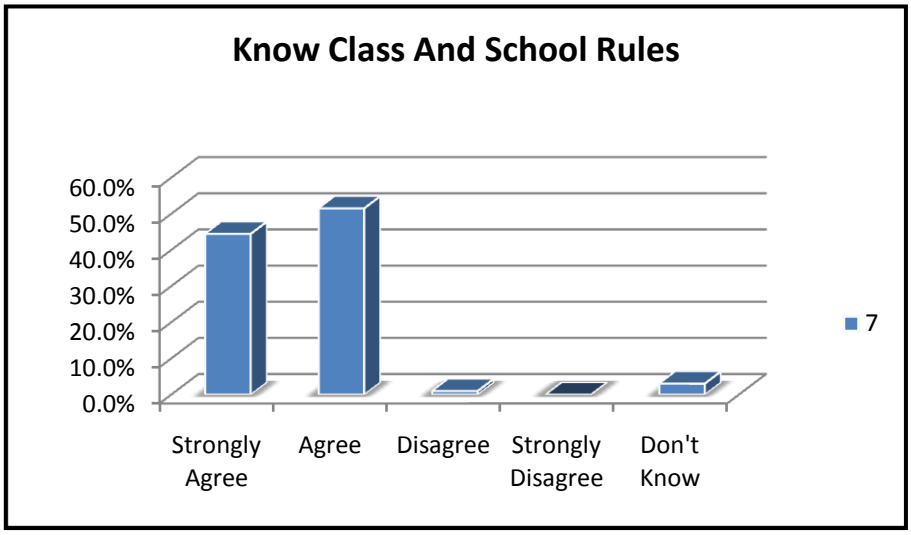


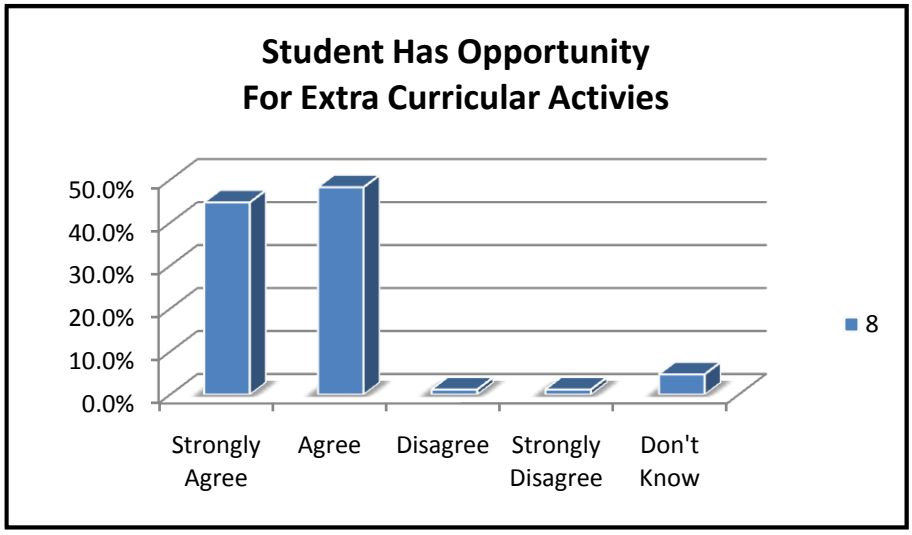


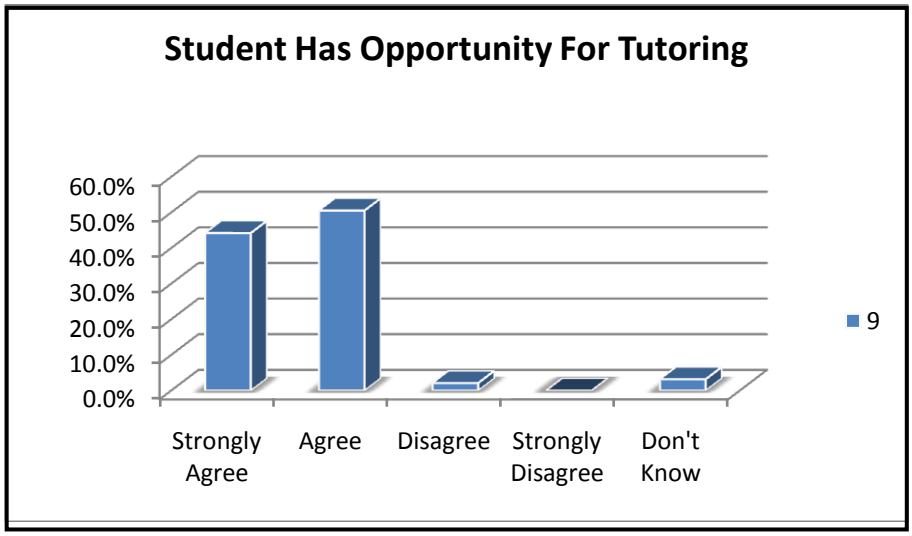

Aware Of Discipline Policy
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
4

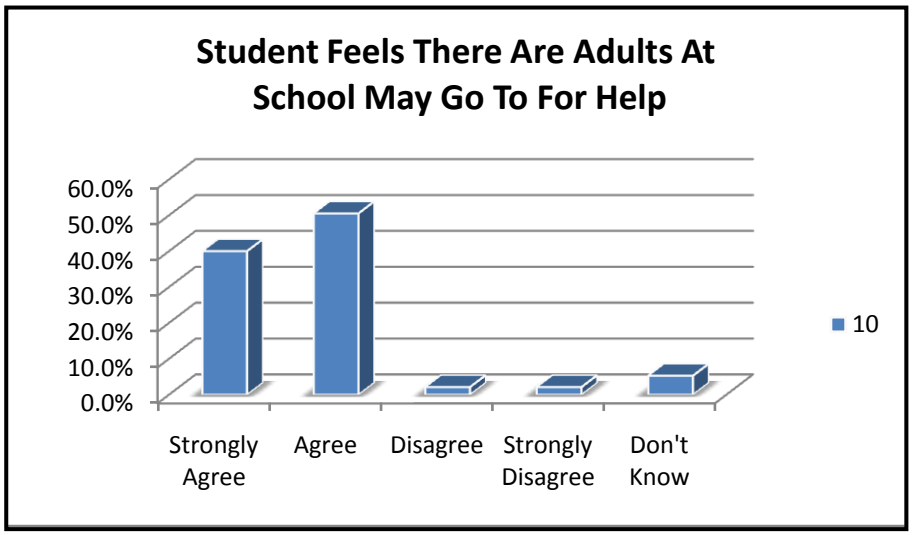

Real World Experiences
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
5


Teachers Use Variety Of Strategies And Resources, Including Technology
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
6


Know Class And School Rules
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
7


Student Has Opportunity For Extra Curricular Activies
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
8


Student Has Opportunity For Tutoring
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
9


Student Feels There Are Adults At School May Go To For Help
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
10

Parent Survey Letter

Chatsworth High School Accreditation 2008-2009

Dear Chatsworth High School Parent,
Chatsworth High School will be accredited in the spring of 2009. Currently, we are conducting a self study of our instructional programs and our relationship with the community. As parents of Chatsworth High School students, your input is vital. Please participate in this year's Parent Survey. Your individual responses will remain confidential.
Thank You, The Accreditation Leadership Team ***Approved, T. Guy***

You may return the completed survey to any teacher tonight, or send it with your student tomorrow to be returned to his or her homeroom class.

Please circle the answer that most closely matches your response.

1. I feel welcome on campus.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

2. Diversity is celebrated and supported by students, teachers, and staff
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

3. My child's teachers have high expectations.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

4. I am aware of Chatsworth High School's discipline policy
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

5. My child has the opportunity to participate in community services, job shadowing, and real-world experiences through classes, clubs and organizations.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

6. My child's teachers use a variety of strategies and resources to teach, including technology.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

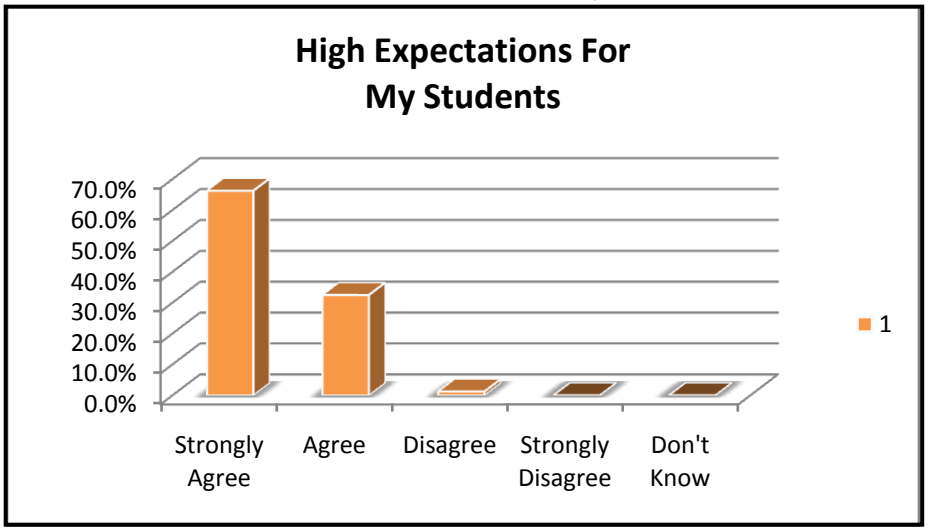
7. I know what is expected of my child in each of his/her classes in terms of classroom and schoolwide rules.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

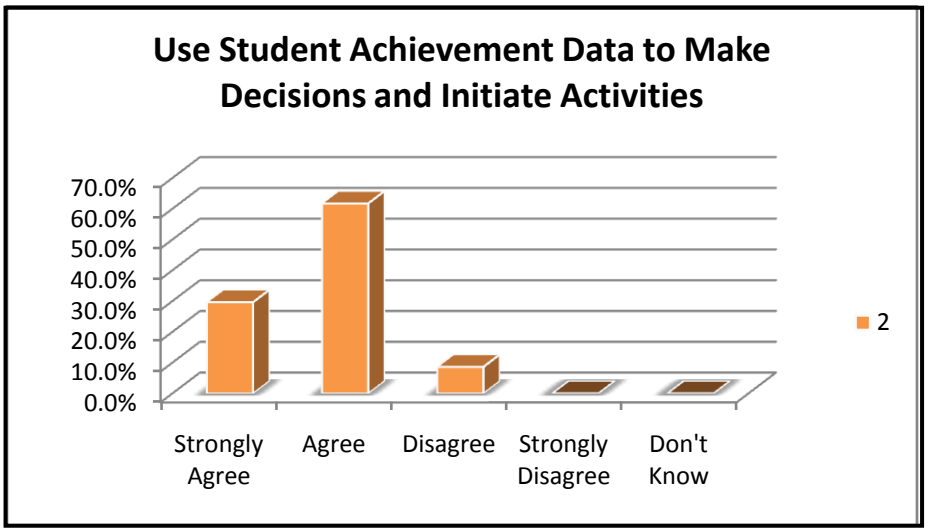
8. My child has the opportunity to participate in school leadership, clubs, and after school activities.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

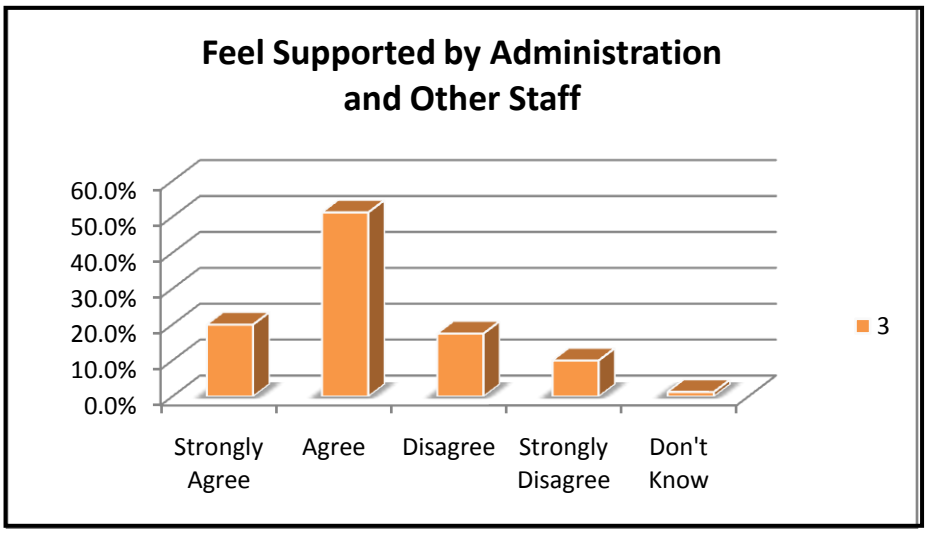
9. My child has the opportunity to receive tutoring in math, English, social studies, science, and CAHSEE.
   Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

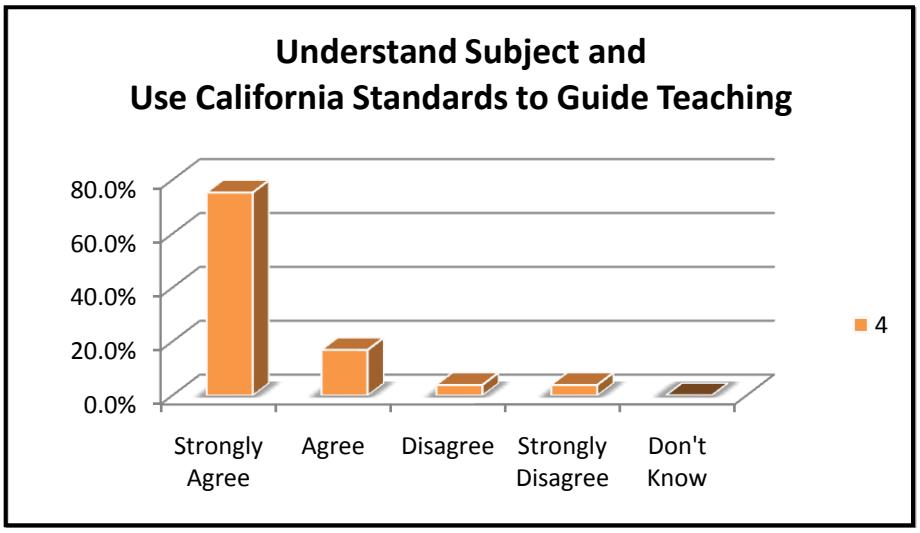
10. If my child has a problem or questions, he/she feels there are adults at the school to go to for help.
    Strongly Agree **Agree** **Disagree** **Strongly Disagree** **Don't Know**

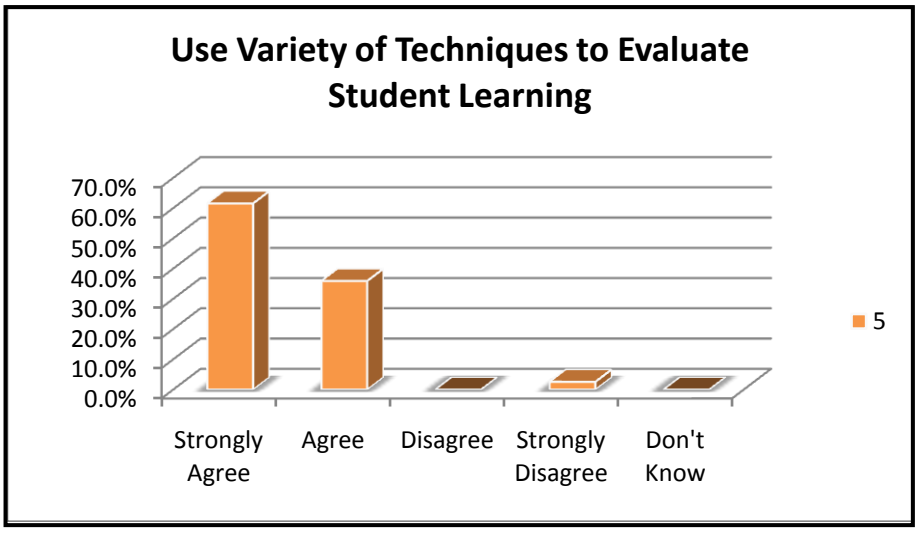
Teacher Survey

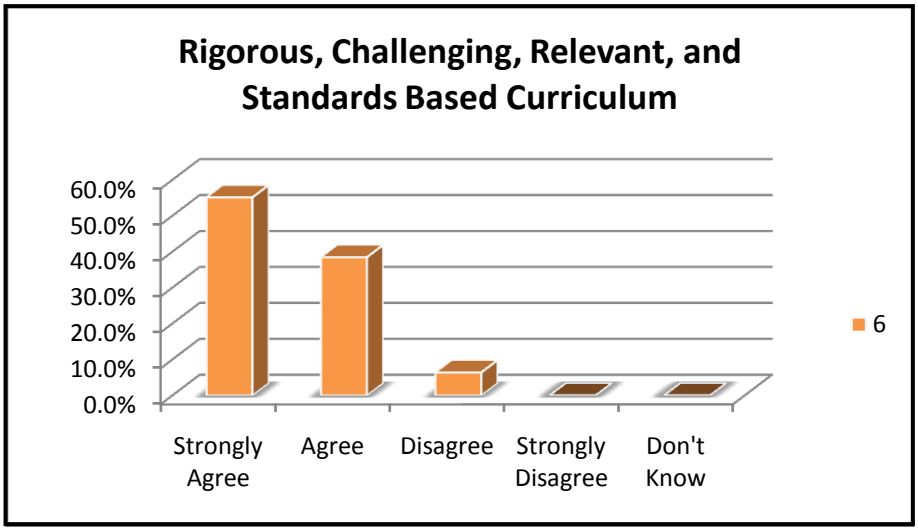


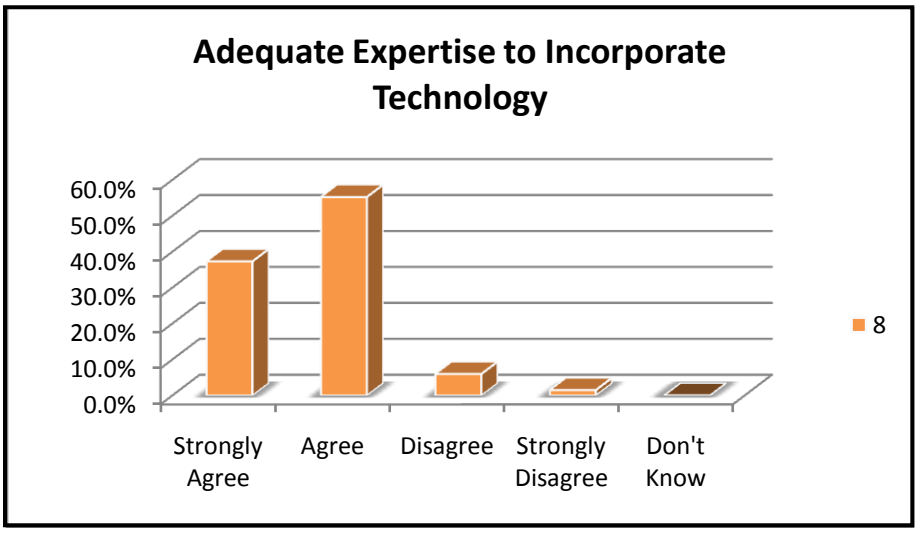


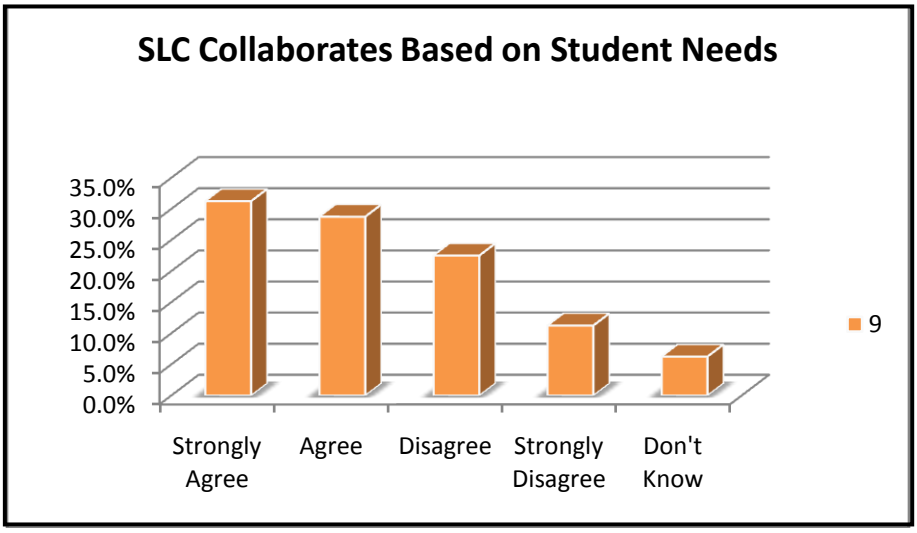


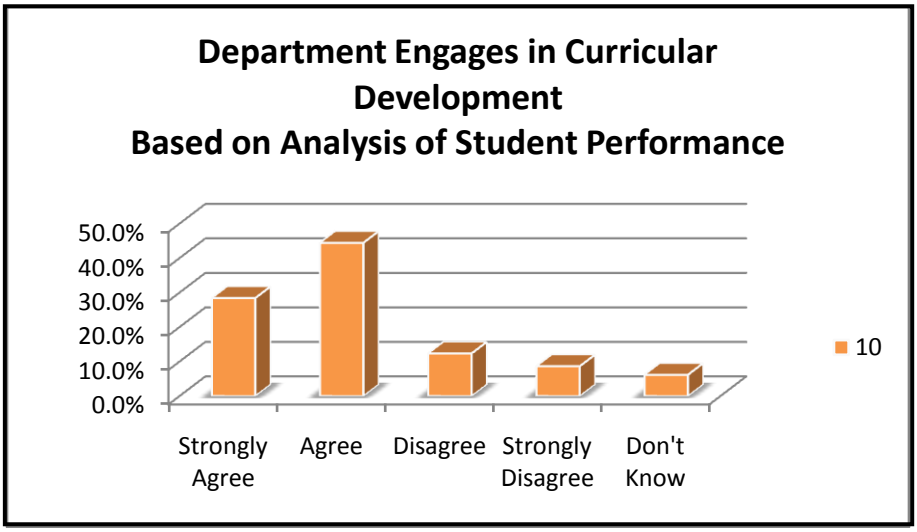

Understand Subject and
Use California Standards to Guide Teaching
80.0%
60.0%
40.0%
20.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
4

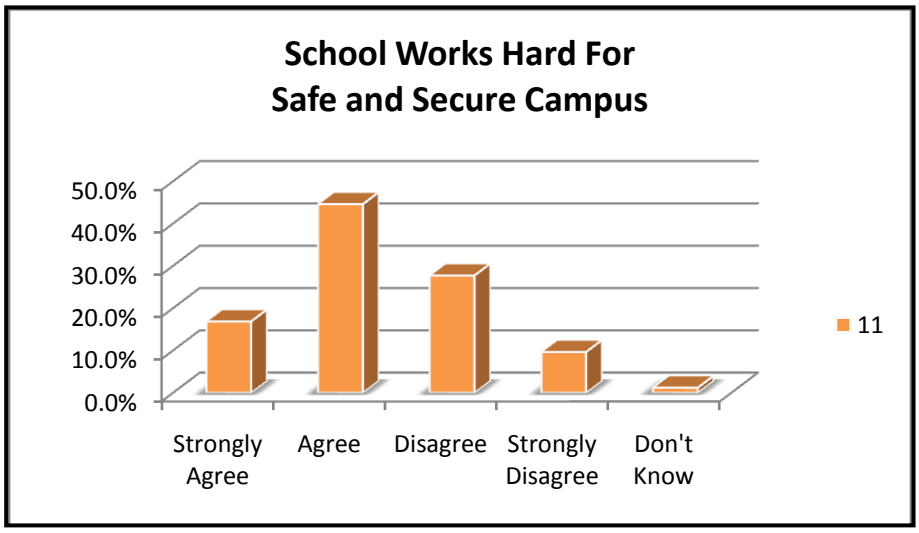

Use Variety of Techniques to Evaluate
Student Learning
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
5

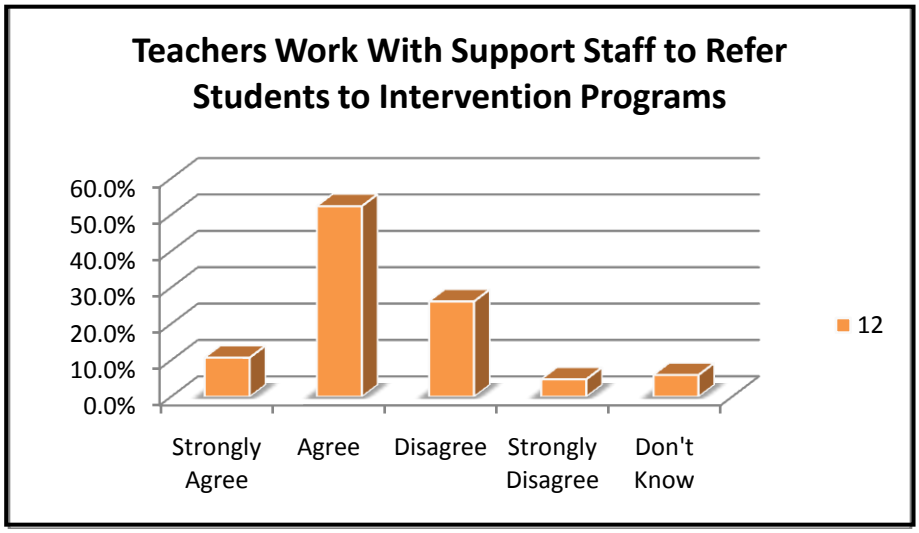

Rigorous, Challenging, Relevant, and
Standards Based Curriculum
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
6

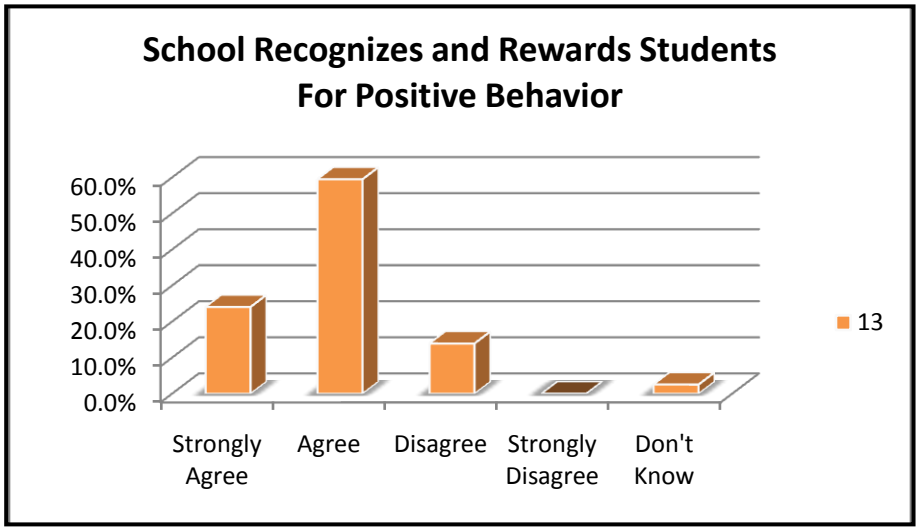

Adequate Expertise to Incorporate Technology
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
8

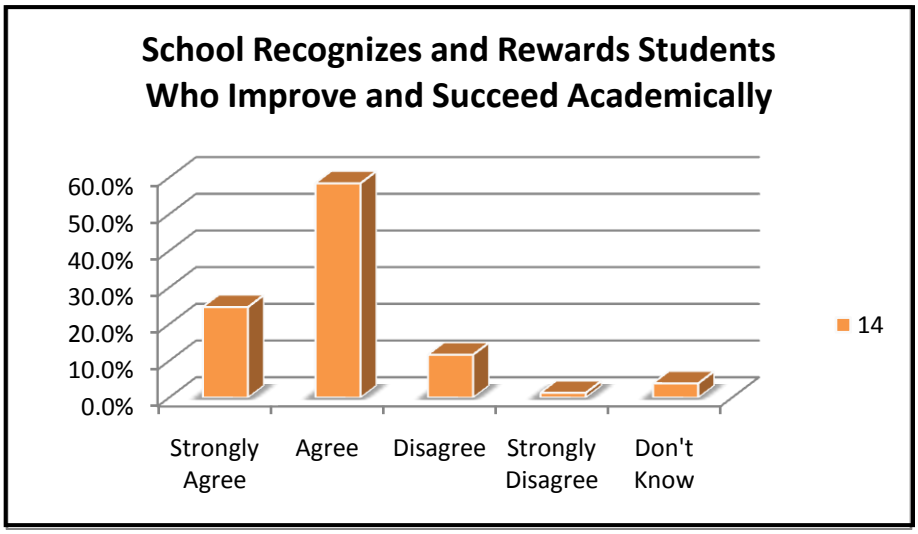

SLC Collaborates Based on Student Needs
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
9

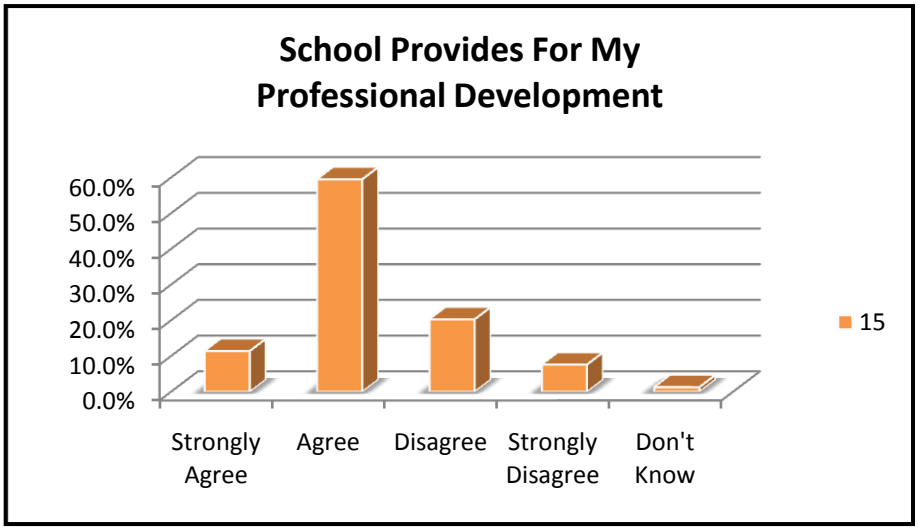

Department Engages in Curricular Development
Based on Analysis of Student Performance
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
10

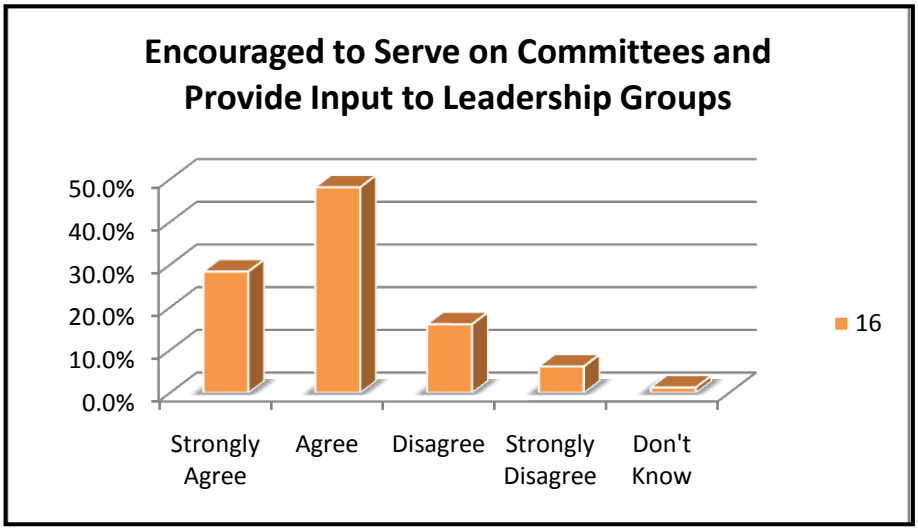

School Works Hard For
Safe and Secure Campus
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
11

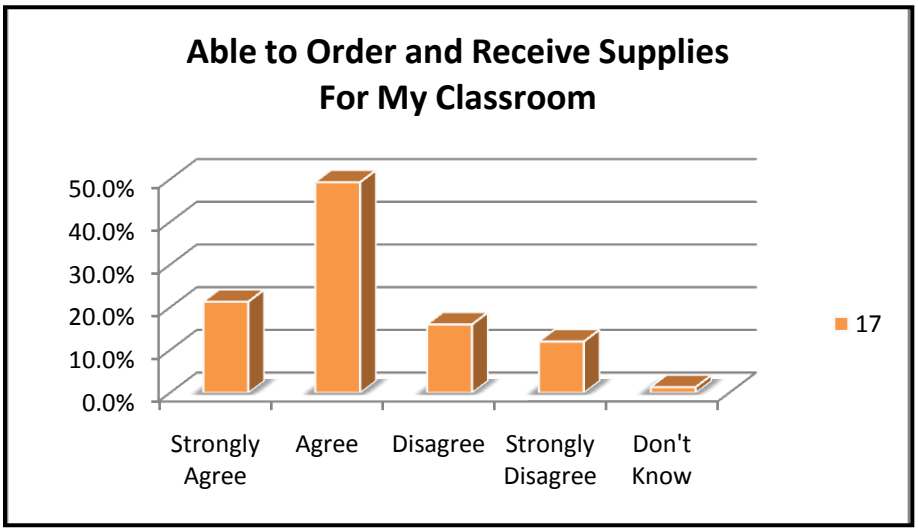

Teachers Work With Support Staff to Refer
Students to Intervention Programs
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
12


School Recognizes and Rewards Students
For Positive Behavior
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
13


School Recognizes and Rewards Students Who Improve and Succeed Academically
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
14


School Provides For My Professional Development
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
15


Encouraged to Serve on Committees and Provide Input to Leadership Groups
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
16


Able to Order and Receive Supplies For My Classroom
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
17

Chatsworth High School Accreditation 2008-2009 Faculty Survey

The Faculty Survey is an integral part of our Accreditation process. Your input will help shape the Schoolwide Action Plan we develop to move Chatsworth High School forward over the next six years. Please complete the following confidential Faculty Survey before the end of today's meeting.

Circle the answer that most closely matches your response.

1. I have high expectations for my students.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
2. I use student achievement data to make decisions and initiate activities that focus on all students achieving content standards and ESLRs
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
3. I feel supported by the administration and other staff.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
4. I understand the subject(s) I teach, and use the California state standards to guide me in what to teach.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
5. I use a variety of techniques to evaluate student learning.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
6. My students participate in a rigorous, challenging, relevant, and standard's based curriculum.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
7. I incorporate technology into the curriculum.
   Frequently Often Regularly Seldom Never
8. My level of expertise is adequate for me to incorporate technology into my curriculum.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
9. My SLC engages in collaborative planning based on student needs.
   Strongly Agree Agree Disagree Strongly Disagree Don't Know
10. My department engages in curricular development based on analysis of student performance.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know
11. Our school works hard to ensure a safe and clean campus.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know
12. Teachers work with support staff to refer students to intervention programs and follow up to monitor their progress.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know
13. Our school recognizes and acknowledges students who demonstrate positive behaviors
    Strongly Agree Agree Disagree Strongly Disagree Don't Know

14. Our school recognizes and acknowledges students who improve and succeed academically.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know

15. Our school provides opportunities for my professional growth.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know

16. Faculty are encouraged to serve on committees and provide input to leadership groups (e.g., School Leadership Council, School Site Council).
    Strongly Agree Agree Disagree Strongly Disagree Don't Know

17. I have been able to order and receive supplies and supplemental materials for my classroom.
    Strongly Agree Agree Disagree Strongly Disagree Don't Know

Master Schedule Spring 2009

Class Number	District Number	Emph	Course Title	Per	Bb lSec	Room	Teacher
6267	105020		*College Class	7	828 01	OAR	03 CAHSEE STAFF
7267	310209	*	ESS STAND MATH	7	763 02	OAR	03 CAHSEE STAFF
8267	230227	*	ESS STD ENGLSH	7	754 02	OAR	03 CAHSEE STAFF
7961	370128	E	WHG: MOD WLD B	1	655 01	Z196	04 SOCIAL STUDIES
9961	460104	1	SERVICE SH B	1	806 38	Z196	04 SOCIAL STUDIES
7962	370128	HE	H WHG:MOD WL B	2	657 02	Z196	04 SOCIAL STUDIES
9962	460104	2	SERVICE SH B	2	807 46	Z196	04 SOCIAL STUDIES
7960	910203	3	CONF/PREP PER	3	910 23	Z196	04 SOCIAL STUDIES
7964	370128	E	WHG: MOD WLD B	4	655 02	Z196	04 SOCIAL STUDIES
9964	460104	4	SERVICE SH B	4	809 46	Z196	04 SOCIAL STUDIES
7965	370128	E	SH WHG: MOD WLD B	5	656 01	Z196	04 SOCIAL STUDIES
9965	460104	5	SERVICE SH B	5	810 47	Z196	04 SOCIAL STUDIES
7966	370128	E	WHG: MOD WLD B	6	655 03	Z196	04 SOCIAL STUDIES
9966	460104	6	SERVICE SH B	6	811 38	Z196	04 SOCIAL STUDIES
5196	420103	10	HOMEROOM	H	803 06	Z196	04 SOCIAL STUDIES
6621	361402	B	CHEMISTRY B	1	438 01	H62	AHN, HH
7621	460104	1	SERVICE SH B	1	806 01	H62	AHN, HH
6622	361402	B	CHEMISTRY B	2	438 02	H62	AHN, HH
7622	460104	2	SERVICE SH B	2	807 01	H62	AHN, HH
6620	910203	3	CONF/PREP PER	3	910 19	H62	AHN, HH
6624	361402		CHEMISTRY B	4	239 01	H62	AHN, HH
7624	460104	4	SERVICE SH B	4	809 01	H62	AHN, HH
6625	361402		CHEMISTRY B	5	239 02	H62	AHN, HH
7625	460104	5	SERVICE SH B	5	810 01	H62	AHN, HH
6626	361402	A	CHEMISTRY B	6	338 01	H62	AHN, HH
7626	460104	6	SERVICE SH B	6	811 01	H62	AHN, HH
5062	420103	11	HOMEROOM	H	804 12	H62	AHN, HH
6611	930102		DEAN	1	930 07	A10	ALLISON, SR
7611	460104	1	SERVICE SH B	1	806 93	A10	ALLISON, SR
6612	930102		DEAN	2	930 08	A10	ALLISON, SR
7612	460104		SERVICE SH B	2	812 27	A10	ALLISON, SR
6613	930102		DEAN	3	930 09	A10	ALLISON, SR
7613	460104	3	SERVICE SH B	3	808 99	A10	ALLISON, SR
6614	930102		DEAN	4	930 10	A10	ALLISON, SR
7614	460104		SERVICE SH B	4	812 28	A10	ALLISON, SR
6615	930102		DEAN	5	930 11	A10	ALLISON, SR
7615	460104		SERVICE SH B	5	812 29	A10	ALLISON, SR
6616	930102		DEAN	6	930 12	A10	ALLISON, SR
7616	460104	6	SERVICE SH B	6	811 93	A10	ALLISON, SR
6911	260103	F1	HEALTH SH	1	136 01	M91	ALTSHULE, V
8911	460104	1	SERVICE SH B	1	806 02	M91	ALTSHULE, V
6912	260103	F1	HEALTH SH	2	136 02	M91	ALTSHULE, V
8912	460104	2	SERVICE SH B	2	807 02	M91	ALTSHULE, V
6913	260103	F1	HEALTH SH	3	136 03	M91	ALTSHULE, V
8913	460104	3	SERVICE SH B	3	808 01	M91	ALTSHULE, V
6914	420107	SH	SH LIFE SKLS 21ST	4	137 01	M91	ALTSHULE, V
8914	460104	4	SERVICE SH B	4	809 02	M91	ALTSHULE, V
6915	420107	SH	SH LIFE SKLS 21ST	5	137 02	M91	ALTSHULE, V
6910	910203	6	CONF/PREP PER	6	913 01	M91	ALTSHULE, V
5091	420103	91	HOMEROOM	H	801 14	M91	ALTSHULE, V
6930	910203	1	CONF/PREP PER	1	908 19	T93	ALVAREZ, G
6932	170104	LA	SH ESL INTER 2B	2	009 01	T93	ALVAREZ, G

7932	170103	LA	SH ESL INTER 2A	2	003 01	T93	ALVAREZ, G
8932	460104	2	SERVICE SH B	2	807 03	T93	ALVAREZ, G
6933	170104	LB	SH ESL INTER 2B	3	010 01	T93	ALVAREZ, G
9933	170103	LB	SH ESL INTER 2A	3	004 01	T93	ALVAREZ, G
6934	170102	LA	SH ESL BEG 1B	4	001 01	T93	ALVAREZ, G
8934	170101	LA	SH ESL BEG 1A	4	007 01	T93	ALVAREZ, G
6935	170102	LB	SH ESL BEG 1B	5	002 01	T93	ALVAREZ, G
9935	170101	LB	SH ESL BEG 1A	5	008 01	T93	ALVAREZ, G
6936	256012	*	SPANISH 1B	6	075 09	T93	ALVAREZ, G
9936	460104	6	SERVICE SH B	6	811 02	T93	ALVAREZ, G
5093	420103	10	HOMEROOM	H	803 30	T93	ALVAREZ, G
6110	910203	1	CONF/PREP PER	1	908 09	S88	APPEL, JA
6112	800301		RSP TEACHER	2	926 27	S88	APPEL, JA
6113	800301		RSP TEACHER	3	926 28	S88	APPEL, JA
6114	230121	*	B COMM SK SH	4	088 01	S88	APPEL, JA
8384	460104	4	SERVICE SH B	4	809 50	S88	APPEL, JA
6115	230121	*	B COMM SK SH	5	088 02	S88	APPEL, JA
8385	460104	5	SERVICE SH B	5	810 51	S88	APPEL, JA
6116	230121	*	B COMM SK SH	6	088 03	S88	APPEL, JA
8386	460104	6	SERVICE SH B	6	811 42	S88	APPEL, JA
7251	910110		COORD, TESTING	1	931 01	SH	ARAUJO, J
7252	910110		COORD, TESTING	2	931 02	SH	ARAUJO, J
7253	910110		COORD, TESTING	3	931 03	SH	ARAUJO, J
7254	910110		COORD, TESTING	4	931 04	SH	ARAUJO, J
7255	910110		COORD, TESTING	5	931 05	SH	ARAUJO, J
7256	910110		COORD, TESTING	6	931 06	SH	ARAUJO, J
8311	330301	PE	ADAP PHYS ED	1	886 01	PE	ARNOLDINI, L
6161	310302	E	ALGEBRA 1B	1	620 02	D16	ARST, RF
7161	460104	1	SERVICE SH B	1	806 03	D16	ARST, RF
6162	310304	E	ALGEBRA 2B	2	626 01	D16	ARST, RF
7162	460104	2	SERVICE SH B	2	807 04	D16	ARST, RF
6163	310506	M	TRG/MATH AN B	3	529 02	D16	ARST, RF
7163	460104	3	SERVICE SH B	3	808 03	D16	ARST, RF
6164	310304	B	SH ALGEBRA 2B	4	427 02	D16	ARST, RF
7164	460104	4	SERVICE SH B	4	809 04	D16	ARST, RF
6165	310304	H	H ALGEBRA 2B	5	760 01	D16	ARST, RF
7165	460104	5	SERVICE SH B	5	810 03	D16	ARST, RF
6160	910203	6	CONF/PREP PER	6	913 22	D16	ARST, RF
5016	420103	12	HOMEROOM	H	805 10	D16	ARST, RF
6181	310506	M	TRG/MATH AN B	1	529 05	D18	ASAO, L
7181	460104	1	SERVICE SH B	1	806 04	D18	ASAO, L
6182	310302	B	ALGEBRA 1B	2	420 01	D18	ASAO, L
7182	460104	2	SERVICE SH B	2	807 05	D18	ASAO, L
6183	310701	AP	AP CALCULUS A	3	761 01	D18	ASAO, L
7183	460104	3	SERVICE SH B	3	808 04	D18	ASAO, L
6184	910187		OTHER: DEPT CH	4	923 05	D18	ASAO, L
6185	310506	M	TRG/MATH AN B	5	529 06	D18	ASAO, L
7185	460104	5	SERVICE SH B	5	810 04	D18	ASAO, L
6180	910203	6	CONF/PREP PER	6	913 20	D18	ASAO, L
5018	420103	11	HOMEROOM	H	804 03	D18	ASAO, L
6501	370130	HM	H US HIST 20 B	1	560 01	G50	ASHTON, S
7501	460104	1	SERVICE SH B	1	806 05	G50	ASHTON, S
6502	370112	AP	AP US HIST B	2	722 02	G50	ASHTON, S
7502	460104	2	SERVICE SH B	2	807 06	G50	ASHTON, S
6503	370905	M	ECONOMICS	3	561 01	G50	ASHTON, S
7503	460104	3	SERVICE SH B	3	808 05	G50	ASHTON, S
6504	370603	M	SH PRIN AM DEMOCR	4	562 01	G50	ASHTON, S

7504	460104	4	SERVICE SH B	4	809 05	G50	ASHTON, S
6500	910203	5	CONF/PREP PER	5	912 17	G50	ASHTON, S
7505	460104	5	SERVICE SH B	5	810 05	G50	ASHTON, S
6506	370130	M	SH US HIST 20TH B	6	559 02	G50	ASHTON, S
7506	460104	6	SERVICE SH B	6	811 03	G50	ASHTON, S
6507	429949		SERVICE LEARN	7	829 02	G50	ASHTON, S
5050	420103	12	HOMEROOM	H	805 21	G50	ASHTON, S
6951	930701		OTHER STD SERV	1	924 05	SH	AVIV, AM
6952	420322	F2	AVID 1B	2	183 03	T95	AVIV, AM
8352	460104		SERVICE SH B	2	812 34	T95	AVIV, AM
8952	460404	*	TUTOR SH B	2	813 07	T95	AVIV, AM
6950	910203	3	CONF/PREP PER	3	910 07	T95	AVIV, AM
6954	310402	E	SH GEOMETRY B	4	624 01	T95	AVIV, AM
8954	460104	4	SERVICE SH B	4	809 06	T95	AVIV, AM
6955	310402	E	GEOMETRY B	5	623 03	T95	AVIV, AM
8955	460104	5	SERVICE SH B	5	810 06	T95	AVIV, AM
6956	310304	E	SH ALGEBRA 2B	6	627 01	T95	AVIV, AM
8956	460104	6	SERVICE SH B	6	811 04	T95	AVIV, AM
5095	420103	10	HOMEROOM	H	803 08	T95	AVIV, AM
6961	230201	S	CONTEMP COMP	1	206 02	T96	AVOL, E
8961	460104	1	SERVICE SH B	1	806 09	T96	AVOL, E
6962	230201	S	CONTEMP COMP	2	206 01	T96	AVOL, E
8962	460104	2	SERVICE SH B	2	807 13	T96	AVOL, E
6963	230110	HH	H ENGLISH 10B	3	204 01	T96	AVOL, E
8963	460104	3	SERVICE SH B	3	808 10	T96	AVOL, E
6964	230110	S	ENGLISH 10B	4	200 01	T96	AVOL, E
8964	460104	4	SERVICE SH B	4	809 13	T96	AVOL, E
6960	910203	5	CONF/PREP PER	5	912 15	T96	AVOL, E
6966	230110	S	SH ENGLISH 10B	6	201 01	T96	AVOL, E
8966	460104	6	SERVICE SH B	6	811 07	T96	AVOL, E
5096	420103	10	HOMEROOM	H	803 16	T96	AVOL, E
7641	920201		LIBRARIAN	1	916 01	LIB	BALL, S
8641	460304	*	LIB PRAC SH B	1	815 01	LIB	BALL, S
7642	920201		LIBRARIAN	2	916 02	LIB	BALL, S
8642	460304	*	LIB PRAC SH B	2	815 02	LIB	BALL, S
7643	920201		LIBRARIAN	3	916 03	LIB	BALL, S
8643	460304	*	LIB PRAC SH B	3	815 03	LIB	BALL, S
7644	910203	4	CONF/PREP PER	4	911 21	LIB	BALL, S
7645	920201		LIBRARIAN	5	916 05	LIB	BALL, S
8645	460304	*	LIB PRAC SH B	5	815 05	LIB	BALL, S
7646	920201		LIBRARIAN	6	916 06	LIB	BALL, S
8646	460304	*	LIB PRAC SH B	6	815 06	LIB	BALL, S
8091	360122	SD	INTCOOR SCI 1B	1	870 01	N209	BARNETT, S
9091	460104	1	SERVICE SH B	1	806 06	N209	BARNETT, S
8092	360702	SD	BIOLOGY B	2	871 06	N209	BARNETT, S
8392	460104	2	SERVICE SH B	2	807 07	N209	BARNETT, S
8090	910203	3	CONF/PREP PER	3	910 09	N209	BARNETT, S
8094	360702	SD	BIOLOGY B	4	871 07	N209	BARNETT, S
8394	460104	4	SERVICE SH B	4	809 07	N209	BARNETT, S
8095	360122	SD	INTCOOR SCI 1B	5	870 03	N209	BARNETT, S
8395	460104	5	SERVICE SH B	5	810 07	N209	BARNETT, S
8096	360132	SD	INTCOOR SCI 3B	6	872 01	N209	BARNETT, S
8396	460104	6	SERVICE SH B	6	811 05	N209	BARNETT, S
5209	420103	11	HOMEROOM	H	804 10	N209	BARNETT, S
6631	910187		OTHER: DEPT CH	1	923 01	H63	BAUTISTA, M
6632	361502	M	PHYSICS B	2	546 01	H63	BAUTISTA, M
7632	460104	2	SERVICE SH B	2	807 08	H63	BAUTISTA, M
6633	361502	M	PHYSICS B	3	546 02	H63	BAUTISTA, M

7633	460104	3	SERVICE SH B	3	808 06	H63	BAUTISTA, M
6634	361508	AP	AP PHYSICS C	4	713 01	H63	BAUTISTA, M
7634	460104	4	SERVICE SH B	4	809 08	H63	BAUTISTA, M
6630	910203	5	CONF/PREP PER	5	912 07	H63	BAUTISTA, M
6636	330931	V	TENNIS, V BOYS	6	788 01	PE	BAUTISTA, M
7636	460104	6	SERVICE SH B	6	811 92	PE	BAUTISTA, M
5063	420103	12	HOMEROOM	H	805 09	H63	BAUTISTA, M
8021	910203	1	CONF/PREP PER	1	908 07	M202	BISHOP-ROSEN, J
8022	230110	E	ENGLISH 10B	2	600 01	M202	BISHOP-ROSEN, J
8322	460104	2	SERVICE SH B	2	807 09	M202	BISHOP-ROSEN, J
8023	230110	E	SH ENGLISH 10B	3	601 01	M202	BISHOP-ROSEN, J
8323	460104	3	SERVICE SH B	3	808 07	M202	BISHOP-ROSEN, J
8024	230110	E	ENGLISH 10B	4	600 02	M202	BISHOP-ROSEN, J
8324	460104	4	SERVICE SH B	4	809 09	M202	BISHOP-ROSEN, J
8025	230110	E	ENGLISH 10B	5	600 03	M202	BISHOP-ROSEN, J
8325	460104	5	SERVICE SH B	5	810 08	M202	BISHOP-ROSEN, J
8026	330513		AUX CHEER	6	771 01	PE	BISHOP-ROSEN, J
5202	420103	10	HOMEROOM	H	803 04	M202	BISHOP-ROSEN, J
6450	910203	1	CONF/PREP PER	1	908 15	G45	BLUMAN, J
6452	370130	HH	H US HIST 20 B	2	259 01	G45	BLUMAN, J
7452	460104	2	SERVICE SH B	2	807 10	G45	BLUMAN, J
6453	370128	HA	H WHG:MOD WL B	3	347 01	G45	BLUMAN, J
7453	460104	3	SERVICE SH B	3	808 08	G45	BLUMAN, J
6454	370112	AP	AP US HIST B	4	722 01	G45	BLUMAN, J
7454	460104	4	SERVICE SH B	4	809 10	G45	BLUMAN, J
6455	460204	*	YEARBOOK SH B	5	814 01	G45	BLUMAN, J
7455	460104	5	SERVICE SH B	5	810 09	G45	BLUMAN, J
6456	910190		OTHER: COORD	6	907 10	G45	BLUMAN, J
6457	429949		SERVICE LEARN	7	829 03	G45	BLUMAN, J
5045	420103	11	HOMEROOM	H	804 14	G45	BLUMAN, J
6921	360122	H2	H INTCOR SC 1B	1	172 02	N92	BROWNLEE, C
8921	460104	1	SERVICE SH B	1	806 07	N92	BROWNLEE, C
6922	360702	E	BIOLOGY B	2	640 02	N92	BROWNLEE, C
8922	460104	2	SERVICE SH B	2	807 11	N92	BROWNLEE, C
6923	420322	F2	AVID 1B	3	183 02	N92	BROWNLEE, C
8923	460404	*	TUTOR SH B	3	813 08	N92	BROWNLEE, C
6924	360702	HE	H BIOLOGY B	4	642 01	N92	BROWNLEE, C
8924	460104	4	SERVICE SH B	4	809 11	N92	BROWNLEE, C
6920	910203	5	CONF/PREP PER	5	912 08	N92	BROWNLEE, C
6926	360702	E	BIOLOGY B	6	640 03	N92	BROWNLEE, C
8926	460104	6	SERVICE SH B	6	811 06	N92	BROWNLEE, C
5092	420103	10	HOMEROOM	H	803 09	N92	BROWNLEE, C
6641	930304		SEC COUNSELOR	1	921 37	A9	BRYANT, D
6642	930304		SEC COUNSELOR	2	921 38	A9	BRYANT, D
6643	930304		SEC COUNSELOR	3	921 39	A9	BRYANT, D
6644	930304		SEC COUNSELOR	4	921 40	A9	BRYANT, D
6645	930304		SEC COUNSELOR	5	921 41	A9	BRYANT, D
6646	930304		SEC COUNSELOR	6	921 42	A9	BRYANT, D
6291	310302	S	SH ALGEBRA 1B	1	220 01	E29	CANLAS, M
7291	460104	1	SERVICE SH B	1	806 08	E29	CANLAS, M
6292	310304	A	ALGEBRA 2B	2	326 03	E29	CANLAS, M
7292	460104	2	SERVICE SH B	2	807 12	E29	CANLAS, M
6293	310304	UM	ALGEBRA 2B	3	230 01	E29	CANLAS, M
7293	460104	3	SERVICE SH B	3	808 09	E29	CANLAS, M
6294	310304	S	SH ALGEBRA 2B	4	229 01	E29	CANLAS, M
7294	460104	4	SERVICE SH B	4	809 12	E29	CANLAS, M
6295	310304	S	ALGEBRA 2B	5	228 01	E29	CANLAS, M
7295	460104	5	SERVICE SH B	5	810 10	E29	CANLAS, M

6296	310402	A	GEOMETRY B	6	323 06	E29	CANLAS, M
6290	910203	7	CONF/PREP PER	7	914 15	E29	CANLAS, M
5029	420103	11	HOMEROOM	H	804 21	E29	CANLAS, M
9021	360702	B	BIOLOGY B	1	435 01	V303	CHARY, C
9421	460104	1	SERVICE SH B	1	806 10	V303	CHARY, C
9022	360702	B	SH BIOLOGY B	2	436 01	V303	CHARY, C
9422	460104	2	SERVICE SH B	2	807 14	V303	CHARY, C
9333	460104	3	SERVICE SH B	3	808 11	V303	CHARY, C
9423	360122	F1	INTCOOR SCI 1B	3	125 08	V303	CHARY, C
9020	910203	4	CONF/PREP PER	4	911 18	V303	CHARY, C
9424	460104	4	SERVICE SH B	4	809 14	V303	CHARY, C
9025	360132	B	INTCOOR SCI 3B	5	440 01	V303	CHARY, C
9425	460104	5	SERVICE SH B	5	810 11	V303	CHARY, C
9026	360132	B	SH INTCOOR SCI 3B	6	441 01	V303	CHARY, C
9426	460104	6	SERVICE SH B	6	811 08	V303	CHARY, C
5302	420103	11	HOMEROOM	H	804 26	V303	CHARY, C
6830	910203	1	CONF/PREP PER	1	908 04	S83	CHAVEZ, E
6832	692555	*	CAD TECH ARCHI	2	052 01	S83	CHAVEZ, E
7832	460104	2	SERVICE SH B	2	807 15	S83	CHAVEZ, E
6833	692555	*	CAD TECH ARCHI	3	052 02	S83	CHAVEZ, E
7833	460104	3	SERVICE SH B	3	808 12	S83	CHAVEZ, E
6834	692555	*	CAD TECH ARCHI	4	052 03	S83	CHAVEZ, E
7834	460104	4	SERVICE SH B	4	809 15	S83	CHAVEZ, E
6835	692555	*	CAD TECH ARCHI	5	052 04	S83	CHAVEZ, E
7835	460104	5	SERVICE SH B	5	810 12	S83	CHAVEZ, E
6836	692555	*	CAD TECH ARCHI	6	052 05	S83	CHAVEZ, E
7836	460104	6	SERVICE SH B	6	811 09	S83	CHAVEZ, E
8281	330122	A	ADV PE 2B	1	371 08	PE80	CHEVALIER, M
9281	330106	F1	ADV PE 1B	1	145 01	PE80	CHEVALIER, M
9481	460104	1	SERVICE SH B	1	806 11	PE80	CHEVALIER, M
8282	330106	F1	ADV PE 1B	2	145 11	PE80	CHEVALIER, M
9282	330122	A	ADV PE 2B	2	371 12	PE80	CHEVALIER, M
9482	460104	2	SERVICE SH B	2	807 16	PE80	CHEVALIER, M
8283	330106	F1	ADV PE 1B	3	145 12	PE80	CHEVALIER, M
9283	330122	AE	ADV PE 2B	3	026 02	PE80	CHEVALIER, M
9483	460104	3	SERVICE SH B	3	808 13	PE80	CHEVALIER, M
8284	330106	92	ADV PE 1B	4	195 06	PE80	CHEVALIER, M
9284	330122	AE	ADV PE 2B	4	026 01	PE80	CHEVALIER, M
9484	460104	4	SERVICE SH B	4	809 16	PE80	CHEVALIER, M
9280	910203	5	CONF/PREP PER	5	912 02	PE80	CHEVALIER, M
9485	460104	5	SERVICE SH B	5	810 13	PE80	CHEVALIER, M
9286	330705	G	BASKETBALL	6	774 01	PE80	CHEVALIER, M
9486	460104	6	SERVICE SH B	6	811 10	PE80	CHEVALIER, M
6241	230201	UM	SH CONTEMP COMP	1	209 02	E24	COX, B
7241	460104	1	SERVICE SH B	1	806 12	E24	COX, B
6242	170106	LA	SH ESL ADV 4	2	017 02	E24	COX, B
7242	460104	2	SERVICE SH B	2	807 17	E24	COX, B
6243	170106	LB	SH ESL ADV 4	3	018 02	E24	COX, B
7243	460104	3	SERVICE SH B	3	808 14	E24	COX, B
6244	230201	S	SH CONTEMP COMP	4	207 02	E24	COX, B
7244	460104	4	SERVICE SH B	4	809 17	E24	COX, B
6245	230201	S	SH CONTEMP COMP	5	207 01	E24	COX, B
7245	460104	5	SERVICE SH B	5	810 14	E24	COX, B
6240	910203	6	CONF/PREP PER	6	913 13	E24	COX, B
7246	460104	6	SERVICE SH B	6	811 11	E24	COX, B
5024	420103	11	HOMEROOM	H	804 13	E24	COX, B
6720	910203	1	CONF/PREP PER	1	908 01	J72	COYLE, EP
6722	200106	*	INTRO ART B	2	037 01	J72	COYLE, EP

7722	460104	2	SERVICE SH B	2	807 18	J72	COYLE, EP
6723	200106	*	INTRO ART B	3	037 02	J72	COYLE, EP
7723	460104	3	SERVICE SH B	3	808 15	J72	COYLE, EP
6724	200504	*	PHOTO 1B	4	039 01	J72	COYLE, EP
7724	460104	4	SERVICE SH B	4	809 18	J72	COYLE, EP
6725	200504	*	PHOTO 1B	5	039 02	J72	COYLE, EP
7725	460104	5	SERVICE SH B	5	810 15	J72	COYLE, EP
6726	200504	*	PHOTO 1B	6	039 03	J72	COYLE, EP
7726	460104	6	SERVICE SH B	6	811 12	J72	COYLE, EP
5072	420103	12	HOMEROOM	H	805 01	J72	COYLE, EP
7971	310209	SD	ESS STAND MATH	1	864 02	Z197	CRUZ, B
7970	910203	2	CONF/PREP PER	2	909 06	Z197	CRUZ, B
7973	310222	SD	MATH TUT LAB B	3	865 01	Z197	CRUZ, B
8973	460104	3	SERVICE SH B	3	808 18	Z197	CRUZ, B
7974	310222	SD	MATH TUT LAB B	4	865 02	Z197	CRUZ, B
8974	460104	4	SERVICE SH B	4	809 20	Z197	CRUZ, B
7975	310302	SD	ALGEBRA 1B	5	860 01	Z197	CRUZ, B
8975	460104	5	SERVICE SH B	5	810 18	Z197	CRUZ, B
7976	310302	SD	ALGEBRA 1B	6	860 04	Z197	CRUZ, B
8976	460104	6	SERVICE SH B	6	811 15	Z197	CRUZ, B
5197	420103	91	HOMEROOM	H	801 15	Z197	CRUZ, B
6361	256012	*	SPANISH 1B	1	075 06	F36	CRUZ, C
7361	460104	1	SERVICE SH B	1	806 13	F36	CRUZ, C
6362	256012	*	SPANISH 1B	2	075 01	F36	CRUZ, C
7362	460104	2	SERVICE SH B	2	807 19	F36	CRUZ, C
6363	256014	*	SPANISH 2B	3	076 01	F36	CRUZ, C
7363	460104	3	SERVICE SH B	3	808 16	F36	CRUZ, C
6364	256014	*	SPANISH 2B	4	076 02	F36	CRUZ, C
7364	460104	4	SERVICE SH B	4	809 19	F36	CRUZ, C
6365	256012	*	SPANISH 1B	5	075 02	F36	CRUZ, C
7365	460104	5	SERVICE SH B	5	810 16	F36	CRUZ, C
6366	256014	*	SPANISH 2B	6	076 08	F36	CRUZ, C
7366	460104	6	SERVICE SH B	6	811 13	F36	CRUZ, C
6360	910203	7	CONF/PREP PER	7	914 10	F36	CRUZ, C
5036	420103	92	HOMEROOM	H	802 01	F36	CRUZ, C
6421	310402	UM	SH GEOMETRY B	1	226 01	G42	CUENCA, E
7421	460104	1	SERVICE SH B	1	806 14	G42	CUENCA, E
6422	310402	S	GEOMETRY B	2	224 01	G42	CUENCA, E
7422	460104	2	SERVICE SH B	2	807 20	G42	CUENCA, E
6423	310402	UM	SH GEOMETRY B	3	226 02	G42	CUENCA, E
7423	460104	3	SERVICE SH B	3	808 17	G42	CUENCA, E
6420	910203	4	CONF/PREP PER	4	911 14	G42	CUENCA, E
6425	370418	AP	AP PSYCHOLOG B	5	726 01	G42	CUENCA, E
7425	460104	5	SERVICE SH B	5	810 17	G42	CUENCA, E
6426	370405	*	INTRO SOCIO	6	719 01	G42	CUENCA, E
7426	460104	6	SERVICE SH B	6	811 14	G42	CUENCA, E
5042	420103	10	HOMEROOM	H	803 19	G42	CUENCA, E
7901	230110	HE	H ENGLISH 10B	1	602 01	Z190	DEFRANCO, D
8901	460104	1	SERVICE SH B	1	806 15	Z190	DEFRANCO, D
7902	230201	E	CONTEMP COMP	2	604 02	Z190	DEFRANCO, D
8902	460104	2	SERVICE SH B	2	807 22	Z190	DEFRANCO, D
7903	230110	HB	H ENGLISH 10B	3	402 01	Z190	DEFRANCO, D
8903	460104	3	SERVICE SH B	3	808 19	Z190	DEFRANCO, D
7904	230201	M	CONTEMP COMP	4	504 03	Z190	DEFRANCO, D
8904	460104	4	SERVICE SH B	4	809 21	Z190	DEFRANCO, D
7905	230201	E	CONTEMP COMP	5	604 03	Z190	DEFRANCO, D
8905	460104	5	SERVICE SH B	5	810 19	Z190	DEFRANCO, D
7900	910203	6	CONF/PREP PER	6	913 11	Z190	DEFRANCO, D
5190	420103	11	HOMEROOM	H	804 28	Z190	DEFRANCO, D

6390	910203	1	CONF/PREP PER	1	908 06	F39	DELL'OLIO, JM
6392	256014	*	SPANISH 2B	2	076 03	F39	DELL'OLIO, JM
9362	460104	2	SERVICE SH B	2	807 23	F39	DELL'OLIO, JM
6393	256016	*	SPANISH 3B	3	077 01	F39	DELL'OLIO, JM
9363	460104	3	SERVICE SH B	3	808 20	F39	DELL'OLIO, JM
6394	256016	*	SPANISH 3B	4	077 02	F39	DELL'OLIO, JM
9364	460104	4	SERVICE SH B	4	809 22	F39	DELL'OLIO, JM
6395	256016	*	SPANISH 3B	5	077 03	F39	DELL'OLIO, JM
9365	460104	5	SERVICE SH B	5	810 20	F39	DELL'OLIO, JM
6396	256014	*	SPANISH 2B	6	076 04	F39	DELL'OLIO, JM
9366	460104	6	SERVICE SH B	6	811 16	F39	DELL'OLIO, JM
5039	420103	12	HOMEROOM	H	805 22	F39	DELL'OLIO, JM
9040	910203	1	CONF/PREP PER	1	908 03	V304	DEMPSEY, R
9042	280522	LA	CAR CHILD B	2	057 01	V304	DEMPSEY, R
9442	460104	2	SERVICE SH B	2	807 24	V304	DEMPSEY, R
9043	280522	LB	CAR CHILD B	3	058 01	V304	DEMPSEY, R
9443	460104	3	SERVICE SH B	3	808 21	V304	DEMPSEY, R
9044	280513	*	PAR CH DEV	4	055 01	V304	DEMPSEY, R
9444	460104	4	SERVICE SH B	4	809 23	V304	DEMPSEY, R
9045	280513	*	PAR CH DEV	5	055 02	V304	DEMPSEY, R
9445	460104	5	SERVICE SH B	5	810 21	V304	DEMPSEY, R
9046	281007	*	CLOTH TEXT	6	054 01	V304	DEMPSEY, R
9446	460104	6	SERVICE SH B	6	811 17	V304	DEMPSEY, R
5304	420103	12	HOMEROOM	H	805 08	V304	DEMPSEY, R
6741	930701		OTHER STD SERV	1	924 07	SH	DONNER, K
6742	200114	*	AMER IMAGE B	2	034 01	J74	DONNER, K
7742	460104	2	SERVICE SH B	2	807 25	J74	DONNER, K
6743	200114	*	AMER IMAGE B	3	034 02	J74	DONNER, K
7743	460104	3	SERVICE SH B	3	808 22	J74	DONNER, K
6744	460604	*	LEADER SH B	4	816 01	J74	DONNER, K
6745	200114	*	AMER IMAGE B	5	034 03	J74	DONNER, K
7745	460104	5	SERVICE SH B	5	810 22	J74	DONNER, K
6746	910190		OTHER: COORD	6	907 14	J74	DONNER, K
6740	910203	7	CONF/PREP PER	7	914 11	J74	DONNER, K
5074	420103	12	HOMEROOM	H	805 02	J74	DONNER, K
7891	370130	E	SH US HIST 20TH B	1	659 01	Z189	DUNBAR, C
8891	460104	1	SERVICE SH B	1	806 16	Z189	DUNBAR, C
7890	910203	2	CONF/PREP PER	2	909 04	Z189	DUNBAR, C
7893	370905	E	ECONOMICS	3	661 01	Z189	DUNBAR, C
8893	460104	3	SERVICE SH B	3	808 23	Z189	DUNBAR, C
7894	370130	E	US HIST 20TH B	4	658 01	Z189	DUNBAR, C
8894	460104	4	SERVICE SH B	4	809 24	Z189	DUNBAR, C
7895	370603	E	SH PRIN AM DEMOCR	5	662 01	Z189	DUNBAR, C
8895	460104	5	SERVICE SH B	5	810 23	Z189	DUNBAR, C
7896	370130	E	US HIST 20TH B	6	658 02	Z189	DUNBAR, C
8896	460104	6	SERVICE SH B	6	811 18	Z189	DUNBAR, C
7897	429949		SERVICE LEARN	7	829 04	Z189	DUNBAR, C
5189	420103	11	HOMEROOM	H	804 06	Z189	DUNBAR, C
6901	420107	F2	LIFE SKLS 21ST	1	180 01	M90	EVANS, JB
8501	460104	1	SERVICE SH B	1	806 17	M90	EVANS, JB
6902	420107	F2	LIFE SKLS 21ST	2	180 02	M90	EVANS, JB
8502	460104	2	SERVICE SH B	2	807 26	M90	EVANS, JB
6900	910203	3	CONF/PREP PER	3	910 15	M90	EVANS, JB
6904	260103	92	SH HEALTH SH	4	182 01	M90	EVANS, JB
8504	460104	4	SERVICE SH B	4	809 25	M90	EVANS, JB
6905	260103	F2	HEALTH SH	5	181 01	M90	EVANS, JB
8505	460104	5	SERVICE SH B	5	810 24	M90	EVANS, JB
6906	260103	F2	HEALTH SH	6	181 02	M90	EVANS, JB

8506	460104	6	SERVICE SH B	6	811 19	M90	EVANS, JB
5090	420103	92	HOMEROOM	H	802 09	M90	EVANS, JB
8101	370603	SD	PRIN AM DEMOCR	1	883 01	N210	FLORES, D
9101	460104	1	SERVICE SH B	1	806 18	N210	FLORES, D
8102	230110	SD	ENGLISH 10B	2	851 01	N210	FLORES, D
9102	460104	2	SERVICE SH B	2	807 27	N210	FLORES, D
8100	910203	3	CONF/PREP PER	3	910 10	N210	FLORES, D
8104	230437	SD	WORLD LIT	4	854 01	N210	FLORES, D
9104	460104	4	SERVICE SH B	4	809 26	N210	FLORES, D
8105	230437	SD	WORLD LIT	5	854 02	N210	FLORES, D
9105	460104	5	SERVICE SH B	5	810 25	N210	FLORES, D
8106	230110	SD	ENGLISH 10B	6	851 02	N210	FLORES, D
9106	460104	6	SERVICE SH B	6	811 20	N210	FLORES, D
5210	420103	10	HOMEROOM	H	803 11	N210	FLORES, D
8241	330106	F1	ADV PE 1B	1	145 16	PE24	FREDETTE, A
9241	330122	WT	ADV PE 2B	1	025 07	PE24	FREDETTE, A
9240	910203	2	CONF/PREP PER	2	909 13	PE24	FREDETTE, A
8243	330106	F1	ADV PE 1B	3	145 18	PE24	FREDETTE, A
9243	330122	A	ADV PE 2B	3	371 02	PE24	FREDETTE, A
8244	330106	F1	ADV PE 1B	4	145 17	PE24	FREDETTE, A
9244	330122	A	ADV PE 2B	4	371 01	PE24	FREDETTE, A
8245	330106	F1	ADV PE 1B	5	145 19	PE24	FREDETTE, A
9245	330122	WT	ADV PE 2B	5	025 02	PE24	FREDETTE, A
8296	330205	V	ADV COND	6	779 01	PE29	FREDETTE, A
6121	930701		OTHER STD SERV	1	924 04	D12	FRIED-KOKASON, N
6122	310302	A	SH ALGEBRA 1B	2	321 01	D12	FRIED-KOKASON, N
7122	460104	2	SERVICE SH B	2	807 28	D12	FRIED-KOKASON, N
6123	310402	A	GEOMETRY B	3	323 03	D12	FRIED-KOKASON, N
7123	460104	3	SERVICE SH B	3	808 25	D12	FRIED-KOKASON, N
6124	310402	A	GEOMETRY B	4	323 04	D12	FRIED-KOKASON, N
7124	460104	4	SERVICE SH B	4	809 27	D12	FRIED-KOKASON, N
6125	310302	A	ALGEBRA 1B	5	320 01	D12	FRIED-KOKASON, N
7125	460104	5	SERVICE SH B	5	810 26	D12	FRIED-KOKASON, N
6126	310402	A	GEOMETRY B	6	323 02	D12	FRIED-KOKASON, N
7126	460104	6	SERVICE SH B	6	811 21	D12	FRIED-KOKASON, N
6120	910203	7	CONF/PREP PER	7	914 09	D12	FRIED-KOKASON, N
5012	420103	10	HOMEROOM	H	803 23	D12	FRIED-KOKASON, N
6031	230437	A	WORLD LIT	1	310 01	B3	GARCIA, D
7031	460104	1	SERVICE SH B	1	806 19	B3	GARCIA, D
6032	230201	A	CONTEMP COMP	2	306 02	B3	GARCIA, D
7032	460104	2	SERVICE SH B	2	807 29	B3	GARCIA, D
6033	230205	A	SH EXPOS COMP	3	312 01	B3	GARCIA, D
7033	460104	3	SERVICE SH B	3	808 26	B3	GARCIA, D
6030	910203	4	CONF/PREP PER	4	911 15	B3	GARCIA, D
6035	230201	A	CONTEMP COMP	5	306 03	B3	GARCIA, D
7035	460104	5	SERVICE SH B	5	810 27	B3	GARCIA, D
6036	230201	A	CONTEMP COMP	6	306 04	B3	GARCIA, D
7036	460104	6	SERVICE SH B	6	811 22	B3	GARCIA, D
5003	420103	11	HOMEROOM	H	804 22	B3	GARCIA, D
7931	230227	*	ESS STD ENGLSH	1	754 01	Z193	GINSBURG, S
8931	460104	1	SERVICE SH B	1	806 20	Z193	GINSBURG, S
7930	910203	2	CONF/PREP PER	2	909 09	Z193	GINSBURG, S
7933	230108	F1	ENGLISH 9B	3	100 02	Z193	GINSBURG, S
8333	460104	3	SERVICE SH B	3	808 27	Z193	GINSBURG, S
7934	230108	F1	ENGLISH 9B	4	100 03	Z193	GINSBURG, S
8334	460104	4	SERVICE SH B	4	809 28	Z193	GINSBURG, S
7935	230108	F1	ENGLISH 9B	5	100 04	Z193	GINSBURG, S
8335	460104	5	SERVICE SH B	5	810 28	Z193	GINSBURG, S

7936	230108	F1	ENGLISH 9B	6	100 05	Z193	GINSBURG, S
8336	460104	6	SERVICE SH B	6	811 23	Z193	GINSBURG, S
5193	420103	91	HOMEROOM	H	801 06	Z193	GINSBURG, S
9881	420107	SD	LIFE SKLS 21ST	1	885 02	N218	GOLDBERG, M
9882	310222	SD	MATH TUT LAB B	2	865 03	N218	GOLDBERG, M
6883	370130	SD	US HIST 20TH B	3	881 04	N218	GOLDBERG, M
8883	230201	SD	CONTEMP COMP	3	852 04	N218	GOLDBERG, M
9883	230437	SD	WORLD LIT	3	854 03	N218	GOLDBERG, M
9180	910203	4	CONF/PREP PER	4	911 11	N218	GOLDBERG, M
9185	360702	SD	BIOLOGY B	5	871 01	N218	GOLDBERG, M
9685	360132	SD	INTCOOR SCI 3B	5	872 02	N218	GOLDBERG, M
9885	360122	SD	INTCOOR SCI 1B	5	870 02	N218	GOLDBERG, M
9686	370130	SD	US HIST 20TH B	6	881 03	N218	GOLDBERG, M
9886	370603	SD	PRIN AM DEMOCR	6	883 02	N218	GOLDBERG, M
6331	230201	B	SH CONTEMP COMP	1	405 02	T93	GOMEZ, J
8331	460104	1	SERVICE SH B	1	806 22	B4	GOMEZ, J
6332	930102		DEAN	2	930 02	A10	GOMEZ, J
6333	930102		DEAN	3	930 03	A10	GOMEZ, J
6334	930102		DEAN	4	930 04	A10	GOMEZ, J
6335	930102		DEAN	5	930 05	A10	GOMEZ, J
6336	930102		DEAN	6	930 06	A10	GOMEZ, J
6370	910203	1	CONF/PREP PER	1	908 05	F37	GONZALEZ, AM
6372	256024	*	AP SPAN LANG B	2	080 01	F37	GONZALEZ, AM
7372	460104	2	SERVICE SH B	2	807 31	F37	GONZALEZ, AM
6373	256022	*	AP SPAN LIT B	3	081 01	F37	GONZALEZ, AM
7373	460104	3	SERVICE SH B	3	808 29	F37	GONZALEZ, AM
6374	256012	*	SPANISH 1B	4	075 07	F37	GONZALEZ, AM
7374	460104	4	SERVICE SH B	4	809 30	F37	GONZALEZ, AM
6375	256012	*	SPANISH 1B	5	075 03	F37	GONZALEZ, AM
7375	460104	5	SERVICE SH B	5	810 30	F37	GONZALEZ, AM
6376	256012	*	SPANISH 1B	6	075 08	F37	GONZALEZ, AM
7376	460104	6	SERVICE SH B	6	811 24	F37	GONZALEZ, AM
5037	420103	10	HOMEROOM	H	803 01	F37	GONZALEZ, AM
6511	370130	B	SH US HIST 20TH B	1	452 02	G51	GREENBERG, M
7511	460104	1	SERVICE SH B	1	806 23	G51	GREENBERG, M
6510	910203	2	CONF/PREP PER	2	909 15	G51	GREENBERG, M
7512	460104	2	SERVICE SH B	2	807 32	G51	GREENBERG, M
6513	370128	B	WHG: MOD WLD B	3	448 01	G51	GREENBERG, M
7513	460104	3	SERVICE SH B	3	808 30	G51	GREENBERG, M
6514	370130	B	SH US HIST 20TH B	4	452 01	G51	GREENBERG, M
7514	460104	4	SERVICE SH B	4	809 31	G51	GREENBERG, M
6515	370130	B	US HIST 20TH B	5	451 01	G51	GREENBERG, M
7515	460104	5	SERVICE SH B	5	810 31	G51	GREENBERG, M
6516	370128	B	WHG: MOD WLD B	6	448 02	G51	GREENBERG, M
7516	460104	6	SERVICE SH B	6	811 25	G51	GREENBERG, M
6517	429949		SERVICE LEARN	7	829 05	G51	GREENBERG, M
5051	420103	10	HOMEROOM	H	803 28	G51	GREENBERG, M
6581	361402	H	H CHEMISTRY B	1	765 02	H58	GREENWOOD, D
7581	460104	1	SERVICE SH B	1	806 24	H58	GREENWOOD, D
6580	910203	2	CONF/PREP PER	2	909 05	H58	GREENWOOD, D
6583	361402	E	CHEMISTRY B	3	643 01	H58	GREENWOOD, D
7583	460104	3	SERVICE SH B	3	808 31	H58	GREENWOOD, D
6584	361402	E	CHEMISTRY B	4	643 02	H58	GREENWOOD, D
7584	460104	4	SERVICE SH B	4	809 32	H58	GREENWOOD, D
6585	361402	M	CHEMISTRY B	5	543 01	H58	GREENWOOD, D
7585	460104	5	SERVICE SH B	5	810 32	H58	GREENWOOD, D
6586	361402	M	CHEMISTRY B	6	543 02	H58	GREENWOOD, D
7586	460104	6	SERVICE SH B	6	811 26	H58	GREENWOOD, D

5058	420103	11	HOMEROOM	H	804 09	H58	GREENWOOD, D
6491	370302	AP	AP EUR HIS B	1	720 01	G49	GRIGORIAN, E
7491	460104	1	SERVICE SH B	1	806 25	G49	GRIGORIAN, E
6492	370905	A	ECONOMICS	2	351 01	G49	GRIGORIAN, E
7492	460104	2	SERVICE SH B	2	807 33	G49	GRIGORIAN, E
6493	370603	A	SH PRIN AM DEMOCR	3	353 01	G49	GRIGORIAN, E
7493	460104	3	SERVICE SH B	3	808 32	G49	GRIGORIAN, E
6494	370302	AP	AP EUR HIS B	4	720 03	G49	GRIGORIAN, E
7494	460104	4	SERVICE SH B	4	809 33	G49	GRIGORIAN, E
6495	370128	G	H WHG:MOD WL B	5	190 01	G49	GRIGORIAN, E
7495	460104	5	SERVICE SH B	5	810 33	G49	GRIGORIAN, E
6496	370302	AP	AP EUR HIS B	6	720 02	G49	GRIGORIAN, E
7496	460104	6	SERVICE SH B	6	811 27	G49	GRIGORIAN, E
6490	910203	7	CONF/PREP PER	7	914 01	G49	GRIGORIAN, E
5049	420103	10	HOMEROOM	H	803 03	G49	GRIGORIAN, E
8121	310302	92	SH ALGEBRA 1B	1	161 02	N212	GROOMS, D
9121	460104	1	SERVICE SH B	1	806 26	N212	GROOMS, D
8122	310302	F2	ALGEBRA 1B	2	160 06	N212	GROOMS, D
9122	460104	2	SERVICE SH B	2	807 34	N212	GROOMS, D
8123	310302	F2	ALGEBRA 1B	3	160 04	N212	GROOMS, D
9123	460104	3	SERVICE SH B	3	808 33	N212	GROOMS, D
8124	310302	F2	ALGEBRA 1B	4	160 05	N212	GROOMS, D
9124	460104	4	SERVICE SH B	4	809 34	N212	GROOMS, D
8125	310209	*	ESS STAND MATH	5	763 01	N212	GROOMS, D
9125	460104	5	SERVICE SH B	5	810 34	N212	GROOMS, D
8126	310302	F1	ALGEBRA 1B	6	115 04	N212	GROOMS, D
9126	460104	6	SERVICE SH B	6	811 28	N212	GROOMS, D
8120	910203	7	CONF/PREP PER	7	914 08	N212	GROOMS, D
5212	420103	92	HOMEROOM	H	802 12	N212	GROOMS, D
6080	900101		PRINCIPAL	1	905 01	M.O.	GUY, T
7950	910203	1	CONF/PREP PER	1	908 08	Z195	HAGAR, E
7952	310322	A	ADV APP MATH B	2	330 01	Z195	HAGAR, E
9952	460104	2	SERVICE SH B	2	807 35	Z195	HAGAR, E
7953	310402	E	GEOMETRY B	3	623 01	Z195	HAGAR, E
9953	460104	3	SERVICE SH B	3	808 34	Z195	HAGAR, E
7954	310322	A	ADV APP MATH B	4	330 02	Z195	HAGAR, E
9954	460104	4	SERVICE SH B	4	809 35	Z195	HAGAR, E
7955	310302	E	SH ALGEBRA 1B	5	621 01	Z195	HAGAR, E
9955	460104	5	SERVICE SH B	5	810 35	Z195	HAGAR, E
7956	310402	E	GEOMETRY B	6	623 02	Z195	HAGAR, E
9956	460104	6	SERVICE SH B	6	811 29	Z195	HAGAR, E
5195	420103	10	HOMEROOM	H	803 07	Z195	HAGAR, E
8291	330106	92	ADV PE 1B	1	195 04	PE29	HAYASHIDA, R
9291	330122	A	ADV PE 2B	1	371 14	PE29	HAYASHIDA, R
8292	330106	92	ADV PE 1B	2	195 05	PE29	HAYASHIDA, R
9292	330122	BB	ADV PE 2B	2	027 03	PE29	HAYASHIDA, R
9290	910203	3	CONF/PREP PER	3	910 11	PE29	HAYASHIDA, R
8294	330106	F1	ADV PE 1B	4	145 10	PE29	HAYASHIDA, R
9294	330122	BB	ADV PE 2B	4	027 01	PE29	HAYASHIDA, R
8295	330106	F1	ADV PE 1B	5	145 21	PE29	HAYASHIDA, R
9295	330122	A	ADV PE 2B	5	371 11	PE29	HAYASHIDA, R
8246	330106	F1	ADV PE 1B	6	145 20	PE24	HAYASHIDA, R
9246	330122	A	ADV PE 2B	6	371 13	PE24	HAYASHIDA, R
8030	910203	1	CONF/PREP PER	1	908 18	M203	HAYDEN, JM
8032	230437	B	WORLD LIT	2	409 01	M203	HAYDEN, JM
8332	460104	2	SERVICE SH B	2	807 37	M203	HAYDEN, JM

8033	230205	SH	EXPOS COMP	3	413 01	M203	HAYDEN, JM
8233	460104	3	SERVICE SH B	3	808 36	M203	HAYDEN, JM
8034	230110	B	ENGLISH 10B	4	400 01	M203	HAYDEN, JM
8234	460104	4	SERVICE SH B	4	809 37	M203	HAYDEN, JM
8035	230110	B	SH ENGLISH 10B	5	401 01	M203	HAYDEN, JM
8235	460104	5	SERVICE SH B	5	810 37	M203	HAYDEN, JM
8036	230110	B	ENGLISH 10B	6	400 02	M203	HAYDEN, JM
8236	460104	6	SERVICE SH B	6	811 31	M203	HAYDEN, JM
5203	420103	10	HOMEROOM	H	803 26	M203	HAYDEN, JM
6441	370905	HH	H ECONOMICS	1	257 01	G44	HAYES, R
7441	460104	1	SERVICE SH B	1	806 28	G44	HAYES, R
8441	370905	UM	ECONOMICS	1	256 03	G44	HAYES, R
6442	910187		OTHER: DEPT CH	2	923 03	G44	HAYES, R
7442	460104	2	SERVICE SH B	2	807 38	G44	HAYES, R
6443	370905	UM	ECONOMICS	3	256 01	G44	HAYES, R
7443	460104	3	SERVICE SH B	3	808 37	G44	HAYES, R
6444	370905	UM	ECONOMICS	4	256 02	G44	HAYES, R
7444	460104	4	SERVICE SH B	4	809 38	G44	HAYES, R
8444	370905	HH	H ECONOMICS	4	257 02	G44	HAYES, R
6445	370206	AP	AP HUMAN GEO B	5	725 01	G44	HAYES, R
7445	460104	5	SERVICE SH B	5	810 38	G44	HAYES, R
6440	910203	6	CONF/PREP PER	6	913 17	G44	HAYES, R
5044	420103	12	HOMEROOM	H	805 13	G44	HAYES, R
6431	370905	S	SH ECONOMICS	1	254 01	G43	HERNANDEZ, Y
7431	460104	1	SERVICE SH B	1	806 29	G43	HERNANDEZ, Y
6430	910203	2	CONF/PREP PER	2	909 12	G43	HERNANDEZ, Y
6433	370130	S	SH US HIST 20TH B	3	251 01	G43	HERNANDEZ, Y
7433	460104	3	SERVICE SH B	3	808 38	G43	HERNANDEZ, Y
6434	370130	UM	US HIST 20TH B	4	258 01	G43	HERNANDEZ, Y
7434	460104	4	SERVICE SH B	4	809 39	G43	HERNANDEZ, Y
6435	370401	*	INTRO ANTHRO	5	789 01	G43	HERNANDEZ, Y
7435	460104	5	SERVICE SH B	5	810 39	G43	HERNANDEZ, Y
6436	370130	S	US HIST 20TH B	6	250 01	G43	HERNANDEZ, Y
7436	460104	6	SERVICE SH B	6	811 32	G43	HERNANDEZ, Y
6437	429949		SERVICE LEARN	7	829 01	G43	HERNANDEZ, Y
5043	420103	11	HOMEROOM	H	804 15	G43	HERNANDEZ, Y
7991	370128	SD	WHG: MOD WLD B	1	880 01	Z199	HERRERA, B
8991	460104	1	SERVICE SH B	1	806 30	Z199	HERRERA, B
7990	910203	2	CONF/PREP PER	2	909 07	Z199	HERRERA, B
7993	230201	SD	CONTEMP COMP	3	852 01	Z199	HERRERA, B
8993	460104	3	SERVICE SH B	3	808 39	Z199	HERRERA, B
7994	230201	SD	CONTEMP COMP	4	852 02	Z199	HERRERA, B
8994	460104	4	SERVICE SH B	4	809 40	Z199	HERRERA, B
7995	370128	SD	WHG: MOD WLD B	5	880 02	Z199	HERRERA, B
8995	460104	5	SERVICE SH B	5	810 40	Z199	HERRERA, B
7996	230227	SD	ESS STD ENGLSH	6	857 01	Z199	HERRERA, B
8996	460104	6	SERVICE SH B	6	811 33	Z199	HERRERA, B
5199	420103	11	HOMEROOM	H	804 11	Z199	HERRERA, B
7601	910109		COORD, SPEC ED	1	903 01	A1	HESSE, C
8601	460104	1	SERVICE SH B	1	806 31	A1	HESSE, C
7602	910109		COORD, SPEC ED	2	903 02	A1	HESSE, C
8602	460104	2	SERVICE SH B	2	807 39	A1	HESSE, C
7603	910109		COORD, SPEC ED	3	903 03	A1	HESSE, C
8603	460104	3	SERVICE SH B	3	808 40	A1	HESSE, C
7604	910109		COORD, SPEC ED	4	903 04	A1	HESSE, C
8604	460104	4	SERVICE SH B	4	809 41	A1	HESSE, C
7605	910109		COORD, SPEC ED	5	903 05	A1	HESSE, C
8605	460104	5	SERVICE SH B	5	810 41	A1	HESSE, C
7606	910109		COORD, SPEC ED	6	903 06	A1	HESSE, C

8606	460104	6	SERVICE SH B	6	811 34	A1	HESSE, C
6521	360702	M	BIOLOGY B	1	540 01	H52	HESSE, L
7521	460104	1	SERVICE SH B	1	806 32	H52	HESSE, L
6522	360702	M	SH BIOLOGY B	2	541 01	H52	HESSE, L
7522	460104	2	SERVICE SH B	2	807 40	H52	HESSE, L
6523	360702	M	BIOLOGY B	3	540 02	H52	HESSE, L
7523	460104	3	SERVICE SH B	3	808 41	H52	HESSE, L
6520	910203	4	CONF/PREP PER	4	911 19	H52	HESSE, L
6525	360132	M	SH INTCOOR SCI 3B	5	545 01	H52	HESSE, L
7525	460104	5	SERVICE SH B	5	810 42	H52	HESSE, L
6526	360132	M	SH INTCOOR SCI 3B	6	545 02	H52	HESSE, L
7526	460104	6	SERVICE SH B	6	811 35	H52	HESSE, L
5052	420103	11	HOMEROOM	H	804 27	H52	HESSE, L
6861	699560	*	MACHINIST	1	053 01	S86	HILL, J
7861	460104	1	SERVICE SH B	1	806 33	S86	HILL, J
6862	699560	*	MACHINIST	2	053 02	S86	HILL, J
8862	460104	2	SERVICE SH B	2	807 41	S86	HILL, J
9682	460104		SERVICE SH B	2	812 25	S86	HILL, J
6863	699560	*	MACHINIST	3	053 03	S86	HILL, J
8863	460104	3	SERVICE SH B	3	808 42	S86	HILL, J
6864	699560	*	MACHINIST	4	053 04	S86	HILL, J
8864	460104	4	SERVICE SH B	4	809 42	S86	HILL, J
6865	699560	*	MACHINIST	5	053 05	S86	HILL, J
8865	460104	5	SERVICE SH B	5	810 43	S86	HILL, J
6866	699560	*	MACHINIST	6	053 06	S86	HILL, J
8866	460104	6	SERVICE SH B	6	811 36	S86	HILL, J
5086	420103	10	HOMEROOM	H	803 10	S86	HILL, J
7331	910406		NURSE	1	922 01	A7	HIZON, D
7332	910406		NURSE	2	922 02	A7	HIZON, D
7333	910406		NURSE	3	922 03	A7	HIZON, D
7334	910406		NURSE	4	922 04	A7	HIZON, D
7335	910406		NURSE	5	922 05	A7	HIZON, D
7336	910406		NURSE	6	922 06	A7	HIZON, D
7330	420103	12	HOMEROOM	H	805 06	A7	HIZON, D
6551	930304		SEC COUNSELOR	1	921 19	A9	HOBSON, M
7551	460104	1	SERVICE SH B	1	806 34	A9	HOBSON, M
6552	930304		SEC COUNSELOR	2	921 20	A9	HOBSON, M
7552	460104	2	SERVICE SH B	2	807 42	A9	HOBSON, M
6553	930304		SEC COUNSELOR	3	921 21	A9	HOBSON, M
7553	460104	3	SERVICE SH B	3	808 43	A9	HOBSON, M
6554	930304		SEC COUNSELOR	4	921 22	A9	HOBSON, M
7554	460104	4	SERVICE SH B	4	809 43	A9	HOBSON, M
6555	930304		SEC COUNSELOR	5	921 23	A9	HOBSON, M
7555	460104	5	SERVICE SH B	5	810 44	A9	HOBSON, M
6556	930304		SEC COUNSELOR	6	921 24	A9	HOBSON, M
7556	460104	6	SERVICE SH B	6	811 37	A9	HOBSON, M
6651	930304		SEC COUNSELOR	1	921 43	A9	IGNON, R
6652	930304		SEC COUNSELOR	2	921 44	A9	IGNON, R
6653	930304		SEC COUNSELOR	3	921 45	A9	IGNON, R
6654	930304		SEC COUNSELOR	4	921 46	A9	IGNON, R
6655	930304		SEC COUNSELOR	5	921 47	A9	IGNON, R
6656	930304		SEC COUNSELOR	6	921 48	A9	IGNON, R
7091	230108	SH	SH ENGLISH 9B	1	102 02	M109	IMMKEN, M
8391	460104	1	SERVICE SH B	1	806 35	M109	IMMKEN, M
7092	230108	F1	ENGLISH 9B	2	100 06	M109	IMMKEN, M

9392	460104	2	SERVICE SH B	2	807 21	M109	IMMKEN, M
7303	910305		ATHLETIC DIR	3	915 01	ATH	IMMKEN, M
8892	460104	2	SERVICE SH B	3	807 43	M109	IMMKEN, M
7304	910305		ATHLETIC DIR	4	915 02	ATH	IMMKEN, M
7305	910305		ATHLETIC DIR	5	915 03	ATH	IMMKEN, M
7635	460104		SERVICE SH B	5	812 26	ATH	IMMKEN, M
7306	910305		ATHLETIC DIR	6	915 04	ATH	IMMKEN, M
8636	460104	6	SERVICE SH B	6	811 51	ATH	IMMKEN, M
6151	310702	AP	AP CALCULUS B	1	703 01	D15	JARVIS, NM
7151	460104	1	SERVICE SH B	1	806 37	D15	JARVIS, NM
6152	310706	AP	AP CALCULUS C	2	704 01	D15	JARVIS, NM
7152	460104	2	SERVICE SH B	2	807 45	D15	JARVIS, NM
6153	310702	AP	AP CALCULUS B	3	703 02	D15	JARVIS, NM
7153	460104	3	SERVICE SH B	3	808 45	D15	JARVIS, NM
6154	310506	M	TRG/MATH AN B	4	529 04	D15	JARVIS, NM
7154	460104	4	SERVICE SH B	4	809 45	D15	JARVIS, NM
6155	310304	B	ALGEBRA 2B	5	426 01	D15	JARVIS, NM
7155	460104	5	SERVICE SH B	5	810 46	D15	JARVIS, NM
6150	910203	6	CONF/PREP PER	6	913 19	D15	JARVIS, NM
5015	420103	12	HOMEROOM	H	805 16	D15	JARVIS, NM
6090	900103		AP SEC STU SER	1	902 01	A3	JARVIS, W
6401	256032	*	SPAN SP 1B	1	078 01	F40	JUAREZ, S
7401	460104	1	SERVICE SH B	1	806 39	F40	JUAREZ, S
6402	256032	*	SPAN SP 1B	2	078 02	F40	JUAREZ, S
7402	460104	2	SERVICE SH B	2	807 47	F40	JUAREZ, S
6403	256012	*	SPANISH 1B	3	075 10	F40	JUAREZ, S
7403	460104	3	SERVICE SH B	3	808 46	F40	JUAREZ, S
6404	256012	*	SPANISH 1B	4	075 04	F40	JUAREZ, S
7404	460104	4	SERVICE SH B	4	809 47	F40	JUAREZ, S
6405	256012	*	SPANISH 1B	5	075 05	F40	JUAREZ, S
7405	460104	5	SERVICE SH B	5	810 48	F40	JUAREZ, S
6406	256032	*	SPAN SP 1B	6	078 03	F40	JUAREZ, S
7406	460104	6	SERVICE SH B	6	811 39	F40	JUAREZ, S
6400	910203	7	CONF/PREP PER	7	914 06	F40	JUAREZ, S
5040	420103	91	HOMEROOM	H	801 02	F40	JUAREZ, S
6761	200602	*	DRAWING B	1	043 01	J76	KASAHARA, ME
7761	460104	1	SERVICE SH B	1	806 40	J76	KASAHARA, ME
8761	200126	AP	AP ST ART 2D B	1	741 02	J76	KASAHARA, ME
6763	200124	AP	AP DRAW B	3	740 01	J76	KASAHARA, ME
7763	200602	*	DRAWING B	3	043 04	J76	KASAHARA, ME
8763	460104	3	SERVICE SH B	3	808 47	J76	KASAHARA, ME
6764	200126	AP	AP ST ART 2D B	4	741 01	J76	KASAHARA, ME
7764	200602	*	DRAWING B	4	043 05	J76	KASAHARA, ME
8764	460104	4	SERVICE SH B	4	809 48	J76	KASAHARA, ME
6765	200602	*	DRAWING B	5	043 02	J76	KASAHARA, ME
7765	200124	AP	AP DRAW B	5	740 02	J76	KASAHARA, ME
8765	460104	5	SERVICE SH B	5	810 49	J76	KASAHARA, ME
6766	200602	*	DRAWING B	6	043 03	J76	KASAHARA, ME
7766	200124	AP	AP DRAW B	6	740 03	J76	KASAHARA, ME
8766	460104	6	SERVICE SH B	6	811 40	J76	KASAHARA, ME
5076	420103	12	HOMEROOM	H	805 03	J76	KASAHARA, ME
6671	420107	UM	LIFE SKLS 21ST	1	138 01	H67	KIAMANESH, H
7671	460104	1	SERVICE SH B	1	806 41	H67	KIAMANESH, H
6672	360122	UM	INTCOOR SCI 1B	2	128 01	H67	KIAMANESH, H
7672	460104	2	SERVICE SH B	2	807 48	H67	KIAMANESH, H
6670	910203	3	CONF/PREP PER	3	910 12	H67	KIAMANESH, H

6674	360122	UM	INTCOOR SCI 1B	4	128 02	H67	KIAMANESH, H
7674	460104	4	SERVICE SH B	4	809 49	H67	KIAMANESH, H
6675	420107	UM	LIFE SKLS 21ST	5	138 02	H67	KIAMANESH, H
7675	460104	5	SERVICE SH B	5	810 50	H67	KIAMANESH, H
6676	420107	UM	LIFE SKLS 21ST	6	138 03	H67	KIAMANESH, H
7676	460104	6	SERVICE SH B	6	811 41	H67	KIAMANESH, H
5067	420103	91	HOMEROOM	H	801 09	H67	KIAMANESH, H
7381	230121	*	B COMM SK SH	1	088 04	S88	KIM, A
8381	460104	1	SERVICE SH B	1	806 42	S88	KIM, A
7382	230121	*	B COMM SK SH	2	088 05	S88	KIM, A
8382	460104	2	SERVICE SH B	2	807 49	S88	KIM, A
7383	230121	*	B COMM SK SH	3	088 06	S88	KIM, A
8383	460104	3	SERVICE SH B	3	808 48	S88	KIM, A
7380	910203	4	CONF/PREP PER	4	911 12	S88	KIM, A
7385	800301		RSP TEACHER	5	926 06	S88	KIM, A
7386	330629		TRACK FIELD	6	777 01	PE	KIM, A
9387	330629		TRACK FIELD	7	777 02	PE	KIM, A
6811	930202		COUNSELOR, COL	1	917 01	C8	KOCH, T
7811	460902	*	COL PER COUN B	1	818 01	C8	KOCH, T
6812	930202		COUNSELOR, COL	2	917 02	C8	KOCH, T
7812	460902	*	COL PER COUN B	2	818 02	C8	KOCH, T
6813	930202		COUNSELOR, COL	3	917 03	C8	KOCH, T
7813	460902	*	COL PER COUN B	3	818 03	C8	KOCH, T
6814	930202		COUNSELOR, COL	4	917 04	C8	KOCH, T
7814	460902	*	COL PER COUN B	4	818 04	C8	KOCH, T
6815	930202		COUNSELOR, COL	5	917 05	C8	KOCH, T
7815	460902	*	COL PER COUN B	5	818 05	C8	KOCH, T
6816	910304		ADVANCE PLAC P	6	928 01	C8	KOCH, T
7816	460902	*	COL PER COUN B	6	818 06	C8	KOCH, T
6601	930304		SEC COUNSELOR	1	921 25	A9	KRAUSEN, PD
6602	930304		SEC COUNSELOR	2	921 26	A9	KRAUSEN, PD
6603	930304		SEC COUNSELOR	3	921 27	A9	KRAUSEN, PD
6604	930304		SEC COUNSELOR	4	921 28	A9	KRAUSEN, PD
6605	930304		SEC COUNSELOR	5	921 29	A9	KRAUSEN, PD
6606	930304		SEC COUNSELOR	6	921 30	A9	KRAUSEN, PD
6281	180501	*	INFO PROCESS	1	023 01	E28	KUBITSKY, SJ
7281	460104	1	SERVICE SH B	1	806 43	E28	KUBITSKY, SJ
6282	180710	*	NEW MEDIA 1B	2	066 01	E28	KUBITSKY, SJ
9382	460104	2	SERVICE SH B	2	807 50	E28	KUBITSKY, SJ
6280	910203	3	CONF/PREP PER	3	910 05	E28	KUBITSKY, SJ
6284	180710	*	NEW MEDIA 1B	4	066 02	E28	KUBITSKY, SJ
9384	460104	4	SERVICE SH B	4	809 51	E28	KUBITSKY, SJ
6285	210401	*	WORD PROC	5	064 01	E28	KUBITSKY, SJ
7285	460104	5	SERVICE SH B	5	810 52	E28	KUBITSKY, SJ
6286	210401	*	WORD PROC	6	064 02	E28	KUBITSKY, SJ
7286	460104	6	SERVICE SH B	6	811 43	E28	KUBITSKY, SJ
5028	420103	12	HOMEROOM	H	805 07	E28	KUBITSKY, SJ
8041	370128	A	WHG: MOD WLD B	1	345 01	M204	KURETSKI, P
9041	460104	1	SERVICE SH B	1	806 44	M204	KURETSKI, P
8042	370128	A	WHG: MOD WLD B	2	345 02	M204	KURETSKI, P
9142	460104	2	SERVICE SH B	2	807 51	M204	KURETSKI, P
8043	370128	A	SH WHG: MOD WLD B	3	346 01	M204	KURETSKI, P
9143	460104	3	SERVICE SH B	3	808 49	M204	KURETSKI, P
8044	370128	A	WHG: MOD WLD B	4	345 03	M204	KURETSKI, P
9144	460104	4	SERVICE SH B	4	809 52	M204	KURETSKI, P
8040	910203	5	CONF/PREP PER	5	912 18	M204	KURETSKI, P
8046	370130	A	SH US HIST 20TH B	6	349 02	M204	KURETSKI, P
9146	460104	6	SERVICE SH B	6	811 44	M204	KURETSKI, P

8047	429949		SERVICE LEARN	7	829 07	M204	KURETSKI, P
5204	420103	10	HOMEROOM	H	803 22	M204	KURETSKI, P
6221	310402	F2	GEOMETRY B	1	163 01	D22	LANDAU, D
7221	460104	1	SERVICE SH B	1	806 45	D22	LANDAU, D
6222	310402	F2	GEOMETRY B	2	163 02	D22	LANDAU, D
7222	460104	2	SERVICE SH B	2	807 52	D22	LANDAU, D
6223	310402	F2	GEOMETRY B	3	163 03	D22	LANDAU, D
7223	460104	3	SERVICE SH B	3	808 50	D22	LANDAU, D
6224	310402	G	H GEOMETRY B	4	165 01	D22	LANDAU, D
7224	460104	4	SERVICE SH B	4	809 53	D22	LANDAU, D
6220	910203	5	CONF/PREP PER	5	912 14	D22	LANDAU, D
6226	330947	V	WRESTLING, VAR	6	780 01	PE	LANDAU, D
5022	420103	92	HOMEROOM	H	802 06	D22	LANDAU, D
8011	420107	F1	LIFE SKLS 21ST	1	135 01	Z201	LAPAZ, G
9011	460104	1	SERVICE SH B	1	806 46	Z201	LAPAZ, G
8012	420107	F1	LIFE SKLS 21ST	2	135 02	Z201	LAPAZ, G
9012	460104	2	SERVICE SH B	2	807 53	Z201	LAPAZ, G
8013	420107	F2	LIFE SKLS 21ST	3	180 03	Z201	LAPAZ, G
9013	460104	3	SERVICE SH B	3	808 51	Z201	LAPAZ, G
8014	420107	F2	LIFE SKLS 21ST	4	180 04	Z201	LAPAZ, G
9014	460104	4	SERVICE SH B	4	809 54	Z201	LAPAZ, G
8010	910203	5	CONF/PREP PER	5	912 13	Z201	LAPAZ, G
8016	260103	F2	HEALTH SH	6	181 03	Z201	LAPAZ, G
9016	460104		SERVICE SH B	6	812 36	PE	LAPAZ, G
5201	420103	91	HOMEROOM	H	801 12	Z201	LAPAZ, G
6171	930304		SEC COUNSELOR	1	921 31	A9	LARA, E
6172	930304		SEC COUNSELOR	2	921 32	A9	LARA, E
6173	930304		SEC COUNSELOR	3	921 33	A9	LARA, E
6174	930304		SEC COUNSELOR	4	921 34	A9	LARA, E
6175	930304		SEC COUNSELOR	5	921 35	A9	LARA, E
6176	930304		SEC COUNSELOR	6	921 36	A9	LARA, E
8140	910203	1	CONF/PREP PER	1	908 16	N214	LAUE, LN
8142	310506	M	TRG/MATH AN B	2	529 01	N214	LAUE, LN
9342	460104	2	SERVICE SH B	2	807 54	N214	LAUE, LN
8143	310304	M	SH ALGEBRA 2B	3	527 02	N214	LAUE, LN
9343	460104	3	SERVICE SH B	3	808 52	N214	LAUE, LN
8144	310304	M	SH ALGEBRA 2B	4	527 03	N214	LAUE, LN
9344	460104	4	SERVICE SH B	4	809 55	N214	LAUE, LN
8145	310402	M	SH GEOMETRY B	5	524 01	N214	LAUE, LN
9345	460104	5	SERVICE SH B	5	810 53	N214	LAUE, LN
8146	310304	M	SH ALGEBRA 2B	6	527 01	N214	LAUE, LN
9346	460104	6	SERVICE SH B	6	811 45	N214	LAUE, LN
5214	420103	11	HOMEROOM	H	804 20	N214	LAUE, LN
6771	685075	*	CHEF ASST CATE	1	060 01	J77	LAUTEN, PC
7771	460104	1	SERVICE SH B	1	806 47	J77	LAUTEN, PC
6772	685075	*	CHEF ASST CATE	2	060 02	J77	LAUTEN, PC
7772	460104	2	SERVICE SH B	2	807 55	J77	LAUTEN, PC
6773	685075	*	CHEF ASST CATE	3	060 03	J77	LAUTEN, PC
7773	460104	3	SERVICE SH B	3	808 53	J77	LAUTEN, PC
6774	685075	*	CHEF ASST CATE	4	060 04	J77	LAUTEN, PC
7774	460104	4	SERVICE SH B	4	809 56	J77	LAUTEN, PC
6775	685075	*	CHEF ASST CATE	5	060 05	J77	LAUTEN, PC
7775	460104	5	SERVICE SH B	5	810 54	J77	LAUTEN, PC
6776	685075	*	CHEF ASST CATE	6	060 06	J77	LAUTEN, PC
7776	460104	6	SERVICE SH B	6	811 46	J77	LAUTEN, PC
6691	200702	*	PAINTING 1B	1	036 01	J69	LAWSON, MA
7691	460104	1	SERVICE SH B	1	806 48	J69	LAWSON, MA

6692	200702	*	PAINTING 1B	2	036 02	J69	LAWSON, MA
7692	460104	2	SERVICE SH B	2	807 56	J69	LAWSON, MA
6693	200702	*	PAINTING 1B	3	036 03	J69	LAWSON, MA
7693	200704	*	PAINTING 2B	3	038 01	J69	LAWSON, MA
8693	460104	3	SERVICE SH B	3	808 54	J69	LAWSON, MA
6690	910203	4	CONF/PREP PER	4	911 01	J69	LAWSON, MA
6695	200702	*	PAINTING 1B	5	036 05	J69	LAWSON, MA
7695	460104	5	SERVICE SH B	5	810 55	J69	LAWSON, MA
6696	200702	*	PAINTING 1B	6	036 04	J69	LAWSON, MA
7696	460104	6	SERVICE SH B	6	811 47	J69	LAWSON, MA
5069	420103	12	HOMEROOM	H	805 04	J69	LAWSON, MA
8081	370905	H	H ECONOMICS	1	723 01	N208	LE VINE, EM
9081	460104	1	SERVICE SH B	1	806 49	N208	LE VINE, EM
8082	370128	G	H WHG:MOD WL B	2	190 03	N208	LE VINE, EM
9082	460104	2	SERVICE SH B	2	807 57	N208	LE VINE, EM
8083	370603	H	H PRIN AM DEMO	3	728 01	N208	LE VINE, EM
9083	460104	3	SERVICE SH B	3	808 55	N208	LE VINE, EM
8084	370130	HB	H US HIST 20 B	4	453 01	N208	LE VINE, EM
9084	460104	4	SERVICE SH B	4	809 57	N208	LE VINE, EM
8085	370603	B	PRIN AM DEMOCR	5	456 01	N208	LE VINE, EM
9085	460104	5	SERVICE SH B	5	810 56	N208	LE VINE, EM
8086	370128	G	H WHG:MOD WL B	6	190 02	N208	LE VINE, EM
9086	460104	6	SERVICE SH B	6	811 48	N208	LE VINE, EM
8080	910203	7	CONF/PREP PER	7	914 02	N208	LE VINE, EM
8087	429949		SERVICE LEARN	7	829 08	N208	LE VINE, EM
6271	930701		OTHER STD SERV	1	924 09	SH	LEHR, J
6272	230108	G	H ENGLISH 9B	2	152 01	E27	LEHR, J
7272	460104	2	SERVICE SH B	2	807 58	E27	LEHR, J
6273	230108	G	H ENGLISH 9B	3	152 02	E27	LEHR, J
7273	460104	3	SERVICE SH B	3	808 56	E27	LEHR, J
6274	230108	G	H ENGLISH 9B	4	152 03	E27	LEHR, J
7274	460104	4	SERVICE SH B	4	809 58	E27	LEHR, J
6270	910203	5	CONF/PREP PER	5	912 24	E27	LEHR, J
6276	230504	*	JOURNALISM 1B	6	093 01	E27	LEHR, J
7226	460104	6	SERVICE SH B	6	811 49	E27	LEHR, J
7276	230506	*	JOURNALISM 2B	6	094 01	E27	LEHR, J
5027	420103	92	HOMEROOM	H	802 02	E27	LEHR, J
5911	460404	*	TUTOR SH B	1	813 09	N214	LERTZMAN, L
7911	230124	*	COL PREP SEM B	1	749 01	N214	LERTZMAN, L
9911	460104	1	SERVICE SH B	1	806 50	Z191	LERTZMAN, L
7912	230118	AP	AP ENG LIT B	2	701 01	Z191	LERTZMAN, L
9912	460104	2	SERVICE SH B	2	807 59	Z191	LERTZMAN, L
7913	230118	AP	AP ENG LIT B	3	701 02	Z191	LERTZMAN, L
913	460104	3	SERVICE SH B	3	808 57	Z191	LERTZMAN, L
7914	230126	AP	AP ENG LANG B	4	700 05	Z191	LERTZMAN, L
9914	460104	4	SERVICE SH B	4	809 59	Z191	LERTZMAN, L
7910	910203	5	CONF/PREP PER	5	912 20	Z191	LERTZMAN, L
7916	230126	AP	AP ENG LANG B	6	700 04	Z191	LERTZMAN, L
8916	460104	6	SERVICE SH B	6	811 50	Z191	LERTZMAN, L
5191	420103	12	HOMEROOM	H	805 15	Z191	LERTZMAN, L
8181	492304	SD	ORAL COMM SH B	1	889 03	N218	LEWIS, J
8681	260103	SD	HEALTH SH	1	884 03	N218	LEWIS, J
9181	460104	1	SERVICE SH B	1	806 51	N218	LEWIS, J
8182	310302	SD	ALGEBRA 1B	2	860 02	N218	LEWIS, J
9182	310402	SD	GEOMETRY B	2	861 03	N218	LEWIS, J
8183	260103	SD	HEALTH SH	3	884 02	N218	LEWIS, J
8683	230110	SD	ENGLISH 10B	3	851 04	N218	LEWIS, J
9183	370128	SD	WHG: MOD WLD B	3	880 07	N218	LEWIS, J
8180	910203	4	CONF/PREP PER	4	911 06	N218	LEWIS, J

8185	370128	SD	WHG: MOD WLD B	5	880 06	N218	LEWIS, J
8685	360702	SD	BIOLOGY B	5	871 04	N218	LEWIS, J
8186	230108	SD	ENGLISH 9B	6	850 05	N218	LEWIS, J
9186	230110	SD	ENGLISH 10B	6	851 06	N218	LEWIS, J
5218	420103	10	HOMEROOM	H	803 12	N218	LEWIS, J
8061	230425	UM	MODERN LIT	1	214 01	N206	LIDDELL, L
8661	230425	HH	H MODERN LIT	1	215 01	N206	LIDDELL, L
9061	460104	1	SERVICE SH B	1	806 52	N206	LIDDELL, L
8062	230425	HH	H MODERN LIT	2	215 02	N206	LIDDELL, L
8662	460104	2	SERVICE SH B	2	807 61	N206	LIDDELL, L
9062	230425	UM	MODERN LIT	2	214 02	N206	LIDDELL, L
8060	910203	3	CONF/PREP PER	3	910 03	N206	LIDDELL, L
8064	230425	UM	MODERN LIT	4	214 03	N206	LIDDELL, L
8664	230425	HH	H MODERN LIT	4	215 03	N206	LIDDELL, L
9064	460104	4	SERVICE SH B	4	809 61	N206	LIDDELL, L
8065	230201	HH	H CONTEMP COMP	5	210 01	N206	LIDDELL, L
9065	460104	5	SERVICE SH B	5	810 58	N206	LIDDELL, L
8066	230201	H	H CONTEMP COMP	6	208 01	N206	LIDDELL, L
9066	460104	6	SERVICE SH B	6	811 52	N206	LIDDELL, L
5206	420103	12	HOMEROOM	H	805 11	N206	LIDDELL, L
7471	910190		OTHER: COORD	1	907 07	A1	LOEW, J
7472	910190		OTHER: COORD	2	907 08	A1	LOEW, J
7473	910190		OTHER: COORD	3	907 09	A1	LOEW, J
7474	800301		RSP TEACHER	4	926 23	S88	LOEW, J
7475	800301		RSP TEACHER	5	926 24	S88	LOEW, J
7476	800301		RSP TEACHER	6	926 25	S88	LOEW, J
7921	360122	F2	INTCOOR SCI 1B	1	170 01	M205	LOPEZ, G
7922	360122	92	SH INTCOOR SCI 1B	2	171 01	M205	LOPEZ, G
7923	910203	3	CONF/PREP PER	3	910 14	M205	LOPEZ, G
7924	360122	F1	INTCOOR SCI 1B	4	125 02	M205	LOPEZ, G
7925	360122	92	SH INTCOOR SCI 1B	5	171 02	M205	LOPEZ, G
7926	360122	92	SH INTCOOR SCI 1B	6	171 03	M205	LOPEZ, G
5192	420103	92	HOMEROOM	H	802 08	M205	LOPEZ, G
6231	230110	UM	ENGLISH 10B	1	203 01	E23	MASSERMAN, DC
7231	460104	1	SERVICE SH B	1	806 53	E23	MASSERMAN, DC
6232	230110	UM	ENGLISH 10B	2	203 02	E23	MASSERMAN, DC
7232	460104	2	SERVICE SH B	2	807 62	E23	MASSERMAN, DC
6233	230108	UM	ENGLISH 9B	3	103 01	E23	MASSERMAN, DC
7233	460104	3	SERVICE SH B	3	808 59	E23	MASSERMAN, DC
6230	910203	4	CONF/PREP PER	4	911 10	E23	MASSERMAN, DC
6235	230108	UM	ENGLISH 9B	5	103 02	E23	MASSERMAN, DC
7235	460104	5	SERVICE SH B	5	810 59	E23	MASSERMAN, DC
6236	230108	UM	ENGLISH 9B	6	103 03	E23	MASSERMAN, DC
7236	460104	6	SERVICE SH B	6	811 53	E23	MASSERMAN, DC
5023	420103	91	HOMEROOM	H	801 07	E23	MASSERMAN, DC
6851	230617	*2	FILM,INTEG ART	1	070 01	S85	MASSEY, DM
7851	460104	1	SERVICE SH B	1	806 54	S85	MASSEY, DM
6852	230631	*2	SCREEN/PLAY WR	2	069 01	S85	MASSEY, DM
7852	460104	2	SERVICE SH B	2	807 63	S85	MASSEY, DM
6853	230624	*	VID MED WRK 1B	3	071 01	S85	MASSEY, DM
7853	460104	3	SERVICE SH B	3	808 60	S85	MASSEY, DM
6854	230631	*1	SCREEN/PLAY WR	4	068 01	S85	MASSEY, DM
7854	460104	4	SERVICE SH B	4	809 62	S85	MASSEY, DM
6850	910203	5	CONF/PREP PER	5	912 05	S85	MASSEY, DM
6856	230631	*1	SCREEN/PLAY WR	6	068 02	S85	MASSEY, DM
7856	460104	6	SERVICE SH B	6	811 54	S85	MASSEY, DM
5085	420103	12	HOMEROOM	H	805 24	S85	MASSEY, DM

6841	380708	*	DRAMA B	1	072 01	S84	MC DOWELL, WG
7841	460104	1	SERVICE SH B	1	806 55	S84	MC DOWELL, WG
6842	380708	*	DRAMA B	2	072 02	S84	MC DOWELL, WG
7842	460104	2	SERVICE SH B	2	807 64	S84	MC DOWELL, WG
6843	380118	*	ACT FILM TV B	3	073 01	S84	MC DOWELL, WG
7843	460104	3	SERVICE SH B	3	808 61	S84	MC DOWELL, WG
6844	294102	*	STAGE B	4	062 01	S84	MC DOWELL, WG
7844	200312	*	STAGE DES B	4	063 01	S84	MC DOWELL, WG
8841	460104	4	SERVICE SH B	4	809 63	S84	MC DOWELL, WG
6845	380712	*	THEAT WKSHOP B	5	074 01	S84	MC DOWELL, WG
7845	460104	5	SERVICE SH B	5	810 60	S84	MC DOWELL, WG
6840	910203	6	CONF/PREP PER	6	913 04	S84	MC DOWELL, WG
5084	420103	11	HOMEROOM	H	804 04	S84	MC DOWELL, WG
7081	800301		RSP TEACHER	1	926 01	S88	MC MAHON, ME
7082	800301		RSP TEACHER	2	926 02	S88	MC MAHON, ME
7083	800301		RSP TEACHER	3	926 03	S88	MC MAHON, ME
7084	800301		RSP TEACHER	4	926 04	S88	MC MAHON, ME
7085	800301		RSP TEACHER	5	926 05	S88	MC MAHON, ME
7080	910203	6	CONF/PREP PER	6	913 07	S88	MC MAHON, ME
6991	230108	H2	H ENGLISH 9B	1	153 03	T99	MC NIFF, A
9991	460104	1	SERVICE SH B	1	806 56	T99	MC NIFF, A
6992	230108	H2	H ENGLISH 9B	2	153 04	T99	MC NIFF, A
9992	460104	2	SERVICE SH B	2	807 65	T99	MC NIFF, A
6993	230108	HH	H ENGLISH 9B	3	104 01	T99	MC NIFF, A
9993	460104	3	SERVICE SH B	3	808 62	T99	MC NIFF, A
6994	230108	HH	H ENGLISH 9B	4	104 02	T99	MC NIFF, A
9994	460104	4	SERVICE SH B	4	809 64	T99	MC NIFF, A
6995	230108	F1	ENGLISH 9B	5	100 07	T99	MC NIFF, A
9995	460104	5	SERVICE SH B	5	810 61	T99	MC NIFF, A
6996	230110	HM	H ENGLISH 10B	6	502 02	T99	MC NIFF, A
9996	460104	6	SERVICE SH B	6	811 55	T99	MC NIFF, A
6990	910203	7	CONF/PREP PER	7	914 05	T99	MC NIFF, A
5099	420103	91	HOMEROOM	H	801 08	T99	MC NIFF, A
6011	930701		OTHER STD SERV	1	924 08	SH	MC SWAIN, K
6010	910203	2	CONF/PREP PER	2	909 08	B1	MC SWAIN, K
6013	230108	F1	ENGLISH 9B	3	100 01	B1	MC SWAIN, K
7013	460104	3	SERVICE SH B	3	808 63	B1	MC SWAIN, K
6014	230108	SH	SH ENGLISH 9B	4	102 01	B1	MC SWAIN, K
7014	460104	4	SERVICE SH B	4	809 65	B1	MC SWAIN, K
6015	230108	H	H ENGLISH 9B	5	101 01	B1	MC SWAIN, K
7015	460104	5	SERVICE SH B	5	810 62	B1	MC SWAIN, K
6016	230108	H	H ENGLISH 9B	6	101 02	B1	MC SWAIN, K
7016	460104	6	SERVICE SH B	6	811 56	B1	MC SWAIN, K
5001	420103	91	HOMEROOM	H	801 05	B1	MC SWAIN, K
6250	900102		ASSIS PRINC	1	901 02	A6	MCKEOWN-FROST, K
8071	230201	HA	H CONTEMP COMP	1	308 01	N207	MEDINA, KD
9071	460104	1	SERVICE SH B	1	806 57	N207	MEDINA, KD
8072	230201	B	SH CONTEMP COMP	2	405 01	N207	MEDINA, KD
9072	460104	2	SERVICE SH B	2	807 66	N207	MEDINA, KD
8070	910203	3	CONF/PREP PER	3	910 22	N207	MEDINA, KD
8074	230205	A	SH EXPOS COMP	4	312 02	N207	MEDINA, KD
9074	460104	4	SERVICE SH B	4	809 66	N207	MEDINA, KD
8075	230201	HB	H CONTEMP COMP	5	407 01	N207	MEDINA, KD
9075	460104	5	SERVICE SH B	5	810 63	N207	MEDINA, KD
8076	230201	HB	H CONTEMP COMP	6	407 02	N207	MEDINA, KD
9076	460104	6	SERVICE SH B	6	811 57	N207	MEDINA, KD
5207	420103	11	HOMEROOM	H	804 25	N207	MEDINA, KD

6211	310304	G	ALGEBRA 2B	1	166 01	D21	MELENDEZ, M
7211	460104	1	SERVICE SH B	1	806 58	D21	MELENDEZ, M
6212	310302	F2	ALGEBRA 1B	2	160 01	D21	MELENDEZ, M
7212	460104	2	SERVICE SH B	2	807 67	D21	MELENDEZ, M
6213	310304	M	ALGEBRA 2B	3	526 01	D21	MELENDEZ, M
7213	460104	3	SERVICE SH B	3	808 64	D21	MELENDEZ, M
6214	310302	B	SH ALGEBRA 1B	4	421 02	D21	MELENDEZ, M
6215	310610	AP	AP STATSTICS B	5	705 01	D21	MELENDEZ, M
7215	460104	5	SERVICE SH B	5	810 64	D21	MELENDEZ, M
6216	310302	92	SH ALGEBRA 1B	6	161 01	D21	MELENDEZ, M
7216	460104	6	SERVICE SH B	6	811 58	D21	MELENDEZ, M
6210	910203	7	CONF/PREP PER	7	914 13	D21	MELENDEZ, M
5021	420103	92	HOMEROOM	H	802 07	D21	MELENDEZ, M
8251	330122	A	ADV PE 2B	1	371 05	PE25	MEUSBORN, TA
9251	330106	F1	ADV PE 1B	1	145 03	PE25	MEUSBORN, TA
8252	330106	F1	ADV PE 1B	2	145 22	PE25	MEUSBORN, TA
9252	330122	WT	ADV PE 2B	2	025 01	PE25	MEUSBORN, TA
8253	330106	F1	ADV PE 1B	3	145 02	PE25	MEUSBORN, TA
9253	330122	A	ADV PE 2B	3	371 06	PE25	MEUSBORN, TA
8254	330106	F1	ADV PE 1B	4	145 09	PE25	MEUSBORN, TA
9254	330122	WT	ADV PE 2B	4	025 05	PE25	MEUSBORN, TA
9250	910203	5	CONF/PREP PER	5	912 04	PE25	MEUSBORN, TA
9256	330903	V	BASEBALL, VAR	6	782 01	PE25	MEUSBORN, TA
6017	900102		ASSIS PRINC	1	901 01	A10	MILLER, C
6681	360122	F1	INTCOOR SCI 1B	1	125 01	J68	MINASSIAN, V
7681	460104	1	SERVICE SH B	1	806 59	J68	MINASSIAN, V
6682	360132	A	INTCOOR SCI 3B	2	339 02	J68	MINASSIAN, V
7682	460104	2	SERVICE SH B	2	807 68	J68	MINASSIAN, V
6683	360122	SH	INTCOOR SCI 1B	3	126 01	J68	MINASSIAN, V
7683	460104	3	SERVICE SH B	3	808 65	J68	MINASSIAN, V
6684	360122	F1	INTCOOR SCI 1B	4	125 03	J68	MINASSIAN, V
7684	460104	4	SERVICE SH B	4	809 67	J68	MINASSIAN, V
6680	910203	5	CONF/PREP PER	5	912 23	J68	MINASSIAN, V
6686	360122	F1	INTCOOR SCI 1B	6	125 04	J68	MINASSIAN, V
9866	460104	6	SERVICE SH B	6	811 59	J68	MINASSIAN, V
5068	420103	91	HOMEROOM	H	801 10	J68	MINASSIAN, V
7461	800301		RSP TEACHER	1	926 17	S88	MITCHELL, B
7462	800301		RSP TEACHER	2	926 12	S88	MITCHELL, B
7460	910203	3	CONF/PREP PER	3	910 08	S88	MITCHELL, B
7464	800301		RSP TEACHER	4	926 20	N211	MITCHELL, B
8184	310402	SD	GEOMETRY B	4	861 02	N211	MITCHELL, B
7465	800301		RSP TEACHER	5	926 21	S88	MITCHELL, B
7466	800301		RSP TEACHER	6	926 22	S88	MITCHELL, B
6191	310402	FH	GEOMETRY B	1	121 01	D19	MODECKI, E
7191	460104	1	SERVICE SH B	1	806 60	D19	MODECKI, E
6192	310302	FH	ALGEBRA 1B	2	117 01	D19	MODECKI, E
7192	460104	2	SERVICE SH B	2	807 69	D19	MODECKI, E
6193	310402	F1	GEOMETRY B	3	119 01	D19	MODECKI, E
7193	460104	3	SERVICE SH B	3	808 66	D19	MODECKI, E
6194	310302	FH	ALGEBRA 1B	4	117 02	D19	MODECKI, E
7194	460104	4	SERVICE SH B	4	809 68	D19	MODECKI, E
6190	910203	5	CONF/PREP PER	5	912 12	D19	MODECKI, E
6196	310222	*	MATH TUT LAB B	6	764 01	D19	MODECKI, E
7196	460104	6	SERVICE SH B	6	811 60	D19	MODECKI, E
5019	420103	91	HOMEROOM	H	801 11	D19	MODECKI, E
8861	310402	M	GEOMETRY B	1	523 02	Z186	MONIZ, K
9861	460104	1	SERVICE SH B	1	806 95	Z186	MONIZ, K

7862	310402	A	GEOMETRY B	2	323 01	Z186	MONIZ, K
9862	460104	2	SERVICE SH B	2	807 70	Z186	MONIZ, K
7863	310304	A	ALGEBRA 2B	3	326 01	Z186	MONIZ, K
9863	460104	3	SERVICE SH B	3	808 67	Z186	MONIZ, K
7864	310304	A	SH ALGEBRA 2B	4	327 01	Z186	MONIZ, K
9864	460104	4	SERVICE SH B	4	809 69	Z186	MONIZ, K
7865	310608		STAT & PROB B	5	706 01	Z186	MONIZ, K
9865	460104	5	SERVICE SH B	5	810 65	Z186	MONIZ, K
7866	310304	E	ALGEBRA 2B	6	626 03	Z186	MONIZ, K
9786	460104	6	SERVICE SH B	6	811 61	Z186	MONIZ, K
7860	910203	7	CONF/PREP PER	7	914 14	Z186	MONIZ, K
5186	420103	12	HOMEROOM	H	805 14	Z186	MONIZ, K
6661	360702	UM	BIOLOGY B	1	237 01	H66	MONTAGUE, M
7661	460104	1	SERVICE SH B	1	806 61	H66	MONTAGUE, M
6662	360122	HH	H INTCOR SC 1B	2	129 01	H66	MONTAGUE, M
7662	460104	2	SERVICE SH B	2	807 71	H66	MONTAGUE, M
6660	910203	3	CONF/PREP PER	3	910 13	H66	MONTAGUE, M
6664	360122	H	H INTCOR SC 1B	4	127 01	H66	MONTAGUE, M
7664	460104	4	SERVICE SH B	4	809 70	H66	MONTAGUE, M
6665	360702	HH	H BIOLOGY B	5	238 01	H66	MONTAGUE, M
7665	460104	5	SERVICE SH B	5	810 66	H66	MONTAGUE, M
6666	360702	HB	H BIOLOGY B	6	437 01	H66	MONTAGUE, M
7666	460104	6	SERVICE SH B	6	811 62	H66	MONTAGUE, M
5066	420103	10	HOMEROOM	H	803 14	H66	MONTAGUE, M
8161	490111	2	FUNCT READ	1	898 01	N216	MORSE, R
9161	460104	1	SERVICE SH B	1	806 62	N216	MORSE, R
8162	490109	2	FUNCT READ WR	2	897 01	N216	MORSE, R
9162	460104	2	SERVICE SH B	2	807 72	N216	MORSE, R
8163	490105	2	FUNCT MATH	3	899 01	N216	MORSE, R
9163	460104	3	SERVICE SH B	3	808 68	N216	MORSE, R
8164	493701	SD	LAW AND YOU	4	891 01	N216	MORSE, R
9164	460104	4	SERVICE SH B	4	809 71	N216	MORSE, R
8160	910203	5	CONF/PREP PER	5	912 10	N216	MORSE, R
8166	494814	SD	CAREER EXPL B	6	890 01	N216	MORSE, R
9166	460104	6	SERVICE SH B	6	811 63	N216	MORSE, R
5216	420103	MR	HOMEROOM	H	835 02	N216	MORSE, R
8001	230108	F2	ENGLISH 9B	1	151 01	T100	NADLER, D
9001	460104	1	SERVICE SH B	1	806 63	T100	NADLER, D
8000	910203	2	CONF/PREP PER	2	909 10	T100	NADLER, D
8003	230108	F2	ENGLISH 9B	3	151 02	T100	NADLER, D
9003	460104	3	SERVICE SH B	3	808 69	T100	NADLER, D
8004	230108	F2	ENGLISH 9B	4	151 03	T100	NADLER, D
9004	460104	4	SERVICE SH B	4	809 72	T100	NADLER, D
8005	230108	F2	ENGLISH 9B	5	151 04	T100	NADLER, D
9005	460104	5	SERVICE SH B	5	810 67	T100	NADLER, D
8006	230108	F2	ENGLISH 9B	6	151 05	T100	NADLER, D
9006	460104	6	SERVICE SH B	6	811 64	T100	NADLER, D
5100	420103	92	HOMEROOM	H	802 04	T100	NADLER, D
6541	930304		SEC COUNSELOR	1	921 13	A9	OWENS, L
6542	930304		SEC COUNSELOR	2	921 14	A9	OWENS, L
6543	930304		SEC COUNSELOR	3	921 15	A9	OWENS, L
6544	930304		SEC COUNSELOR	4	921 16	A9	OWENS, L
6545	930304		SEC COUNSELOR	5	921 17	A9	OWENS, L
6546	930304		SEC COUNSELOR	6	921 18	A9	OWENS, L
8171	370130	SD	US HIST 20TH B	1	881 01	N217	OXHORN, D
9171	460104	1	SERVICE SH B	1	806 64	N217	OXHORN, D
8172	370130	SD	US HIST 20TH B	2	881 02	N217	OXHORN, D
9172	460104	2	SERVICE SH B	2	807 73	N217	OXHORN, D

8173	370905	SD	ECONOMICS	3	882 01	N217	OXHORN, D
9173	460104	3	SERVICE SH B	3	808 70	N217	OXHORN, D
8170	910203	4	CONF/PREP PER	4	911 08	N217	OXHORN, D
8175	370905	SD	ECONOMICS	5	882 02	N217	OXHORN, D
9175	460104	5	SERVICE SH B	5	810 45	N217	OXHORN, D
8176	370905	SD	ECONOMICS	6	882 03	N217	OXHORN, D
9176	460104	6	SERVICE SH B	6	811 65	N217	OXHORN, D
8177	429949		SERVICE LEARN	7	829 06	N217	OXHORN, D
5217	420103	10	HOMEROOM	H	803 31	N217	OXHORN, D
7261	800301		RSP TEACHER	1	926 07	S88	PARKER, EC
7262	800301		RSP TEACHER	2	926 08	S88	PARKER, EC
7263	800301		RSP TEACHER	3	926 09	S88	PARKER, EC
7264	800301		RSP TEACHER	4	926 10	S88	PARKER, EC
7260	910203	5	CONF/PREP PER	5	912 01	S88	PARKER, EC
7266	330915	V	GOLF, VAR BOYS	6	781 01	PE	PARKER, EC
6251	930203		CAREER ADVISOR	1	918 01	C8	PINA, B
6252	930203		CAREER ADVISOR	2	918 02	C8	PINA, B
6253	930203		CAREER ADVISOR	3	918 03	C8	PINA, B
6254	930701		OTHER STD SERV	4	924 01	C8	PINA, B
6255	930701		OTHER STD SERV	5	924 02	C8	PINA, B
6256	480201	5	GEN WRK EXP	6	819 06	C8	PINA, B
8256	480201	10	GEN WRK EXP	6	820 01	C8	PINA, B
6257	480201	5	GEN WRK EXP	7	819 01	C8	PINA, B
6258	480201	5	GEN WRK EXP	8	819 02	C8	PINA, B
9031	360132	S	SH INTCOOR SCI 3B	1	241 01	V302	PRESS, M
9431	460104	1	SERVICE SH B	1	806 65	V302	PRESS, M
9032	360132	S	SH INTCOOR SCI 3B	2	241 02	V302	PRESS, M
9432	460104	2	SERVICE SH B	2	807 74	V302	PRESS, M
9033	360702	S	BIOLOGY B	3	235 01	V302	PRESS, M
9433	460104	3	SERVICE SH B	3	808 71	V302	PRESS, M
9030	910203	4	CONF/PREP PER	4	911 17	V302	PRESS, M
9035	360702	S	SH BIOLOGY B	5	236 01	V302	PRESS, M
9435	460104	5	SERVICE SH B	5	810 69	V302	PRESS, M
9036	360702	UM	BIOLOGY B	6	237 02	V302	PRESS, M
9436	460104	6	SERVICE SH B	6	811 66	V302	PRESS, M
5303	420103	10	HOMEROOM	H	803 15	V302	PRESS, M
8301	330106	F1	ADV PE 1B	1	145 06	PE30	PUDRITH, F
9301	330122	BB	ADV PE 2B	1	027 02	PE30	PUDRITH, F
9891	460104	1	SERVICE SH B	1	806 27	PE29	PUDRITH, F
8302	330122	A	ADV PE 2B	2	371 03	PE30	PUDRITH, F
9302	330106	92	ADV PE 1B	2	195 02	PE30	PUDRITH, F
9892	460104	2	SERVICE SH B	2	807 36	PE29	PUDRITH, F
8303	330106	F1	ADV PE 1B	3	145 07	PE30	PUDRITH, F
9303	330122	WT	ADV PE 2B	3	025 06	PE30	PUDRITH, F
9893	460104	3	SERVICE SH B	3	808 35	PE29	PUDRITH, F
9300	910203	4	CONF/PREP PER	4	911 02	PE30	PUDRITH, F
9894	460104	4	SERVICE SH B	4	809 03	PE30	PUDRITH, F
8305	330106	F1	ADV PE 1B	5	145 08	PE30	PUDRITH, F
9305	330122	BB	ADV PE 2B	5	027 04	PE30	PUDRITH, F
9895	460104	5	SERVICE SH B	5	810 36	PE29	PUDRITH, F
8306	330904	JV	BASEBALL, JV	6	783 01	PE29	PUDRITH, F
9896	460104	6	SERVICE SH B	6	811 30	PE29	PUDRITH, F
6891	910104		COORD, ESL/EL	1	904 01	SH	RAMEY, O
6892	910104		COORD, ESL/EL	2	904 02	SH	RAMEY, O
6893	910104		COORD, ESL/EL	3	904 03	SH	RAMEY, O
6894	910104		COORD, ESL/EL	4	904 04	SH	RAMEY, O
6895	910104		COORD, ESL/EL	5	904 05	SH	RAMEY, O
6896	910104		COORD, ESL/EL	6	904 06	SH	RAMEY, O

7090	910203	1	CONF/PREP PER	1	908 12	M109	RAMOS, E
9092	910190		OTHER: COORD	2	907 12	M109	RAMOS, E
9093	230110	M	ENGLISH 10B	3	500 01	M109	RAMOS, E
9493	460104	3	SERVICE SH B	3	808 72	M109	RAMOS, E
9094	230110	M	SH ENGLISH 10B	4	501 01	M109	RAMOS, E
9494	460104	4	SERVICE SH B	4	809 73	M109	RAMOS, E
9095	230110	M	ENGLISH 10B	5	500 02	M109	RAMOS, E
9495	460104	5	SERVICE SH B	5	810 70	M109	RAMOS, E
9096	910190		OTHER: COORD	6	907 13	SH	RAMOS, E
5109	420103	10	HOMEROOM	H	803 32	M109	RAMOS, E
6351	910190		OTHER: COORD	1	907 01	C8	REMO, KA
7351	460104	1	SERVICE SH B	1	806 94	C8	REMO, KA
6352	910190		OTHER: COORD	2	907 02	C8	REMO, KA
7352	460104		SERVICE SH B	2	812 30	C8	REMO, KA
6353	910190		OTHER: COORD	3	907 03	C8	REMO, KA
7353	460104		SERVICE SH B	3	812 31	C8	REMO, KA
6354	910190		OTHER: COORD	4	907 04	C8	REMO, KA
7354	460104		SERVICE SH B	4	812 32	C8	REMO, KA
6355	910190		OTHER: COORD	5	907 05	C8	REMO, KA
7355	460104		SERVICE SH B	5	812 33	C8	REMO, KA
6356	910190		OTHER: COORD	6	907 06	C8	REMO, KA
7356	460104	6	SERVICE SH B	6	811 96	C8	REMO, KA
6530	910203	1	CONF/PREP PER	1	908 21	H53	RICHARD, J
6532	360702	HM	H BIOLOGY B	2	542 01	H53	RICHARD, J
7532	460104	2	SERVICE SH B	2	807 75	H53	RICHARD, J
7533	460104	3	SERVICE SH B	3	808 73	H53	RICHARD, J
8533	360702	B	BIOLOGY B	3	435 03	H53	RICHARD, J
6534	361002		PHYSIOLOGY B	4	714 01	H53	RICHARD, J
7534	460104	4	SERVICE SH B	4	809 74	H53	RICHARD, J
6535	360708	AP	AP BIO B	5	710 01	H53	RICHARD, J
7535	460104	5	SERVICE SH B	5	810 71	H53	RICHARD, J
6536	460701	*	DECATHLON	6	817 01	H53	RICHARD, J
7536	460104	6	SERVICE SH B	6	811 67	H53	RICHARD, J
6537	460701	*	DECATHLON	7	817 02	H53	RICHARD, J
6538	460701	*	DECATHLON	8	817 03	H53	RICHARD, J
5053	420103	11	HOMEROOM	H	804 19	H53	RICHARD, J
6461	930304		SEC COUNSELOR	1	921 01	A9	ROCHETTI, AN
8461	460404	*	TUTOR SH B	1	813 01	A9	ROCHETTI, AN
6462	930304		SEC COUNSELOR	2	921 02	A9	ROCHETTI, AN
8462	460404	*	TUTOR SH B	2	813 02	A9	ROCHETTI, AN
6463	930304		SEC COUNSELOR	3	921 03	A9	ROCHETTI, AN
8463	460404	*	TUTOR SH B	3	813 03	A9	ROCHETTI, AN
6464	930304		SEC COUNSELOR	4	921 04	A9	ROCHETTI, AN
8464	460404	*	TUTOR SH B	4	813 04	A9	ROCHETTI, AN
6465	930304		SEC COUNSELOR	5	921 05	A9	ROCHETTI, AN
8465	460404	*	TUTOR SH B	5	813 05	A9	ROCHETTI, AN
6466	930304		SEC COUNSELOR	6	921 06	A9	ROCHETTI, AN
8466	460404	*	TUTOR SH B	6	813 06	A9	ROCHETTI, AN
8261	330106	F1	ADV PE 1B	1	145 13	PE26	RODNER, K
9261	330122	VB	ADV PE 2B	1	029 01	PE26	RODNER, K
9661	460104	1	SERVICE SH B	1	806 96	PE26	RODNER, K
8262	330106	F1	ADV PE 1B	2	145 14	PE26	RODNER, K
9262	330122	VB	ADV PE 2B	2	029 02	PE26	RODNER, K
8263	330106	F1	ADV PE 1B	3	145 04	PE26	RODNER, K
9263	330122	A	ADV PE 2B	3	371 04	PE26	RODNER, K
9663	460104	3	SERVICE SH B	3	808 02	PE26	RODNER, K
8264	330106	92	ADV PE 1B	4	195 01	PE26	RODNER, K

9264	330122	A	ADV PE 2B	4	371 07	PE26	RODNER, K
9260	910203	5	CONF/PREP PER	5	912 11	PE26	RODNER, K
9266	330927	V	SOFTBALL, VAR	6	786 01	PE26	RODNER, K
9666	460104		SERVICE SH B	6	812 35	PE26	RODNER, K
8151	930701		OTHER STD SERV	1	924 03	SH	ROONEY, BJ
8152	420107	E	LIFE SKLS 21ST	2	680 01	N215	ROONEY, BJ
9152	460104	2	SERVICE SH B	2	807 76	N215	ROONEY, BJ
8153	420107	E	LIFE SKLS 21ST	3	680 02	N215	ROONEY, BJ
9153	460104	3	SERVICE SH B	3	808 74	N215	ROONEY, BJ
8154	420107	E	LIFE SKLS 21ST	4	680 03	N215	ROONEY, BJ
9154	460104	4	SERVICE SH B	4	809 75	N215	ROONEY, BJ
8150	910203	5	CONF/PREP PER	5	912 21	N215	ROONEY, BJ
9155	460104	5	SERVICE SH B	5	810 72	N215	ROONEY, BJ
8156	260402	*	HLTH CAR B	6	568 02	N215	ROONEY, BJ
9156	460104	6	SERVICE SH B	6	811 68	N215	ROONEY, BJ
5215	420103	10	HOMEROOM	H	803 27	N215	ROONEY, BJ
6071	230201	M	SH CONTEMP COMP	1	505 01	B7	SAKHAI, L
7071	460104	1	SERVICE SH B	1	806 66	B7	SAKHAI, L
6072	230201	M	CONTEMP COMP	2	504 02	B7	SAKHAI, L
7072	460104	2	SERVICE SH B	2	807 77	B7	SAKHAI, L
6073	230201	HM	H CONTEMP COMP	3	506 03	B7	SAKHAI, L
7073	460104	3	SERVICE SH B	3	808 75	B7	SAKHAI, L
6074	230201	M	CONTEMP COMP	4	504 01	B7	SAKHAI, L
7074	460104	4	SERVICE SH B	4	809 76	B7	SAKHAI, L
6075	230201	HM	H CONTEMP COMP	5	506 04	B7	SAKHAI, L
7075	460104	5	SERVICE SH B	5	810 73	B7	SAKHAI, L
6070	910203	6	CONF/PREP PER	6	913 15	B7	SAKHAI, L
5007	420103	11	HOMEROOM	H	804 17	B7	SAKHAI, L
6311	200322	*	DIG IMAG SH 1B	1	047 01	E31	SALAZAR, J
7311	460104	1	SERVICE SH B	1	806 67	E31	SALAZAR, J
6312	200322	*	DIG IMAG SH 1B	2	047 02	E31	SALAZAR, J
7312	460104	2	SERVICE SH B	2	807 78	E31	SALAZAR, J
6310	910203	3	CONF/PREP PER	3	910 01	J73	SALAZAR, J
6734	200606	*	CART/ANIMAT B	4	045 01	J73	SALAZAR, J
7734	460104	4	SERVICE SH B	4	809 77	E31	SALAZAR, J
6735	200606	*	CART/ANIMAT B	5	045 02	J73	SALAZAR, J
7735	460104	5	SERVICE SH B	5	810 74	E31	SALAZAR, J
6736	200606	*	CART/ANIMAT B	6	045 03	J73	SALAZAR, J
7736	460104	6	SERVICE SH B	6	811 69	E31	SALAZAR, J
5073	420103	12	HOMEROOM	H	805 05	J73	SALAZAR, J
6201	310302	F1	ALGEBRA 1B	1	115 01	D20	SARK, D
7201	460104	1	SERVICE SH B	1	806 68	D20	SARK, D
6202	310302	SH	SH ALGEBRA 1B	2	116 02	D20	SARK, D
7202	460104	2	SERVICE SH B	2	807 79	D20	SARK, D
6203	310302	F1	ALGEBRA 1B	3	115 02	D20	SARK, D
7203	460104	3	SERVICE SH B	3	808 76	D20	SARK, D
6204	310302	F1	ALGEBRA 1B	4	115 03	D20	SARK, D
7204	460104	4	SERVICE SH B	4	809 78	D20	SARK, D
6205	310302	SH	SH ALGEBRA 1B	5	116 01	D20	SARK, D
7205	460104	5	SERVICE SH B	5	810 75	D20	SARK, D
6206	310302	F1	ALGEBRA 1B	6	115 05	D20	SARK, D
7206	460104	6	SERVICE SH B	6	811 70	D20	SARK, D
6200	910203	7	CONF/PREP PER	7	914 07	D20	SARK, D
5020	420103	91	HOMEROOM	H	801 13	D20	SARK, D
9270	910203	1	CONF/PREP PER	1	908 02	PE27	SAYER, JN
8272	330106	92	ADV PE 1B	2	195 07	PE27	SAYER, JN
9272	330122	TN	ADV PE 2B	2	028 01	PE27	SAYER, JN
8273	330106	92	ADV PE 1B	3	195 08	PE27	SAYER, JN

9273	330122	TN	ADV PE 2B	3	028 02	PE27	SAYER, JN
8274	330106	92	ADV PE 1B	4	195 09	PE27	SAYER, JN
9274	330122	TN	ADV PE 2B	4	028 03	PE27	SAYER, JN
8275	330106	F1	ADV PE 1B	5	145 15	PE27	SAYER, JN
9275	330122	A	ADV PE 2B	5	371 09	PE27	SAYER, JN
8276	330106	92	ADV PE 1B	6	195 10	PE27	SAYER, JN
9276	330122	*	ADV PE 2B	6	199 01	PE27	SAYER, JN
6471	930304		SEC COUNSELOR	1	921 07	A9	SCHNELL, D
6472	930304		SEC COUNSELOR	2	921 08	A9	SCHNELL, D
6473	930304		SEC COUNSELOR	3	921 09	A9	SCHNELL, D
6474	930304		SEC COUNSELOR	4	921 10	A9	SCHNELL, D
6475	930304		SEC COUNSELOR	5	921 11	A9	SCHNELL, D
6476	930304		SEC COUNSELOR	6	921 12	A9	SCHNELL, D
6701	200804	*	SCULPTURE 1B	1	051 01	J70	SCOTT, SA
7701	460104	1	SERVICE SH B	1	806 69	J70	SCOTT, SA
6702	200804	*	SCULPTURE 1B	2	051 02	J70	SCOTT, SA
7702	460104	2	SERVICE SH B	2	807 80	J70	SCOTT, SA
6703	200804	*	SCULPTURE 1B	3	051 03	J70	SCOTT, SA
7703	460104	3	SERVICE SH B	3	808 77	J70	SCOTT, SA
6704	200128	AP	AP ST ART 3D B	4	742 01	J70	SCOTT, SA
7704	200806	*	SCULPTURE 2B	4	050 01	J70	SCOTT, SA
8704	460104	4	SERVICE SH B	4	809 79	J70	SCOTT, SA
9704	200804	*	SCULPTURE 1B	4	051 05	J70	SCOTT, SA
6700	910203	5	CONF/PREP PER	5	912 03	J70	SCOTT, SA
6706	200804	*	SCULPTURE 1B	6	051 04	J70	SCOTT, SA
7706	460104	6	SERVICE SH B	6	811 71	J70	SCOTT, SA
5070	420103	92	HOMEROOM	H	802 11	J70	SCOTT, SA
6061	230110	HM	H ENGLISH 10B	1	502 01	B6	SHEINBERG, J
7061	460104	1	SERVICE SH B	1	806 70	B6	SHEINBERG, J
6062	230437	M	SH WORLD LIT	2	510 01	B6	SHEINBERG, J
7062	460104	2	SERVICE SH B	2	807 81	B6	SHEINBERG, J
6060	910203	3	CONF/PREP PER	3	910 17	B6	SHEINBERG, J
6064	230110	HM	H ENGLISH 10B	4	502 03	B6	SHEINBERG, J
7064	460104	4	SERVICE SH B	4	809 80	B6	SHEINBERG, J
6065	230437	E	WORLD LIT	5	608 01	B6	SHEINBERG, J
7065	460104	5	SERVICE SH B	5	810 76	B6	SHEINBERG, J
6066	230205	M	SH EXPOS COMP	6	512 01	B6	SHEINBERG, J
7066	460104	6	SERVICE SH B	6	811 72	B6	SHEINBERG, J
5006	420103	12	HOMEROOM	H	805 12	B6	SHEINBERG, J
6561	360702	E	SH BIOLOGY B	1	641 01	H56	SHERIFF, J
7561	460104	1	SERVICE SH B	1	806 71	H56	SHERIFF, J
6562	360702	E	BIOLOGY B	2	640 01	H56	SHERIFF, J
7562	460104	2	SERVICE SH B	2	807 82	H56	SHERIFF, J
6563	360132	E	SH INTCOOR SCI 3B	3	645 01	H56	SHERIFF, J
7563	460104	3	SERVICE SH B	3	808 78	H56	SHERIFF, J
6564	360132	E	INTCOOR SCI 3B	4	644 01	H56	SHERIFF, J
7564	460104	4	SERVICE SH B	4	809 81	H56	SHERIFF, J
6560	910203	5	CONF/PREP PER	5	912 06	H56	SHERIFF, J
8566	330717	OS	VOLLEYBALL	6	769 01	PE	SHERIFF, J
9566	330939	V	VLLYBL, V BOYS	6	767 01	PE	SHERIFF, J
5056	420103	10	HOMEROOM	H	803 05	H56	SHERIFF, J
7881	310402	B	SH GEOMETRY B	1	424 01	Z188	SHKOLNIKOVA, R
8881	460104	1	SERVICE SH B	1	806 72	Z188	SHKOLNIKOVA, R
7882	310402	B	GEOMETRY B	2	423 01	Z188	SHKOLNIKOVA, R
8882	460104	2	SERVICE SH B	2	807 83	Z188	SHKOLNIKOVA, R
7883	310302	F2	ALGEBRA 1B	3	160 07	Z188	SHKOLNIKOVA, R
7884	310302	B	SH ALGEBRA 1B	4	421 01	Z188	SHKOLNIKOVA, R
8884	460104	4	SERVICE SH B	4	809 82	Z188	SHKOLNIKOVA, R

9884	310402	A	SH GEOMETRY B	4	324 01	Z188	SHKOLNIKOVA, R
7885	310302	F2	ALGEBRA 1B	5	160 03	Z188	SHKOLNIKOVA, R
8885	460104	5	SERVICE SH B	5	810 77	Z188	SHKOLNIKOVA, R
7886	310402	B	GEOMETRY B	6	423 03	Z188	SHKOLNIKOVA, R
8886	460104	6	SERVICE SH B	6	811 73	Z188	SHKOLNIKOVA, R
7880	910203	7	CONF/PREP PER	7	914 16	Z188	SHKOLNIKOVA, R
5188	420103	10	HOMEROOM	H	803 25	Z188	SHKOLNIKOVA, R
6301	800205		OPPR RM/GUID	1	940 01	K78	SHOCKLEY, G
7301	460104	1	SERVICE SH B	1	806 73	K78	SHOCKLEY, G
6302	800205		OPPR RM/GUID	2	940 02	K78	SHOCKLEY, G
7302	460104	2	SERVICE SH B	2	807 84	K78	SHOCKLEY, G
6303	800205		OPPR RM/GUID	3	940 03	K78	SHOCKLEY, G
9332	460104	3	SERVICE SH B	3	808 79	K78	SHOCKLEY, G
6304	800205		OPPR RM/GUID	4	940 04	K78	SHOCKLEY, G
9334	460104	4	SERVICE SH B	4	809 83	K78	SHOCKLEY, G
6305	800205		OPPR RM/GUID	5	940 05	K78	SHOCKLEY, G
9335	460104	5	SERVICE SH B	5	810 78	K78	SHOCKLEY, G
6306	800205		OPPR RM/GUID	6	940 06	K78	SHOCKLEY, G
9336	460104	6	SERVICE SH B	6	811 74	K78	SHOCKLEY, G
8337	460104		SERVICE SH B	7	812 07	K78	SHOCKLEY, G
6040	910203	1	CONF/PREP PER	1	908 13	B4	SIEGEL, MM
6042	230108	RD	ENGLISH 9B	2	106 01	B4	SIEGEL, MM
8342	460104	2	SERVICE SH B	2	807 85	B4	SIEGEL, MM
6043	230142		STRATGC LIT 1B	3	107 01	B4	SIEGEL, MM
7043	230144		STRATGC LIT 2B	3	108 01	B4	SIEGEL, MM
8343	460104	3	SERVICE SH B	3	808 80	B4	SIEGEL, MM
6044	172322	SH	SH ENG LANG SK 1B	4	013 01	B4	SIEGEL, MM
8344	460104	4	SERVICE SH B	4	809 84	B4	SIEGEL, MM
6045	172322	SH	SH ENG LANG SK 1B	5	013 02	B4	SIEGEL, MM
8345	460104	5	SERVICE SH B	5	810 79	B4	SIEGEL, MM
6046	910187		OTHER: DEPT CH	6	923 02	B4	SIEGEL, MM
5004	420103	91	HOMEROOM	H	801 03	B4	SIEGEL, MM
7821	800203		MATH COACH	1	934 01	SH	SIM-KIM, S
7822	800203		MATH COACH	2	934 02	SH	SIM-KIM, S
7823	800203		MATH COACH	3	934 03	SH	SIM-KIM, S
7824	800203		MATH COACH	4	934 04	SH	SIM-KIM, S
7825	800203		MATH COACH	5	934 05	SH	SIM-KIM, S
7826	800203		MATH COACH	6	934 06	SH	SIM-KIM, S
6321	930701		OTHER STD SERV	1	924 06	SH	SIMMONS, J
6322	180714	*	INTERNT PUB 1B	2	022 02	E32	SIMMONS, J
7322	460104	2	SERVICE SH B	2	807 86	E32	SIMMONS, J
6323	180740	*	IT GLBL SOC B	3	065 01	E32	SIMMONS, J
7323	460104	3	SERVICE SH B	3	808 81	E32	SIMMONS, J
6320	910203	4	CONF/PREP PER	4	911 04	E32	SIMMONS, J
6325	180501	*	INFO PROCESS	5	023 02	E32	SIMMONS, J
7325	460104	5	SERVICE SH B	5	810 80	E32	SIMMONS, J
6326	180103	*	INTRO COMP	6	021 01	E32	SIMMONS, J
7326	460104	6	SERVICE SH B	6	811 75	E32	SIMMONS, J
5032	420103	11	HOMEROOM	H	804 16	E32	SIMMONS, J
8871	360122	F1	INTCOOR SCI 1B	1	125 06	S87	SMITH, JL
9871	460104	1	SERVICE SH B	1	806 74	S87	SMITH, JL
6872	360702	A	BIOLOGY B	2	335 01	S87	SMITH, JL
8872	460104	2	SERVICE SH B	2	807 87	S87	SMITH, JL
6870	910203	3	CONF/PREP PER	3	910 18	S87	SMITH, JL
6874	360702	A	BIOLOGY B	4	335 02	S87	SMITH, JL
8874	460104	4	SERVICE SH B	4	809 85	S87	SMITH, JL
6875	360702	A	BIOLOGY B	5	335 03	S87	SMITH, JL
8875	460104	5	SERVICE SH B	5	810 81	S87	SMITH, JL

6876	360702	A	SH BIOLOGY B	6	336 01	S87	SMITH, JL
8876	460104	6	SERVICE SH B	6	811 76	S87	SMITH, JL
5087	420103	10	HOMEROOM	H	803 21	S87	SMITH, JL
8111	310322	SD	ADV APP MATH B	1	863 01	N211	SMITH, T
9111	460104	1	SERVICE SH B	1	806 21	N211	SMITH, T
8112	310302	SD	ALGEBRA 1B	2	860 03	N211	SMITH, T
9112	460104	2	SERVICE SH B	2	807 30	N211	SMITH, T
8113	310302	SD	ALGEBRA 1B	3	860 05	N211	SMITH, T
9113	460104	3	SERVICE SH B	3	808 24	N211	SMITH, T
8110	910203	4	CONF/PREP PER	4	911 07	N211	SMITH, T
8115	310402	SD	GEOMETRY B	5	861 01	N211	SMITH, T
9115	460104	5	SERVICE SH B	5	810 29	N211	SMITH, T
8116	310302	SD	ALGEBRA 1B	6	860 08	N211	SMITH, T
9116	460104	6	SERVICE SH B	6	811 94	N211	SMITH, T
5211	420103	12	HOMEROOM	H	805 18	N211	SMITH, T
6341	256014	*	SPANISH 2B	1	076 05	F34	SOLORIO, D
7341	460104	1	SERVICE SH B	1	806 75	F34	SOLORIO, D
6342	256014	*	SPANISH 2B	2	076 06	F34	SOLORIO, D
7342	460104	2	SERVICE SH B	2	807 88	F34	SOLORIO, D
6340	910203	3	CONF/PREP PER	3	910 04	F34	SOLORIO, D
6344	256034	*	SPAN SP 2B	4	079 01	F34	SOLORIO, D
7344	460104	4	SERVICE SH B	4	809 86	F34	SOLORIO, D
6345	256014	*	SPANISH 2B	5	076 07	F34	SOLORIO, D
7345	460104	5	SERVICE SH B	5	810 82	F34	SOLORIO, D
6346	256034	*	SPAN SP 2B	6	079 02	F34	SOLORIO, D
7346	460104	6	SERVICE SH B	6	811 77	F34	SOLORIO, D
5034	420103	91	HOMEROOM	H	801 01	F34	SOLORIO, D
6131	370128	SD	WHG: MOD WLD B	1	880 03	D13	SOMMERS, A
7131	460104	1	SERVICE SH B	1	806 76	D13	SOMMERS, A
6132	370128	SD	WHG: MOD WLD B	2	880 04	D13	SOMMERS, A
7132	460104	2	SERVICE SH B	2	807 89	D13	SOMMERS, A
6133	230110	SD	ENGLISH 10B	3	851 03	D13	SOMMERS, A
7133	460104	3	SERVICE SH B	3	808 82	D13	SOMMERS, A
6130	910203	4	CONF/PREP PER	4	911 09	D13	SOMMERS, A
6135	420107	SD	LIFE SKLS 21ST	5	885 04	D13	SOMMERS, A
7135	460104	5	SERVICE SH B	5	810 02	D13	SOMMERS, A
6136	370128	SD	WHG: MOD WLD B	6	880 05	D13	SOMMERS, A
7136	460104	6	SERVICE SH B	6	811 78	D13	SOMMERS, A
5013	420103	10	HOMEROOM	H	803 13	D13	SOMMERS, A
7871	370128	M	SH WHG: MOD WLD B	1	556 01	Z187	STEVENS, BL
9771	460104	1	SERVICE SH B	1	806 77	Z187	STEVENS, BL
7872	370128	M	WHG: MOD WLD B	2	555 01	Z187	STEVENS, BL
9772	460104	2	SERVICE SH B	2	807 90	Z187	STEVENS, BL
7873	370130	M	US HIST 20TH B	3	558 03	Z187	STEVENS, BL
9773	460104	3	SERVICE SH B	3	808 83	Z187	STEVENS, BL
7874	370128	M	WHG: MOD WLD B	4	555 02	Z187	STEVENS, BL
9774	460104	4	SERVICE SH B	4	809 87	Z187	STEVENS, BL
7875	370130	M	US HIST 20TH B	5	558 01	Z187	STEVENS, BL
9775	460104	5	SERVICE SH B	5	810 84	Z187	STEVENS, BL
7870	910203	6	CONF/PREP PER	6	913 21	Z187	STEVENS, BL
7877	429949		SERVICE LEARN	7	829 09	Z187	STEVENS, BL
5187	420103	10	HOMEROOM	H	803 29	Z187	STEVENS, BL
6971	230110	HA	H ENGLISH 10B	1	302 01	T97	SUMMERLIN, A
9971	460104	1	SERVICE SH B	1	806 78	T97	SUMMERLIN, A
6972	230108	H2	H ENGLISH 9B	2	153 01	T97	SUMMERLIN, A
9972	460104	2	SERVICE SH B	2	807 91	T97	SUMMERLIN, A
6973	230108	G	H ENGLISH 9B	3	152 06	T97	SUMMERLIN, A
9973	460104	3	SERVICE SH B	3	808 84	T97	SUMMERLIN, A

6974	230108	H2	H ENGLISH 9B	4	153 05	T97	SUMMERLIN, A
9974	460104	4	SERVICE SH B	4	809 88	T97	SUMMERLIN, A
6975	230108	G	H ENGLISH 9B	5	152 04	T97	SUMMERLIN, A
9975	460104	5	SERVICE SH B	5	810 85	T97	SUMMERLIN, A
6976	230108	H2	H ENGLISH 9B	6	153 02	T97	SUMMERLIN, A
9976	460104	6	SERVICE SH B	6	811 79	T97	SUMMERLIN, A
6970	910203	7	CONF/PREP PER	7	914 04	T97	SUMMERLIN, A
5097	420103	92	HOMEROOM	H	802 03	T97	SUMMERLIN, A
6801	370130	A	SH US HIST 20TH B	1	349 01	L80	SWITALLA, S
7801	460104	1	SERVICE SH B	1	806 79	L80	SWITALLA, S
6802	370130	A	US HIST 20TH B	2	348 01	L80	SWITALLA, S
7802	460104	2	SERVICE SH B	2	807 92	L80	SWITALLA, S
6803	370130	HA	H US HIST 20 B	3	350 01	L80	SWITALLA, S
7803	460104	3	SERVICE SH B	3	808 85	L80	SWITALLA, S
6804	370130	HE	H US HIST 20 B	4	660 01	L80	SWITALLA, S
7804	460104	4	SERVICE SH B	4	809 89	L80	SWITALLA, S
6805	330705	OS	BASKETBALL	5	772 01	L80	SWITALLA, S
6800	910203	6	CONF/PREP PER	6	913 02	L80	SWITALLA, S
6807	429949		SERVICE LEARN	7	829 10	L80	SWITALLA, S
5080	420103	11	HOMEROOM	H	804 24	L80	SWITALLA, S
7981	253512	*	FRENCH 1B	1	085 01	Z198	TARCEA, S
8981	460104	1	SERVICE SH B	1	806 80	Z198	TARCEA, S
7980	910203	2	CONF/PREP PER	2	909 03	Z198	TARCEA, S
8982	460104	2	SERVICE SH B	2	807 93	Z198	TARCEA, S
7983	253512	*	FRENCH 1B	3	085 02	Z198	TARCEA, S
8983	460104	3	SERVICE SH B	3	808 86	Z198	TARCEA, S
7984	253516	*	FRENCH 3B	4	087 01	Z198	TARCEA, S
8984	460104	4	SERVICE SH B	4	809 90	Z198	TARCEA, S
7985	253514	*	FRENCH 2B	5	086 02	Z198	TARCEA, S
8985	460104	5	SERVICE SH B	5	810 86	Z198	TARCEA, S
7986	253514	*	FRENCH 2B	6	086 01	Z198	TARCEA, S
8986	460104	6	SERVICE SH B	6	811 80	Z198	TARCEA, S
5198	420103	11	HOMEROOM	H	804 02	Z198	TARCEA, S
8190	910203	1	CONF/PREP PER	1	908 10	N219	TAWEEL, M
8192	490111	SD	FUNCT READ	2	892 01	N219	TAWEEL, M
9192	460104	2	SERVICE SH B	2	807 95	N219	TAWEEL, M
8193	490105	SD	FUNCT MATH	3	893 01	N219	TAWEEL, M
9193	460104	3	SERVICE SH B	3	808 87	N219	TAWEEL, M
8194	490103	SD	FUNCT CONSUM	4	894 01	N219	TAWEEL, M
9194	460104	4	SERVICE SH B	4	809 91	N219	TAWEEL, M
8195	410123	SD	SELF-AWARE	5	895 01	N219	TAWEEL, M
9195	460104	5	SERVICE SH B	5	810 87	N219	TAWEEL, M
8196	410315	SD	TRAV MOBLTY	6	896 01	N219	TAWEEL, M
9196	460104	6	SERVICE SH B	6	811 81	N219	TAWEEL, M
5219	420103	CB	HOMEROOM	H	836 01	N219	TAWEEL, M
8131	230201	B	SH CONTEMP COMP	1	405 03	N213	THULIN, B
9131	460104	1	SERVICE SH B	1	806 81	N213	THULIN, B
8130	910203	2	CONF/PREP PER	2	909 16	N213	THULIN, B
9132	460104	2	SERVICE SH B	2	807 94	N213	THULIN, B
8133	230201	B	CONTEMP COMP	3	404 03	N213	THULIN, B
9233	460104	3	SERVICE SH B	3	808 88	N213	THULIN, B
8134	230108	92	SH ENGLISH 9B	4	155 01	N213	THULIN, B
9134	460104	4	SERVICE SH B	4	809 92	N213	THULIN, B
8135	230201	A	SH CONTEMP COMP	5	307 01	N213	THULIN, B
9135	460104	5	SERVICE SH B	5	810 88	N213	THULIN, B
8136	230108	92	SH ENGLISH 9B	6	155 03	N213	THULIN, B
9136	460104	6	SERVICE SH B	6	811 82	N213	THULIN, B
5213	420103	92	HOMEROOM	H	802 13	N213	THULIN, B

6531	360122	H	H INTCOR SC 1B	1	127 02	H53	TORRES, D
7531	460104	1	SERVICE SH B	1	806 82	H53	TORRES, D
6570	910203	2	CONF/PREP PER	2	909 11	PE	TORRES, D
6573	360702	G	H BIOLOGY B	3	174 02	H57	TORRES, D
7573	460104	3	SERVICE SH B	3	808 89	H53	TORRES, D
6574	360122	G	H INTCOR SC 1B	4	173 01	H57	TORRES, D
7574	460104	4	SERVICE SH B	4	809 93	H53	TORRES, D
6575	360702	G	H BIOLOGY B	5	174 01	H57	TORRES, D
7575	460104	5	SERVICE SH B	5	810 89	H53	TORRES, D
6576	360122	G	H INTCOR SC 1B	6	173 02	H57	TORRES, D
7576	460104	6	SERVICE SH B	6	811 83	H53	TORRES, D
6591	360122	F2	INTCOOR SCI 1B	1	170 02	H59	VALLEJO, B
7591	460104	1	SERVICE SH B	1	806 83	H59	VALLEJO, B
6592	360702	HA	H BIOLOGY B	2	337 01	H59	VALLEJO, B
7592	460104	2	SERVICE SH B	2	807 96	H59	VALLEJO, B
6593	360132	A	SH INTCOOR SCI 3B	3	340 01	H59	VALLEJO, B
7593	460104	3	SERVICE SH B	3	808 90	H59	VALLEJO, B
6594	360132	M	INTCOOR SCI 3B	4	544 01	H59	VALLEJO, B
7594	460104	4	SERVICE SH B	4	809 94	H59	VALLEJO, B
6595	360122	F1	INTCOOR SCI 1B	5	125 05	H59	VALLEJO, B
7595	460104	5	SERVICE SH B	5	810 90	H59	VALLEJO, B
6596	360122	H2	H INTCOR SC 1B	6	172 03	H59	VALLEJO, B
7596	460104	6	SERVICE SH B	6	811 84	H59	VALLEJO, B
6590	910203	7	CONF/PREP PER	7	914 03	H59	VALLEJO, B
5059	420103	11	HOMEROOM	H	804 23	H59	VALLEJO, B
6381	930901		SCH PSYCH	1	933 01	A1	VAN DAM, U
6382	930901		SCH PSYCH	2	933 02	A1	VAN DAM, U
6383	930901		SCH PSYCH	3	933 03	A1	VAN DAM, U
6384	930901		SCH PSYCH	4	933 04	A1	VAN DAM, U
6385	930901		SCH PSYCH	5	933 05	A1	VAN DAM, U
6386	930901		SCH PSYCH	6	933 06	A1	VAN DAM, U
6821	800202		LITERACY COACH	1	935 01	SH	VELEZ, N
6822	800202		LITERACY COACH	2	935 02	SH	VELEZ, N
6823	800202		LITERACY COACH	3	935 03	SH	VELEZ, N
6824	800202		LITERACY COACH	4	935 04	SH	VELEZ, N
6825	800202		LITERACY COACH	5	935 05	SH	VELEZ, N
6826	800202		LITERACY COACH	6	935 06	SH	VELEZ, N
6981	230110	A	ENGLISH 10B	1	300 01	T98	VERRETT, B
9981	460104	1	SERVICE SH B	1	806 84	T98	VERRETT, B
6980	910203	2	CONF/PREP PER	2	909 14	T98	VERRETT, B
6983	230110	A	ENGLISH 10B	3	300 02	T98	VERRETT, B
9983	460104	3	SERVICE SH B	3	808 91	T98	VERRETT, B
6984	230201	A	CONTEMP COMP	4	306 01	T98	VERRETT, B
9984	460104	4	SERVICE SH B	4	809 95	T98	VERRETT, B
6985	230110	A	SH ENGLISH 10B	5	301 01	T98	VERRETT, B
9985	460104	5	SERVICE SH B	5	810 91	T98	VERRETT, B
6986	230110	A	ENGLISH 10B	6	300 03	T98	VERRETT, B
9986	460104	6	SERVICE SH B	6	811 85	T98	VERRETT, B
5098	420103	10	HOMEROOM	H	803 20	T98	VERRETT, B
7101	230110	SD	ENGLISH 10B	1	851 05	M110	VITALE, A
8811	460104	1	SERVICE SH B	1	806 85	M110	VITALE, A
7102	230108	SD	ENGLISH 9B	2	850 01	M110	VITALE, A
8812	460104	2	SERVICE SH B	2	807 97	M110	VITALE, A
7103	230142	SD	STRATGC LIT 1B	3	855 01	M110	VITALE, A
8813	460104	3	SERVICE SH B	3	808 92	M110	VITALE, A
9103	230144	SD	STRATGC LIT 2B	3	856 01	M110	VITALE, A
7104	230108	SD	ENGLISH 9B	4	850 02	M110	VITALE, A
8814	460104	4	SERVICE SH B	4	809 96	M110	VITALE, A

7100	910203	5	CONF/PREP PER	5	912 09	M110	VITALE, A
7106	230108	SD	ENGLISH 9B	6	850 03	M110	VITALE, A
8816	460104	6	SERVICE SH B	6	811 86	M110	VITALE, A
5110	420103	92	HOMEROOM	H	802 10	M110	VITALE, A
6260	930301		AP SEC COUN S	1	920 01	A9	VOETS, L
6261	460104		SERVICE SH B	1	812 01	A9	VOETS, L
8361	103000	1	*Home	1	821 01	A9	VOETS, L
6262	460104		SERVICE SH B	2	812 02	A9	VOETS, L
8362	103000	2	*Home	2	822 02	A9	VOETS, L
6263	460104		SERVICE SH B	3	812 03	A9	VOETS, L
8363	103000	3	*Home	3	823 01	A9	VOETS, L
6264	460104		SERVICE SH B	4	812 04	A9	VOETS, L
8364	103000	4	*Home	4	824 01	A9	VOETS, L
6265	460104		SERVICE SH B	5	812 05	A9	VOETS, L
8365	103000	5	*Home	5	825 01	A9	VOETS, L
6266	460104		SERVICE SH B	6	812 06	A9	VOETS, L
8366	103000	6	*Home	6	826 01	A9	VOETS, L
6268	420103	92	HOMEROOM	H	802 14	A9	VOETS, L
6571	361404	AP	AP CHEMISTRY B	1	711 01	H57	WEST, SP
7571	460104	1	SERVICE SH B	1	806 86	H57	WEST, SP
6572	361402	H	H CHEMISTRY B	2	765 01	H57	WEST, SP
7572	460104	2	SERVICE SH B	2	807 98	H57	WEST, SP
6083	910190		OTHER: COORD	3	907 11	SH	WEST, SP
6084	910101		COORD, CAT PGM	4	906 01	SH	WEST, SP
6085	910101		COORD, CAT PGM	5	906 02	SH	WEST, SP
6086	910101		COORD, CAT PGM	6	906 03	SH	WEST, SP
5057	420103	11	HOMEROOM	H	804 08	H57	WEST, SP
6411	370128	S	SH WHG: MOD WLD B	1	246 01	G41	WIESNER, G
7411	460104	1	SERVICE SH B	1	806 87	G41	WIESNER, G
6412	420326	*	AVID 3B	2	747 01	G41	WIESNER, G
7412	460104	2	SERVICE SH B	2	807 99	G41	WIESNER, G
8412	420328	*	AVID SR SEM B	2	748 01	G41	WIESNER, G
6413	370128	UM	WHG: MOD WLD B	3	248 03	G41	WIESNER, G
7413	460104	3	SERVICE SH B	3	808 93	G41	WIESNER, G
6414	370128	HH	H WHG:MOD WL B	4	249 01	G41	WIESNER, G
7414	460104	4	SERVICE SH B	4	809 97	G41	WIESNER, G
6415	370128	UM	WHG: MOD WLD B	5	248 02	G41	WIESNER, G
7415	460104	5	SERVICE SH B	5	810 92	G41	WIESNER, G
6410	910203	6	CONF/PREP PER	6	913 16	G41	WIESNER, G
5041	420103	10	HOMEROOM	H	803 24	G41	WIESNER, G
6481	210302	*	ACCOUNTING B	1	061 01	G48	WIESSNER, G
7481	460104		SERVICE SH B	1	812 08	G48	WIESSNER, G
6482	210302	*	ACCOUNTING B	2	061 02	G48	WIESSNER, G
7482	460104		SERVICE SH B	2	812 09	G48	WIESSNER, G
6483	370905	H	H ECONOMICS	3	723 02	G48	WIESSNER, G
7483	370907	AP	AP MACRO ECONO	3	727 02	G48	WIESSNER, G
8483	460104	3	SERVICE SH B	3	808 94	G48	WIESSNER, G
6484	370907	AP	AP MACRO ECONO	4	727 01	G48	WIESSNER, G
8484	460104	4	SERVICE SH B	4	809 98	G48	WIESSNER, G
6485	370905	B	ECONOMICS	5	454 02	G48	WIESSNER, G
7485	460104	5	SERVICE SH B	5	810 93	G48	WIESSNER, G
6480	910203	6	CONF/PREP PER	6	913 06	G48	WIESSNER, G
5048	420103	12	HOMEROOM	H	805 19	G48	WIESSNER, G
7791	321108	*	ADV BAND B	1	099 01	K79	WILLIAMS, L
8791	460104	1	SERVICE SH B	1	806 88	K79	WILLIAMS, L
6792	320806	*	INSTRUMENTS B	2	096 01	K79	WILLIAMS, L
7792	460104		SERVICE SH B	2	812 10	K79	WILLIAMS, L
6793	320118	*	MU HST LT AN B	3	095 01	K79	WILLIAMS, L

7793	460104		SERVICE SH B	3	812 11	K79	WILLIAMS, L
6790	910203	4	CONF/PREP PER	4	911 05	K79	WILLIAMS, L
7794	460104	4	SERVICE SH B	4	809 99	K79	WILLIAMS, L
6795	320118	*	MU HST LT AN B	5	095 02	K79	WILLIAMS, L
7795	460104	5	SERVICE SH B	5	810 94	K79	WILLIAMS, L
6796	321304	*	KEYBOARD 1B	6	097 01	K79	WILLIAMS, L
7796	460104	6	SERVICE SH B	6	811 87	K79	WILLIAMS, L
6797	321110	*	JAZZ ENS B	7	098 01	K79	WILLIAMS, L
5079	420103	12	HOMEROOM	H	805 23	K79	WILLIAMS, L
6021	230425	H	H MODERN LIT	1	751 01	B2	WINTER, J
7021	460104	1	SERVICE SH B	1	806 89	B2	WINTER, J
6022	230201	HE	H CONTEMP COMP	2	606 01	B2	WINTER, J
7022	460104		SERVICE SH B	2	812 12	B2	WINTER, J
6020	910203	3	CONF/PREP PER	3	910 06	B2	WINTER, J
7023	460104	3	SERVICE SH B	3	808 95	B2	WINTER, J
6024	230425		MODERN LIT	4	750 01	B2	WINTER, J
7024	460104		SERVICE SH B	4	812 13	B2	WINTER, J
6025	230201	E	CONTEMP COMP	5	604 01	B2	WINTER, J
7025	460104	5	SERVICE SH B	5	810 95	B2	WINTER, J
6026	230201	E	SH CONTEMP COMP	6	605 01	B2	WINTER, J
7026	460104	6	SERVICE SH B	6	811 88	B2	WINTER, J
5002	420103	11	HOMEROOM	H	804 05	B2	WINTER, J
6141	260103	SD	HEALTH SH	1	884 01	D14	YEE, M
7141	460104	1	SERVICE SH B	1	806 90	D14	YEE, M
6140	910203	2	CONF/PREP PER	2	909 02	D14	YEE, M
6143	360702	SD	BIOLOGY B	3	871 02	D14	YEE, M
7143	460104	3	SERVICE SH B	3	808 96	D14	YEE, M
6144	492304	SD	ORAL COMM SH B	4	889 01	D14	YEE, M
7144	460104		SERVICE SH B	4	812 15	D14	YEE, M
6145	492304	SD	ORAL COMM SH B	5	889 02	D14	YEE, M
7145	460104	5	SERVICE SH B	5	810 96	D14	YEE, M
6146	330929	V	SWIMMING, VAR	6	770 01	PE	YEE, M
5014	420103	11	HOMEROOM	H	804 01	D14	YEE, M
8942	613090	*	VIRTUAL ENTERP	2	049 01	Z194	YOUNGBLOOD, M
7943	613090	*	VIRTUAL ENTERP	3	049 02	Z194	YOUNGBLOOD, M
8943	460104	3	SERVICE SH B	3	808 97	Z194	YOUNGBLOOD, M
7944	613090	*	VIRTUAL ENTERP	4	049 03	Z194	YOUNGBLOOD, M
8944	460104		SERVICE SH B	4	812 16	Z194	YOUNGBLOOD, M
7945	613090	*	VIRTUAL ENTERP	5	049 04	Z194	YOUNGBLOOD, M
8945	460104	5	SERVICE SH B	5	810 97	Z194	YOUNGBLOOD, M
7946	613090	*	VIRTUAL ENTERP	6	049 05	Z194	YOUNGBLOOD, M
8946	460104	6	SERVICE SH B	6	811 89	Z194	YOUNGBLOOD, M
6940	910203	1	CONF/PREP PER	1	908 14	T94	ZADROZNY, K
6942	170105	LA	SH ESL ADV 3	2	015 01	T94	ZADROZNY, K
7942	460104		SERVICE SH B	2	812 17	T94	ZADROZNY, K
6943	170105	LB	SH ESL ADV 3	3	016 01	T94	ZADROZNY, K
9943	460104		SERVICE SH B	3	812 18	T94	ZADROZNY, K
6944	230108	F2	ENGLISH 9B	4	151 06	T94	ZADROZNY, K
9944	460104		SERVICE SH B	4	812 19	T94	ZADROZNY, K
6945	230108	92	SH ENGLISH 9B	5	155 02	T94	ZADROZNY, K
9945	460104	5	SERVICE SH B	5	810 98	T94	ZADROZNY, K
6946	230108	F2	ENGLISH 9B	6	151 07	T94	ZADROZNY, K
9946	460104	6	SERVICE SH B	6	811 90	T94	ZADROZNY, K
5094	420103	92	HOMEROOM	H	802 05	T94	ZADROZNY, K
7001	252012	*	AM SIGN LAN 1B	1	090 01	Z200	ZAPATA, V
9201	460104	1	SERVICE SH B	1	806 91	Z200	ZAPATA, V
7002	252014	*	AM SIGN LAN 2B	2	091 01	Z200	ZAPATA, V
9202	460104		SERVICE SH B	2	812 20	Z200	ZAPATA, V

7003	252016	*	AM SIGN LAN 3B	3	092 01	Z200	ZAPATA, V
9203	460104		SERVICE SH B	3	812 21	Z200	ZAPATA, V
7000	910203	4	CONF/PREP PER	4	911 03	Z200	ZAPATA, V
7005	252012	*	AM SIGN LAN 1B	5	090 02	Z200	ZAPATA, V
9205	460104	5	SERVICE SH B	5	810 99	Z200	ZAPATA, V
7006	252014	*	AM SIGN LAN 2B	6	091 02	Z200	ZAPATA, V
9206	460104	6	SERVICE SH B	6	811 91	Z200	ZAPATA, V
5200	420103	10	HOMEROOM	H	803 02	Z200	ZAPATA, V
6051	230207	H	H ADV COMP	1	753 01	B5	ZELDIN, S
7051	460104	1	SERVICE SH B	1	806 92	B5	ZELDIN, S
6052	230126	AP	AP ENG LANG B	2	700 01	B5	ZELDIN, S
7052	460104		SERVICE SH B	2	812 22	B5	ZELDIN, S
6053	230126	AP	AP ENG LANG B	3	700 02	B5	ZELDIN, S
7053	460104	3	SERVICE SH B	3	808 98	B5	ZELDIN, S
6054	230207		ADV COMP	4	752 01	B5	ZELDIN, S
7054	460104		SERVICE SH B	4	812 23	B5	ZELDIN, S
6055	230126	AP	AP ENG LANG B	5	700 03	B5	ZELDIN, S
7055	460104		SERVICE SH B	5	812 24	B5	ZELDIN, S
6050	910203	6	CONF/PREP PER	6	913 05	B5	ZELDIN, S
5005	420103	11	HOMEROOM	H	804 07	B5	ZELDIN, S

2007-08 School Accountability Report Card Report (SARC)

Los Angeles Unified School District, Superintendent Ramon C. Cortines
Prepared by Planning and Assessment Division

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TIMOTHY D. GUY, Principal

Location Code 8583
CDS Code 19-64733-1931708

www.lausd.k12.ca.us/Chatsworth_HS/

I. Data and Access

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index API, Adequate Yearly Progress AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Message From The Principal

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as Parent Teacher Student Association (PTSA)/PTA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

As a parent or other interested person, you may be interested in additional information regarding the school or parent/community involvement. For such information, please call the school office.

TIMOTHY D. GUY, Principal

Opportunities for Parental Involvement (School Year 2007-08)

- Advisory Council
- Governance Council
- PTA/PTO
- Classroom Volunteer
- Office Volunteer
- Supervision Volunteer
- Fund Raising
- School Beautification

To participate with any of the above opportunities, contact the school principal.

Student Enrollment Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
Grade 9	913
Grade 10	888
Grade 11	758
Grade 12	738
Total Enrollment	3,297

Student Enrollment Racial and Ethnic Subgroups (School Year 2007-08)

This table displays the number and percent of students enrolled at the school by subgroup.

Racial and Ethnic Subgroup	# of Students	% of Students
African American	316	9.6%
American Indian or Alaska Native	16	0.5%
Asian	489	14.8%
Filipino	157	4.8%
Hispanic or Latino	1,570	47.6%
Pacific Islander	8	0.2%
White (Not Hispanic)	710	21.5%
Multiple or No Response	31	0.9%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.3	40	44	34	27.0	53	44	43	26.5	47	50	42
Mathematics	35.0	7	14	58	32.0	12	26	51	35.7	3	14	62
Science	39.7	0	2	60	36.0	3	17	56	34.2	8	18	55
Social Science	37.6	2	2	49	35.0	5	21	63	32.2	15	23	52

III. School Climate

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff.

School Safety Plan (School Year 2007-08)

As required by California Education Code (CEC), Section 35294, the school's Safe School Plan was revised and reviewed with staff on the following dates:

Safe School Plan	Date revised	Date reviewed with staff
Volume 1 Prevention Programs	08/28/07	10/01/07
Volume 2 Emergency Procedures	10/01/07	10/01/07

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions at the school and district levels for the most recent three-year period. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for a given year.

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	583	284	204	72,868	60,962	52,432
Rate of Suspensions	18.3	8.7	6.2	9.8	8.4	7.6
Number of Expulsions	0	2	1	500	512	418
Rate of Expulsions	0.0	0.1	0.0	0.1	0.1	0.1

IV. School Facilities

School Facility Conditions, Planned Improvements, and Needed Repairs (School Year 2008-09)

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources.

School facility data is as of October 17, 2008.

School Facility Conditions and Planned Improvements (School Year 2008-09)				
Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at *www.lausd-oehs.org* under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Note: "Poor" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential and without a full credential. Detailed information about teacher qualifications can be found at the DataQuest Web page http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	109	122	117	32,624
Without Full Credential	15	9	12	3,161

Teacher Misassignments and Teacher Vacancies

This table displays the number of teacher misassignments (those classes that do not have a teacher with a state recognized certificate or credential) and the number of teacher vacancies (those classes without a full-time, permanent teacher).

	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners*	63	99	79
Misassignments of Teachers of Physical Education (Secondary level only)*	0	0	8
Misassignments of Other Subjects*	76	56	44
Total Teacher Misassignments*	139	155	131
Vacant Teacher Positions	0	0	3

Note: Misassignments and vacancies for the 2008-09 school year are as of October 1, 2008. * At the Secondary level, this count is at the course assignment level and is a duplicated count of teachers.

Core Academic Classes Taught by No Child Left Behind (NCLB) Compliant Teachers (School Year 2007-08)

NCLB compliant teachers meet the following standards: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	83.2%	16.8%
All Schools in District	79.5%	20.5%
High-Poverty Schools in District	80.7%	19.3%
Low-Poverty Schools in District	78.0%	22.0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school. One FTE is defined as a staff person working 100% (i.e., full time). Two staff persons working 50% of full time also equals one FTE.

Title	Number of FTE Assigned to School
Academic Counselor	10.1
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (Non-Teaching)	0.0
Other (Specify)	9.1

Average Number of Students per Academic Counselor

This table displays the ratio of pupils per academic counselor, based on enrollment, as reported in the most recent CBEDS data collection, divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
10.1	326.4

Note: Please contact school principal for updated counts of support staff for this school.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)
High Schools

Beginning in 1998, textbook evaluation committees aligned textbooks in the core and required subject areas to state-content standards for Grades 9-12 on the following schedule:

1999 – standards-aligned Mathematics textbooks
2000 – standards-aligned English, History/Social Science, and Science textbooks
2001 – standards-aligned History/Social Science textbooks, as well as additional standards-aligned Mathematics and Science
2002 – standards-aligned textbooks for English, Intervention, and English as a Second Language
2003 – standards-aligned textbooks for English, History/Social Science, Mathematics, Science
2004 – framework-aligned textbooks for Foreign Language
2005 – framework-aligned textbooks for Health
2006 – framework-aligned textbooks for History/Social Science
2007 – framework-aligned textbooks for Science
2008 – framework-aligned textbooks for Mathematics (excluding Algebra I)

The Grade 9-12 District adoption of Mathematics textbooks was finalized in March 2008. Textbooks were purchased for implementation in the 2008-09 school year.

Sufficient core program textbooks and instructional materials are available in the 2008-2009 school year for on-track students in grades K-12 to support the core curriculum areas of Reading/English/English Language Development (ELD), English as a Second Language (ESL), and/or Intervention, History/Social Science, Mathematics, and Science. Thus, there is a one textbook per pupil ratio for on-track pupils at multi-track schools. Since the District is not required to have one textbook per off-track student at multi-track schools, except in classes where homework is assigned, the off-track ratio of textbooks per pupil at multi-track schools varies from school to school.

To provide sufficient textbooks in subject areas consistent with the content and cycles of the curriculum framework adopted by the State Board of Education, the Los Angeles Unified School District continued to target State textbook money, available District general funds, categorical funds, as well as any additional funding provided by the State, toward the purchase of core textbooks and instructional materials. In 2007-08, the District expended $107.5 M for core and required textbooks (of which $47.3 M was provided by State Instructional Materials Realignment Fund Program (IMFRP). In 2008-09, the District has expended $11.2 M for core and required textbooks (of which $6.8 M was IMFRP) and set aside an additional $35.1 M, primarily to purchase Mathematics textbooks and other core and required textbooks in 2008-09 and/or in 2009-10 (all of which will be IMFRP).

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts (including ELD)	Sufficient	0%
Mathematics	Sufficient	0%
Science	Sufficient	0%
History-Social Science	Sufficient	0%
Foreign Language	Sufficient	0%
Health	Sufficient	0%
Visual and Performing Arts*	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient	0%

Note: Textbook sufficiency data are as of September 23, 2008.
* This data will be collected and reported next year.

VIII. School Finances

School Site Teacher Salaries (Fiscal Year 2006-07)

This information provides a comparison of the average teacher salary at the school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site and	
School Site	District	State	District	State
$62,088	$62,407	$65,008	10.4%	7.9%

Expenditures Per Pupil (Fiscal Year 2006-07)

This information provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
$7,061	$2,744	$4,317	$4,545	$5,300	-5.0%	-18.5%

Types of Services Funded (School Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low- performing students and enable the students to meet the state's challenging academic standards. Title I funds are distributed on the basis of the number of students in poverty at the school. The District sponsors programs at specific schools aimed at meeting the needs of targeted students, including the Academic English Mastery program. The District has designed school programs to address areas in which the District failed to make Adequate Yearly Progress. These programs include Required Learning Academy, Year 1 Tutorial Program, Special Education Bridge Coordinator Program, Diploma Project Advisor Program, and the School Improvement Facilitator Program.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, and achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

EIA State Comp Ed

Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through professional development and health and guidance services.

Teacher and Administrative Salaries (Fiscal Year 2006-07) *

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,788	$40,721
Mid-Range Teacher Salary	$63,553	$65,190
Highest Teacher Salary	$78,906	$84,151
Average Principal Salary (Elementary) **	$104,425	$104,476
Average Principal Salary (Middle) **	$116,492	$108,527
Average Principal Salary (High) **	$130,984	$119,210
Superintendent Salary	$300,000	$210,769
Percent of Budget for Teacher Salaries ***	37.7%	39.9%
Percent of Budget for Administrative Salaries ***	5.7%	5.5%

*	Please note that these figures reflect salary and budget data for 2006-07 school year as required by the State, and the figures do not include general fund expenditures for employee benefits.
**	Includes all school site administrators, principals, assistant principals, etc.
***	Actual salaries and expenditures.

IX. Student Performance

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts and Mathematics in grades 2 through 11; Science in grades 5, 8, 9, 10 and 11; and History-Social Science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding the CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE website at http://star.cde.ca.gov

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

CST - Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	38%	42%	40%	29%	31%	35%	42%	43%	46%
Mathematics	19%	20%	20%	31%	31%	35%	40%	40%	43%
Science	45%	42%	47%	23%	27%	36%	35%	38%	46%
History-Social Science	28%	31%	31%	20%	20%	24%	33%	33%	36%

CST - Racial/Ethnic Groups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	30%	**	69%	54%	28%	**	48%
Mathematics	10%	**	48%	23%	10%	**	22%
Science	27%	**	60%	69%	38%		57%
History-Social Science	21%	**	52%	43%	20%	**	38%

CST - Other Subgroups - Most Recent Year

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Students Receiving Migrant Education Services
English-Language Arts	36%	45%	34%	6%	8%	
Mathematics	19%	20%	18%	8%	4%	
Science	50%	44%	38%	8%	19%	
History-Social Science	33%	29%		5%		

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) Act. The CAHSEE includes English-Language Arts and Mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE website at http://cahsee.cde.ca.gov/.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	51.0%	43.5%	54.1%	35.9%	32.3%	37.2%	51.1%	48.6%	52.9%
Mathematics	45.1%	47.3%	54.4%	29.7%	32.5%	35.5%	46.8%	49.9%	51.3%

CAHSEE Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-Language Arts and Mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	45.9%	44.2%	9.9%	45.6%	35.2%	19.3%
African-American	62.5%	32.1%	5.4%	67.3%	25.5%	7.3%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29.8%	55.7%	14.5%	18.5%	44.6%	36.9%
Filipino	20.9%	67.4%	11.6%	27.9%	46.5%	25.6%
Hispanic or Latino	57.9%	35.7%	6.4%	57.6%	27.7%	14.7%
Pacific Islander	*	*	*	*	*	*
White (Not Hispanic)	32.9%	51.8%	15.2%	38.2%	44.2%	17.6%
Male	51.3%	41.1%	7.6%	41.8%	38.1%	20.1%
Female	40.4%	47.3%	12.3%	49.5%	32.2%	18.4%
Economically Disadvantaged	50.9%	41.5%	7.6%	49.9%	33.7%	16.4%
English Learners	78.4%	21.2%	0.4%	66.3%	26.8%	6.9%
Students with Disabilities	84.3%	15.7%	0.0%	85.3%	13.2%	1.5%
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test (School Year 2007-08)

The California Physical Fitness Test is administered to students in grade 5, 7, 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
09	21.0%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and

progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	2006	2007	2008
Statewide API Rank	5	5	5
Similar Schools API Rank	4	4	5

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06 Growth Points	2006-07 Growth Points	2007-08 Growth Points	2008 Growth
All Students at the School	8	17	0	704
African American	63	-18	-11	633
American Indian or Alaska Native				
Asian	11	15	16	829
Filipino			17	789
Hispanic or Latino	10	23	2	649
Pacific Islander				
White (Not Hispanic)	1	29	-21	741
Socioeconomically Disadvantaged	13	21	3	684
English Learners	-9	1	0	608
Students with Disabilities	29	34	-16	502

"N/A"	means a number is not applicable or not available due to missing data.
"*"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
"A"	means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
"B"	means the school did not have a valid 2007 Base API and will not have any growth or target information.
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs,

	ASAM schools, or special education schools.
"E"	indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and Mathematics
- API as an additional indicator
- Graduation rate (for high schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE website at http://www.cde.ca.gov./ta/ac/ay/

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-Language Arts or Mathematics) on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE website at http://www.cde.ca.gov/ta/ac/ay.

	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	\\\\\	333
Percent of Schools Currently in Program Improvement	\\\\\	40.4%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at http://www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at http://www.calstate.edu/admission/.

Dropout Rate and Graduation Rate

This table displays the school's one-year and four-year derived dropout rate for the most recent three-year period for which data is available. Four-year graduation rates, as defined by NCLB, for the most recent three-year period are also displayed. Detailed information about dropout rates and graduation rates can be found at the CDE website at http://dq.cde.ca.gov/dataquest/.

	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Grades 9-12 Dropout Rate (1-year)	0.8	0.6	3.7	5.5	5.0	7.8	3.1	3.5	4.4
Grades 9-12 Dropout Rate (4-year)	3.8	3.1	14.2	24.1	25.5	31.7	12.6	15.0	21.1
Graduation Rate	92.3	91.9	93.2	65.7	62.9	66.0	85.0	83.0	79.5

Note: An asterisk in the 4 year dropout rate column indicates that one or more grade levels have zero enrollment. If a grade level has zero enrollment, the rate cannot be calculated.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who have passed both portions of the CAHSEE or received a local waiver. Detailed information about the CAHSEE can be found at the CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs.

Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008	
	School	District
All Students	76%	78%
African American	17%	13%
American Indian or Alaska Native	31%	15%
Asian	20%	15%
Filipino	25%	17%
Hispanic or Latino	15%	13%
Pacific Islander	N/A	15%
White (Not Hispanic)	18%	16%
Socioeconomically Disadvantaged	16%	14%
English Learners	11%	11%
Students with Disabilities	7%	5%

Career Technical Education Programs (School Year 2007-08)

Information about the degree to which pupils are prepared to enter the workforce, including: a list of career technical education (CTE) programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; a list of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representatives of the district's career technical advisory committee and the industries represented. For additional information, contact the district office or speak with the school principal.

During the 2007-2008 academic school year, the LAUSD-Regional Occupational Centers and Programs (ROCP) offered 327 Career Technical Education (CTE) courses that are fully aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards. The California Department of Education (CDE) certified the courses which are categorized according to the 15 Industry Sectors set by the California State Board of Education. Fifteen *Employer Advisory Boards reviewed the courses before CDE certification.

I. Agriculture and Natural Resources = 10 Total
- A. Animal Science = 2 courses
- B. Ornamental Horticulture = 8 courses

II. Arts, Media, and Entertainment = 5 Total
- A. Performing Arts = 1 course
- B. Production and Managerial Arts = 4 courses

III. Education, Child Development, and Family Services = 10 Total
- A. Child Development = 4 courses
- B. Education = 4 courses
- C. Family and Human Services = 2 courses

IV. Engineering and Design = 30 Total
- A. Computer Hardware, Electrical, and Networking Engineering = 6 courses
- B. Engineering Design = 7 courses
- C. Engineering Technology = 17 courses

V. Energy and Utilities = 14 Total
- A. Electromechanical Installation and Maintenance = 8 courses
- B. Energy and Environmental Technology = 2 courses
- C. Residential and Commercial Energy and Utilities = 4 courses

VI. Finance and Business = 50 Total
- A. Accounting Services = 5 courses
- B. Banking and Related Services = 5 courses
- C. Business Financial Management = 40 courses

VII. Health Science and Medical Technology = 44 Total
- A. Diagnostic Services = 2 courses
- B. Health Informatics = 10 courses
- C. Support Services = 26 courses
- D. Therapeutic Services = 6 courses

VIII. Fashion and Interior Design = 7 Total
- A. Fashion Design, Manufacturing, and Merchandising = 7 courses

IX. Hospitality, Tourism, and Recreation = 25 Total
- A. Food Service and Hospitality = 10 courses
- B. Hospitality, Tourism, and Recreation = 15 courses

X. Information Technology = 6 Total
- A. Network Communications = 4 courses
- B. Programming and Systems Development = 2 courses

XI. Building Trades and Construction = 27 Total
- A. Cabinetmaking and Wood Products = 3 courses
- B. Engineering and Heavy Construction = 8 courses
- C. Residential and Commercial Construction = 16 courses

XII. Marketing, Sales, and Services = 15 Total
- A. Entrepreneurship = 3 courses
- B. International Trade = 2 courses
- C. Professional Sales and Marketing = 10 courses

XIII. Public Services = 20 Total
- A. Human Services = 12 courses
- B. Legal and Government Services = 1 course
- C. Protective Services = 7 courses

XIV. Transportation = 43 Total
- A. Aviation and Aerospace Transportation Services = 4 courses
- B. Collision, Repair, and Refinishing = 5 courses
- C. Vehicle Maintenance, Service, and Repair = 34 courses

XV. Manufacturing and Product Development = 21 Total
- A. Graphic Arts technology = 4 courses
- B. Integrated Graphics technology = 11 courses
- C. Machine and Forming Technology = 4 courses
- D. Welding Technology = 2 courses

*Employer Advisory Board (EAB) = employer representatives and selected CTE Division personnel who replaced the members of the trade advisory committees as stipulated by Assembly Bill 2448. Fifteen (15) EABs were established by the Division Assistant Superintendent and ROCP administrators and advisors in November 2007. Each Industry Sector has an EAB and meets annually on a divisionwide level. For more information, please contact Tessie Castillo, CTE Curriculum Advisor at 213-241-3706 or email her at tessie.castillo@lausd.net.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the pupils participating in CTE	1,241
Percent of the pupils completing a CTE program and earning a high school diploma	22.0%
Percent of CTE courses sequenced or articulated between a school and institutions of postsecondary education	41.5%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE website at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	56.7%

Advanced Placement Courses (School Year 2007-08)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students in AP courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	3	---
Science	3	---
Social Science	6	---
All courses	17	4.1

XII. Instructional Planning and Scheduling

Professional Development

For the past three years, July 2005 to June 2008, professional development has provided continuous growth opportunities for educators to refine their practices to ensure the rigorous implementation of standards-based instruction for all students. In an effort to comply with the No Child Left Behind regulations and District Core Initiatives, the focus of professional development has been primarily on

improving teacher content knowledge and pedagogy as a means to increase student achievement. While much focus has been placed on English Language Arts and Mathematics, specific content for professional development has differed at each school site as it was targeted to address specific teacher, student and/or school needs as identified by periodic assessments, CST, CAHSEE and other data. Because addressing the needs of all students is a crucial component to professional development, there was also a district-wide focus on culturally relevant and responsive education (CRRE) as well as differentiated instructional strategies for English Learners (ELs), Standard English Learners (SELs) and Students with Disabilities (SWDs).

Professional development was delivered in a variety of ways including collaboration, inquiry and reflective models, consultation, guided practice and individual mentoring. As appropriate, it encompassed initial training and orientation for teachers, in-depth content focus for learning teams as well as coaching for individuals. The forums for professional development have varied and have taken place both inside and outside of the classroom, during banked time, after school, on weekends or during the school day. Professional development opportunities included Banked- Time Tuesdays, Grade-level Meetings, Common Planning Time, Lesson Study, Instructional Learning Team Meetings, 5-day Institutes, Buy Back Days, Pupil Free Days, Salary Point Credit Classes, weekend workshops and on-line training. For elementary schools, up to 50 hours of professional development growth opportunities were allotted, while middle schools had up to 81 hours and high schools had up to 45 hours. (The chart below indicates the number of hours dedicated to professional development opportunities.)

In order for teachers to effectively transfer and implement new learnings from professional development, continued support was provided at school sites. All site-based administrators received monthly training within their local districts focused on literacy, mathematics and English language development so that they could fully support classroom implementation of core programs. Literacy Coaches, Mathematics Coaches, English Learner Coordinators and Standard English Learner/Closing the Achievement Gap Instructional Specialists provided on-site coaching for teachers at elementary, middle and senior high schools. By working collaboratively in classrooms, coaches gave assistance and support to help teachers refine best practices in curricular content, pedagogy, differentiation and culturally relevant and responsive teaching. Lastly, student performance data was continuously provided to teachers and was used by staff to inform professional development.

Time Dedicated Annually To Professional Development For Teachers

High Schools (9-12)

Academic Year	Banked Time (up to)	Buy Back (up to)	Pupil Free (up to)	Total Possible Hours (up to)
2007-08	21 Hours	18 Hours	6 Hours	45 Hours
2006-07	21 Hours	18 Hours	6 Hours	45 Hours
2005-06	21 Hours	18 Hours	6 Hours	45 Hours

Continuation, Opportunity, and Community Day Schools

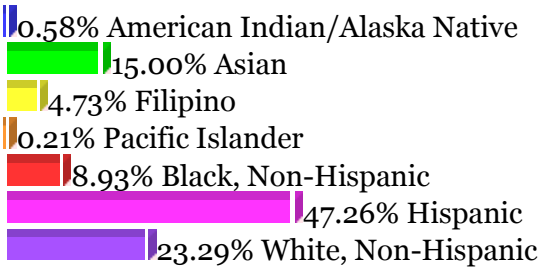
Academic Year	Banked Time (up to)	Buy Back (up to)	Pupil Free (up to)	Total Possible Hours (up to)
2007-08	0 Hours	18 Hours	6 Hours	24 Hours
2006-07	0 Hours	18 Hours	6 Hours	24 Hours
2005-06	0 Hours	18 Hours	6 Hours	24 Hours

LAUSD CBEDS: Chatsworth Senior High

Totals

Fall of:	American Indian/ Alaska Native	Asian	Filipino	Pacific Islander	Black, Non-Hispanic	Hispanic	White, Non-Hispanic	TOTAL
2002	17	476	129	5	298	1348	922	3195
2003	22	475	127	6	299	1342	914	3185
2004	23	459	119	8	261	1414	815	3099
2005	24	450	126	7	290	1511	775	3183
2006	19	492	155	7	293	1550	764	3280
2007	16	494	157	7	320	1580	725	3299
2008	12	477	166	10	299	1530	723	3217

Fall 2006 percentage by ethnicity:



Percent

Fall of:	American Indian/ Alaska Native	Asian	Filipino	Pacific Islander	Black, Non-Hispanic	Hispanic	White, Non-Hispanic	TOTAL
2002	0.53	14.90	4.04	0.16	9.33	42.19	28.86	100%
2003	0.69	14.91	3.99	0.19	9.39	42.14	28.70	100%
2004	0.74	14.81	3.84	0.26	8.42	45.63	26.30	100%
2005	0.75	14.14	3.96	0.22	9.11	47.47	24.35	100%
2006	0.58	15.00	4.73	0.21	8.93	47.26	23.29	100%
2007	0.48	14.97	4.76	0.21	9.70	47.89	21.98	100%
2008	0.37	14.83	5.16	0.31	9.29	47.56	22.47	100%

Chatsworth High School Graduation Requirements

English (4 Years) ..... 40 credits
English 9AB
English 10AB
American Lit/Contemp. Comp.
Comp/Elective

Math (2 Years) ..... 20 credits
Algebra 1AB
Geometry AB or Applied Math
or Algebra 2AB

Science (2 Years) ..... 20 credits
Biological Science
Physical Science

Physical Education (2 Years)..... 20 credits

Social Studies (3 Years)..... 30 credits
World History
US History
Government/Economics

Visual Performing Art (1 Year).....10 credits

Applied Technology (1 Year) .....10 credits

Health (1 Semester) ..... 5 credits

Life Skills (1 Semester)..... 5 credits

Elective Classes (14 Semesters) ..... 70 credits

Total Credits Needed for Graduation ..... 230 credits

Non-Course Requirements
Computer Literacy
Career Pathway
Service Learning Project
California High School Exit Exam (CAHSEE)

Additional Chatsworth High School Requirements

Senior Portfolio

20 hours of Community Servic

Categorical Funding Allocated to This School

State Programs

Economic Impact Aid/State Compensatory Education (7S539) **Amount:** **$ 23,064**
Economic Impact Aid/State Compensatory Education-Supplemental (2008-09 7N539) **Amount:** **$ 69,935**
Subtotal: **$ 92,999**

Purpose: To help educationally disadvantaged students succeed in the regular program.
The Supplemental funds are intended only for direct services including class-size reduction.

Economic Impact Aid/Educationally Disadvantaged Youth (7M083) **Amount:** **$ 0**
Purpose: To help educationally disadvantaged students meet grade level standards in continuation high schools.

Economic Impact Aid/Limited English Proficient (7S536) **Amount:** **$ 122,685**
Economic Impact Aid/Limited English Proficient-Supplemental (2008-09 7N536) **Amount:** **$ 43,304**
Subtotal: **$ 165,989**

Purpose: To develop fluency in English and academic proficiency of English Learners.
The Supplemental funds are intended only for direct services including class-size reduction.

Federal Programs

Elementary and Secondary Education Act:
Title I: Schoolwide Program (7S046) **Amount:** **$ ----------**
Purpose: To upgrade the entire educational program of the school.

Title I: Targeted Assistance Program (7S046) **Amount:** **$ 364,553**
Purpose: To help educationally disadvantaged students achieve grade level proficiency.

Title I Parent Involvement Allocation (7E046) **Amount:** **$ 12,024**
Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Title I Program Improvement 10% set aside (70A56) **Amount:** **$ ----------**
Purpose: To provide high-quality professional development to address the issues that caused the school to be identified for program improvement.

Title III: English Language Development (7S176) **Amount:** **$ 5,970**
Purpose: To provide professional development to teachers, administrators, and other school support staff to improve ELD instruction and assessment of English Learners.

Other Federal Funds (list and describe): **Amount:** **$ ----------**

Total amount of state and federal categorical funds allocated to this school: **$ 629,595**

After funding has been established, determine what funds can be used to fund the school's priorities.

Title I (7S046)
Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 368,235
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Steve West	Phone: (818) 678-3466
Local District: 1	Fax: (818) 709-6952

Identify the program to be implemented during the 2008-2009 school year.

[x] TAS [ ] SWP

Using the Program and Budget Handbook as a guide, describe the duties of personnel *and/or goods* funded from Title I which address the needs identified in the *Single Plan for Student Achievement* (SPSA).

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
110000	Certificated Personnel Salaries (includes benefits)		
190001	**Title I Coordinator** will implement the Title I program and assist in the identification of Title I students: • Teach and conduct demonstration lessons for the teachers of identified Title I students • Implement and monitor intervention program for Title I students • Plan, design and implement staff development program • Coordinate parent involvement activities and training • Analyze student data	58,829 (0.67 FTE) 4 Hrs/day	I-SPSA Update 6,11
110004	**Categorical Program Adviser Differential**	956	See Program Description
190004	**Z Time** will be provided to the CPA after the regular assignment basis to plan professional development, conduct demonstration lessons, monitor program implementation and compliance, monitor program expenditures, and order teacher materials.	8,000	I-SPSA Update 7
110005	**Teacher assistants** will provide services under the direct supervision of the highly qualified classroom teacher. Professionals will provide reinforcement and support of instruction to identified at-risk Title I students in the classroom.	50,292 (4 @ 6 Hrs) 1.00 FTE	I-SPSA Update 9,13
110004	**Teacher X-time** to support after school and Saturday tutoring for identified at-risk Title I students not meeting proficiency in Mathematics on CAHSEE and CST and to provide professional development to teachers of at-risk Title I students	55,000	I-SPSA Update 7,8
190004	**District training** rate will be purchased to support training for	5,000	I-SPSA Update

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
	teachers and paraprofessionals after the regular work day for professional development of teachers to address the needs of identified Title I at-risk students. PD will focus on research based strategies		7,12
110002	**Day-to-day substitutes** will be purchased to provide teacher release time to support PD opportunities for teachers of identified at-risk Title I students: collaborative planning, classroom observations and conference attendance (CUE, CMC, TTT, CATE, NCTE, College Board, CLHS)	2,520 (10 Days)	I-SPSA Update 7,11
200000	Classified Personnel Salaries (includes benefits)		
240001	**Micro Computer Support Assistant**	31,280 (0.625 FTE) 5 Hrs/day	See Program Description Multifunded (7S536/7S04/4 170)
240001	**Office Technician**	47,399 (1.00 FTE)	See Program Description
240001	**Office Technician (Bilingual)**	33,951 (1.00 FTE) 6 Hrs/day	See Program Description
210001	**Educational Aide II**	30,961 (0.75 FTE) 6 Hrs/day	See Program Description
240003	**Clerical Overtime**	2,000	See Program Description
240003	**Clerical Relief**	8,341	See Program Description
220003	**Custodial Overtime**	1,000	See Program Description

Title I (7S046)
Justification
Fiscal Year 2008-2009
(continued)

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
400000	**Books, Materials, Supplies**		
430010	**Instructional Materials** will be developed and purchased to provide differentiated instruction for teachers of identified at-risk Title I students: workbooks, classroom libraries, software, hands-on manipulatives (number cubes, graphs) visual aids	15,124	I-SPSA Update 7,12
430001	**General Supplies** will be purchased for PD and to support the intervention program for identified at-risk Title I students: toner, screens, ink cartridges, chart paper, projector bulbs	3,000	I-SPSA Update 8,12
440001	**Other Non-Capital Equipment**: Copier/maintenance contract to develop supplemental instructional materials in math for PD and intervention. Computers, printers, smart boards, LCD projectors to provide differentiation of instruction and engage students in interactive activities, support PD and intervention for identified at-risk Title I students.	3,000	I-SPSA Update 8,12
430002	**School Advisory Committee Expenses**	500	See Program Description
430098	AYP At-Risk List Professional Development Reserve		N/A
500000	Services and Other Operating Expenses		
520001	**Mileage** will be provided to Title I Coordinator to attend Central and Local District trainings and workshops	500	I-SPSA Update 7
560006	**Maintenance contract** for Title I Duplo (Model DP 315-1) located in the Title I Office, and used contract to develop supplemental instructional materials in math and ELA for PD and intervention as well as school to home mailings for identified at-risk Title I students	900	I-SPSA Update 8
580012	**Curricular trips** to provide identified t-risk Title I students experiences that build on prior knowledge and connect classroom instruction to real world experiences, as well as increase awareness of college and career opportunities (Colleges, Universities, Huntington Library ,Los Angeles Center Library, Museum of Tolerance, Skirball Museum, Reagan Library, California Science Center, Van Nuys Airport, Rocketdyne, JPL)	6,000 (20 Trips)	I-SPSA Update 9,13
600000	Capital Outlay (Equipment items costing over $25,000; central-office approval is required)		
	Pending Distribution Funding Variance	364,553 3,682	
Allocation		**368,235**	

EIA-SCE (7S539)
Budget Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 23,297
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Steve West	Phone: (818) 678-3466
Local District: 1	Fax: (818) 709-6952

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
110000	Certificated Personnel Salaries (includes benefits)		
110005	**Teacher assistants** will provide services for identified at-risk Title I students under the direct supervision of the highly qualified classroom teacher. Professionals will provide reinforcement and support of instruction to students in the classroom.	12,573 (1 @ 6 Hrs) 1.00 FTE	I-SPSA Update 9,13
200000	Classified Personnel Salaries (includes benefits)		
400000	Books, Materials, Supplies		
430010	**Instructional Materials** will be developed and purchased to provide differentiated instruction for teachers of identified at-risk Title I students: workbooks, classroom libraries, software, hands-on manipulatives (number cubes, graphs) visual aids	4,491	I-SPSA Update 7,12
430001	**General Supplies** will be purchased for PD and to support intervention program for identified at-risk Title I students: toner, screens, ink cartridges, chart paper, projector bulbs	3,000	I-SPSA Update 8,12
440001	**Other Non-Capital Equipment:** Copier maintenance contract to develop supplemental instructional materials in math for PD and intervention. Computers, printers, smart boards, LCD projectors to provide differentiation of instruction and engage students in interactive activities, support PD and intervention for identified at-risk Title I students.	3,000	I-SPSA Update 8,12
500000	Services and Other Operating Expenses		
600000	Capital Outlay (Equipment items costing over $25,000; central-office approval is required.)		
	Pending Distribution Funding Variance	23,064 233	
Allocation		**23,297**	

EIA/SCE-Supplemental (7N539)
Budget Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 70,641
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Steve West	Phone: (818) 678-3466
Local District: 1	Fax: (818) 709-6952

The Supplemental funds are intended only for direct services including class-size reduction.

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
110000	Certificated Personnel Salaries (includes benefits)		
120041	**The Nurse** will provide health-related supplemental services for identified at-risk Title I students: • Health counseling, referrals, and follow-up on preventative health concerns. • Parent in-service training and health-related counseling. • School advisory and parent-group meetings.	33,963 (0.40 FTE) 6 Hrs/day 2 Days/week	I-SPSA Update 22,30
120021	**The PSA Counselor** will provide the following supplemental counseling services for identified at-risk Title I students: • Participation in the Student Success and School Attendance Review Teams • Individual and group student counseling • Consultative services and technical support in enrollment issues	18,578 (0.20 FTE) 8 Hrs/day 1 Day/week	I-SPSA Update 22,30
110002	**Day-to-day substitutes** will be purchased to provide teacher release time to support PD opportunities for teachers of identified at-risk Title I students: collaborative planning, classroom observations and conference attendance (CUE, CMC, TTT, CATE, NCTE, College Board, CLHS)	2,520 (10 Subs)	I-SPSA Update 7,11
200000	Classified Personnel Salaries (includes benefits)		

Budget Justification
Fiscal Year 2008-2009
(continued)

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
400000	Books, Materials, Supplies		
430010	**Instructional Materials** will be developed and purchased to provide differentiated instruction for teachers of identified at-risk Title I students: workbooks, classroom libraries, software, hands-on manipulatives (number cubes, graphs) visual aids	1,874	I-SPSA Update 7,12
430001	**General Supplies** will be purchased for PD and to support intervention program for identified at-risk Title I students: toner, screens, ink cartridges, chart paper, projector bulbs	1,000	I-SPSA Update 8,12
500000	Services and Other Operating Expenses		
520002	**Conference Attendance** (CUE, CMC, TTT, CATE, NCTE, College Board, CLHS) will be purchased to provide professional development for teachers of identified at-risk Title I students	12,000	I-SPSA Update 7,11
600000	Capital Outlay (Equipment items costing over $25,000; central-office approval is required.)		
	Pending Distribution Potential Funding Variance	69,935 706	
Allocation		**70,641**	

Title I Parent Involvement
7E046 Budget and Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 12,024
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Steve West	Phone: (818) 678-3466
Local District: 1	Fax: (818) 709-6952

These resources must be used to support the implementation of activities described in the Parent Involvement Policy and the Parent-School Compact.

ITEM NUMBER	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI-FUNDED)	NUMBER OF POSITIONS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
	Certificated Personnel Salaries				
11275 190004	Professional Expert **Professional Expert** (Certificated) time will be purchased to in-service parents of identified at-risk Title I students on strategies to improve academic success, after the regular work time and on Saturdays. Short-term and non-reoccurring.	2,000			I-SPSA Update 32
	Classified Personnel Salaries				
21427	Clerical Overtime				
21720	Community Representative				
21532	Custodial Overtime				
22555	Parent Resource Liaison (Position **must** be multi-funded with other categorical program funds or grants)				

Title I Parent Involvement
7E046 Budget and Justification
Fiscal Year 2008-2009
(continued)

ITEM NUMBER	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI-FUNDED)	NUMBER OF POSITIONS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
40227 430001	Books, Materials, Supplies (General Supplies) **General Supplies** will be purchased to provide resources for parents of identified at-risk Title I students and support the parent center: notebooks, chart paper, toner, folders, paper	3,000			I-SPSA Update 8,12
40267 430010	Instructional Material **Instructional Materials** will be purchased to provide resources for parents of identified at-risk Title I students: parenting manuals, workbooks, software, hands-on manipulatives, visual aids	5,224			I-SPSA Update 7,12
40110	Audio Visual Equipment including Translation Equipment				
40169 430002	Compensatory Education Advisory Committee Expense **School Advisory Committee Expenses**.	500			See Program Description

Title I Parent Involvement
7E046 Budget and Justification
Fiscal Year 2008-2009
(continued)

ITEM NUMBER	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT	FUNDING SOURCE (INDICATE ADDITIONAL SOURCES IF MULTI-FUNDED)	NUMBER OF POSITIONS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
50002	Contracted Instructional Services				
50035	Independent Contract				
50073 520002	Parent Conference Attendance **Parent conferences** will be purchased to improve parenting skills for parents of identified at-risk Title I students: Title I Annual Parent Conference, Parent Literacy, Parent CABA Conference	800			I-SPSA Update 33
50163 580002	Parent Training Allowance **Parent training allowance**	500			**See Program Description**
Allocation		**12,024**			

Title I Parent Involvement

Title I schools must implement activities for parents that support the instructional program. Using the Title I parent involvement budget worksheet (7E046), schools will develop a budget justification for the allocation. Questions should be directed to the Parent Community Services Branch (PCSB) or the local district.

PARENT INVOLVEMENT PROGRAM
BUDGET PLANNING SHEET FOR 2008-2009

SCHOOL NAME: Chatsworth High School **ORGANIZATION CODE:** 1858301

ITEM NO.	RESOURCES	COMPENSATORY ED. TITLE I (7E046)		COMPENSATORY ED. EIA/SCE (7S539)		LEP (7S536)		SCHOOL AND LIBRARY IMPROVEMENT (14222)	
		QTY	*Amount*	*QTY*	*Amount*	*QTY*	*Amount*	*QTY*	*Amount*
21427	Clerical Overtime								
21532	Custodial Overtime								
50073	Parent Conference Attendance (Limited to a Maximum of $800.00 per funding source)		800						
11275	Professional Expert (Certificated)		2,000						
21720	Community Representative Pay Rate $_____								
22555	Parent Resource Liaison (This position must be multi-funded with other categorical program funds or grants)								
40267	Instructional Material (Support parent activities only)		5,224 (IMA) 3,000 (Supplies)				1,000		
40169	School Advisory Committee or School Site Council Expenses (operating expenses and refreshments)		500				200		
40110	Audio Visual Equipment including Translation Equipment								
50002	Contracted Instructional Services: Company Outside companies that are LAUSD approved to train parents in the curricular areas.								
50035	Independent Contract (Professional Services) A contracted individual that trains parents in their roles & responsibilities regarding councils and committees.								
50163	Parent Training Allowance (Reimbursement for child care, mileage, meals)		500				200		
	TOTAL BUDGET	$	12,024	$		$	1,400	$	

This is not a budget. However, this planning sheet allows for parent-involvement budgeting at a glance. School and Library Improvement (SLI) funds must be used to budget for school site council expenses. Schools receiving EIA-LEP funds must allocate a minimum of 1% of the funds to implement training for parents.

Please present this page for programmatic and fiscal review.

These funds are not intended for facility rentals. They are meant to be for supplemental services for parents.

2008-09 Title I and Economic Impact Aid-State Compensatory Education (EIA-SCE) Program(s) Justification Page

Directions: Any item that has not been checked must be deleted from the identified items listed below.

The items identified below are being purchased to facilitate the compliant implementation of the Title I/EIA-SCE program.		
Funding Source(s)		**Description of Goods/Services to Enhance the School Organization and Support Structures**
7S046	**7S539**	
x		**Categorical Program Adviser Differential** Performs program-related activities outside the regular six-hour work day.
x		**Clerical Relief and Overtime** Performs short-term clerical help and for overtime payments directly attributable to the program.
x		**Office Technician *** Performs a variety of clerical services in connection with the Title I program. Duties include maintenance of records and preparation of various documents for parental involvement and intervention activities as related to the Title I program.
x		**Microcomputer Support Assistant** Installs personal computer systems for student use and selected Title I support staff and troubleshoots hardware and software malfunctions.
x		**Educational Aide II** Performs clerical tasks related to categorical programs and assists in communication with parents. May not provide direct teaching assistance to students. In addition, may not perform the responsibilities of any classified position nor be used for supervision task. May purchase no more than five positions from EIA-SCE, Title I, School and Library Improvement combined.
x		**Custodial Relief and Overtime** Performs custodial services required as the direct result of parental and intervention activities at the school.
x		**Compensatory Education Advisory Committee (CEAC) Expenses** Funds for local school advisory committee operating expenses. Expense may include refreshments but not meals. Expenses may be funded with Title I or EIA-SCE for the CEAC.

* A school may purchase a total of two (2) positions from the combination of clerk/office technician/senior office technician positions. If more then two (2) are purchased, a Single Plan for Student Achievement Update page must be completed to address the office in need of additional support.

2008-09 Title I Parental Involvement Program Justification Page

Directions: Any item that has not been checked must be deleted from the identified items listed below.

The items identified below are being purchased to facilitate the compliant implementation of the Title I program.	
Funding Source(s) **7E046**	**Description of Goods/Services to Support the School, Family and Community Partnerships**
x	**Parent Training Allowance** Reimbursements for meals, child care, and mileage to parents attending training sessions related to the parental involvement activities supporting student achievement.
x	**Compensatory Education Advisory Committee (CEAC) Expenses** Funds for local school advisory committee operating expenses. Expense may include refreshments but not meals. Expenses may be funded with Title I or EIA-SCE for the CEAC.

TITLE III: LANGUAGE INSTRUCTON FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS
BUDGET PAGE FOR 2008-2009 (7S176)

BUDGET AREA	BUDGET ITEM	AMOUNT	DESCRIPTION OF TITLE III SERVICES/ACTIVITIES	SPSA
110000-Certificated Salaries (include benefits)	x Teacher Relief Z/X	4370	**Professional development** activities specific to Title III implementation **Teacher x/z time** will be purchased to support after school and Saturday tutoring for EL students not meeting proficiency **Substitute time** to provide teacher release time to support PD opportunities: collaborative planning, classroom observations and conference attendance (CABE, NABE, and Preparate)	I-SPSA Update 25 I-SPSA Update 24
	x Day to Day Substitute	1200		
	□ District Sponsored Training Rate 1 or 2			
	□ Professional Expert			
	□ Administrator Z/X			
	□ Teacher Assistant Relief			
200000-Classified Salaries (include benefits)	□ Clerical Relief		Additional activities/responsibilities specific to Title III professional development	
	□ Clerical Overtime			
	□ Custodial Overtime			
	□ District Sponsored Training Rate 3			
400000-Books & Supplies	□ Instructional Material		Instructional materials, books, and equipment to support professional development – (what and why?) See program description	See Program Description
	□ Reprographics			
	x School Advisory Committee Expense (ELAC)	200		
500000-Services and Other Operating Expenses	□ Contracts		Services and other operating expenses to support specific Title III professional development activities See program description	See Program Description
	x Parent Training Allowance	200		
Total		5,970		

			Chatsworth High School	
UTLA Chairperson	Date		Principal and School Name	Date

English Learner Advisory Committee Chairperson	Date		Local District EL Program Coordinator	Date

Bilingual (EIA-LEP + District) (7S536)
Budget Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 123,924
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Oryla Ramey	Phone: (818) 678-3466
Local District: 1	Fax: (818) 709-6952

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
110000	Certificated Personnel Salaries (includes benefits)		
190001	**Bilingual Coordinator** will provide direct primary language services to EL students and their parents: • Provide in-class primary language instruction or support • Translate home-school communications and bilingual parent education activities • Administer initial CELDT and provide training for annual CELDT administration • Monitor progress of REFP students' academic progress and test scores	94,137 (1.00 FTE)	I-SPSA Update 6,24
110004	**Categorical Program Adviser Differential**	1,427	See program description
110004	**Teacher X-time** to support after school and Saturday tutoring for EL students not meeting proficiency in Mathematics on CAHSEE and CST.	2,114	I-SPSA Update 8,25
200000	Classified Personnel Salaries (includes benefits)		
240001	**Micro Computer Support Assistant** will install personal computer systems for student use and troubleshoot hardware and software malfunctions in math and ELA computer labs for EL students	18,768 (0.25 FTE) 2 Hrs/day	I-SPSA Update 28 Multifunded (7S536/7S046/4170)

Bilingual (EIA-LEP + District) (7S536)
Budget Justification
Fiscal Year 2008-2009
(continued)

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
400000	Books, Materials, Supplies		
500000	Services and Other Operating Expenses		
520001	**Mileage** will be provided to Bilingual Coordinator to attend Central and Local District trainings and workshops	579	I-SPSA Update 7
520002	**Conference Attendance** (CABE, NABE, and Preparate) will be purchased to provide professional development for teachers of EL students	5,000	I-SPSA Update 9,25
580002	**Parent Training Allowance**	1,239	See Program Description
600000	Capital Outlay (Equipment items costing over $25,000; central-office approval is required)		
	Other Outgoing Pending Distribution Funding Variance	 122,685 1,239	
Allocation		**123,924**	

Bilingual (EIA-LEP + District) Schools must allocate five percent of the initial EL budget for (1) professional development activities and (2) an additional five percent for appropriate supplemental instructional materials to support compliant implementation of the District's *Master Plan* and its *Instructional Programs School Guide for ELs*.

2008-09 Economic Impact Aid-Limited English Proficient (EIA-LEP) and Title III Program(s) Justification Page

Directions: Any item that has not been checked must be deleted from the identified items listed below.

The items identified below are being purchased to facilitate the compliant implementation of the EIA-LEP /Title III program(s).		
Funding Source(s)		**Description of Goods/Services to Implement the EL Program**
7S176	**7S536**	
	x	**Categorical Program Adviser Differential** Performs program-related activities outside the regular six-hour work day.
	x	**Clerk** Provides support to the EL program support staff in the areas of parental involvement, intervention, professional development, and the organization of the Master Plan Program.
	x	**Parent Training Allowance** Reimbursements for meals, child care, and mileage to parents attending training sessions related to Master Plan parental involvement activities supporting the linguistic & academic achievement of ELs.
	x	**English Learner Advisory Committee (ELAC) Expenses** Funds must be used to support operating expenses including refreshments (not meals) and supplies.

EIA/LEP-Supplemental (7N536)
Budget Justification
Fiscal Year 2008-2009

Name of District: Los Angeles Unified School District	Date: April 29, 2008
CDS Code: 1964733	2008-09 Allocation: 43,741
Name of School: Chatsworth High School	School CDS Code: 1931708
School Contact Person: Oryla Ramey	Phone: (818) 678-3400
Local District: 1	Fax: (818) 709-6952

The Supplemental funds are intended only for direct services including class-size reduction.

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
110000	Certificated Personnel Salaries (includes benefits)		
190004	**Z Time** will be provided to the CPA's after the regular assignment basis to plan professional development for teachers of EL students, update SPSA, develop and monitor budget, monitor program implementation and compliance, monitor program expenditures, and order teacher materials.	5,000	I-SPSA Update 7
110004	**Teacher X-time** to support after school and Saturday tutoring for EL students not meeting proficiency in Mathematics on CAHSEE and CST.	4,000	I-SPSA Update 8,25
190004	**District training rate** will be purchased to support training for teachers and paraprofessionals after the regular work day for professional development of teachers to address the needs of EL students. PD will focus on research based strategies	2,000	I-SPSA Update 7,25
110002	**Day-to-day substitutes** will be purchased to provide teacher release time for teachers of EL students to support PD opportunities: collaborative planning, classroom observations and conference attendance (CABE, NABE, and Preparate)	1,200	I-SPSA Update 7,24
110005	**Teacher assistants** will provide services under the direct supervision of the highly qualified classroom teacher. Paraprofessionals will provide primary language reinforcement and support of instruction to EL students in the classroom	12,578 (1.00 FTE) 6 Hrs/day	I-SPSA Update 9,26
200000	Classified Personnel Salaries (includes benefits)		

EIA/LEP-Supplemental (7N536)
Budget Justification
Fiscal Year 2008-2009
(continued)

COMMITMENT ITEM	DESCRIPTION OF GOODS/SERVICES	BUDGETED AMOUNT INCLUDING FTEs/NUMBER OF DAYS	* ATTACH THE PAGE FROM THE SPSA AND WRITE THE PAGE NUMBER THAT DESCRIBES THE NEED FOR THIS ITEM.
400000	Books, Materials, Supplies		
430010	**Instructional Materials** will be developed and purchased to provide differentiated instruction for teachers of EL students: workbooks, classroom libraries, software, hands-on manipulatives (number cubes, graphs) visual aids	6,442	I-SPSA Update 7,24
430001	**General Supplies** will be purchased for PD of teachers of EL students and to support intervention program: toner, screens, ink cartridges, chart paper, projector bulbs	7,084	I-SPSA Update 8,25
500000	Services and Other Operating Expenses		
580012	**Curricular trips** to provide EL students experiences that build on prior knowledge and connect classroom instruction to real world experiences, as well as increase awareness of college and career opportunities (Colleges, Universities, Huntington Library ,Los Angeles Center Library, Museum of Tolerance, Skirball Museum, Reagan Library, California Science Center, Van Nuys Airport, Rocketdyne, JPL)	5,000	I-SPSA Update 26
600000	Capital Outlay (Equipment items costing over $25,000; central-office approval is required.)		
	Pending Distribution Potential Funding Variance	43,304 437	
Allocation		**43,741**	

Ethnicity—Special Programs—Languages of English Learners

Students by Ethnicity Chatsworth High School, 2007-08			
	Chatsworth High School l		LAUSD
	Enrollment	Percent of Total	Percent of Total
American Indian	16	0.5%	0.3%
Asian	489	14.8%	3.7%
Pacific Islander	8	0.2%	0.4%
Filipino	157	4.8%	2.3%
Hispanic	1,570	47.6%	73.0%
African American	316	9.6%	10.9%
White	710	21.5%	8.8%
Multiple/No Response	31	0.9%	0.6%
Total	**3,297**	**100%**	**100%**
Note:	Chatsworth Senior High's Ethnic Diversity Index is 56.		

Special Programs Chatsworth High School, 2007-08			
	Chatsworth High School		LAUSD
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	398	12.1%	34.7%
Free/Reduced Price Meals[1]	1,503	45.6%	68.0%
Compensatory Education	2,992	90.7%	97.8%

Languages of English Learner Students Chatsworth High, 2007-08		
	Number of Students	Percent of Enrollment
Spanish	310	9.4%
Cantonese	10	0.3%
Korean	9	0.3%
Vietnamese	9	0.3%
Filipino (Pilipino or Tag)	8	0.2%
All Other	52	1.6%
Total	**398**	**12.1%**

Staff Data

Teachers by Type of Assignment Chatsworth Senior High School, 2007-08

	Number of Teachers	Full-Time Equivalents
Self-Contained Classroom	0	0.0
Subject Area[1]	111	100.7
Vocational Education	6	2.6
Special Education	16	13.3
Other[2]	13	5.1
Total	**146**	**121.7**

[1] Also includes Advanced Placement and International Baccalaureate teachers.

[2] Could include resource, Independent Study or Alternative/Opportunity program teachers, among others.

Source: California Department of Education, Educational Demographics Office (CBEDS, assign07 7/15/08, sifade07 8/19/08)

Teachers by Ethnicity Chatsworth Senior High School, 2007-08

	School		District
	Number of Teachers	Percent of Total	Percent of Total
American Indian	3	2.3%	0.6%
Asian	9	7.0%	9.1%
Pacific Islander	0	0.0%	0.3%
Filipino	5	3.9%	2.8%
Hispanic	20	15.5%	30.6%
African American	5	3.9%	12.0%
White	87	67.4%	44.2%
Multiple/No Response	0	0.0%	0.3%
Total	**129**	**100%**	**100%**

Source: California Department of Education, Educational Demographics Office (CBEDS, paif07 7/15/08)

Classified Staff Chatsworth Senior High School, 2007-08

	School		District
	Number of Staff	Percent of Total	Percent of Total
Paraprofessionals	66	57.9%	43.3%
Office/Clerical	17	14.9%	18.5%
Other	31	27.2%	38.2%
Total	**114**	**100%**	**100%**

Source: California Department of Education, Educational Demographics Office (CBEDS, assign07 7/15/08, cdifab07 9/19/08, sifade07 8/19/08)

2007-2008 CST - English Language Arts

Average Number of Items & Percent Correct on Each Reporting Cluster

Chatsworth Senior High (8583)

	# of Items	Statewide Minimally Proficient Average % Correct	School Average % Correct	LAUSD Average % Correct	Statewide Minimally Proficient Average # Correct	School Average # Correct	LAUSD Average # Correct
English Language Arts (Gr 9)	75		58.7	51.0		44	38
- Word Analysis & Vocabulary (Gr 9)	8	71.0	65.4	55.7	6	5	4
- Reading Comprehension (Gr 9)	18	64.0	61.4	54.0	12	11	10
- Literary Response & Analysis (Gr 9)	16	67.0	63.4	54.0	11	10	9
- Written & Oral Lang Conv (Gr 9)	13	61.0	56.4	49.5	8	7	6
- Writing Strategies (Gr 9)	20	56.0	51.3	45.1	11	10	9
English Language Arts (Gr 10)	75		59.8	55.3		45	41
- Word Analysis & Vocabulary (Gr 10)	8	79.0	69.7	65.8	6	6	5
- Reading Comprehension (Gr 10)	18	69.0	57.5	52.5	12	10	9
- Literary Response & Analysis (Gr 10)	16	65.0	58.2	52.6	10	9	8
- Written & Oral Lang Conv (Gr 10)	13	76.0	63.7	59.6	10	8	8
- Writing Strategies (Gr 10)	20	70.0	56.4	52.9	14	11	11
English Language Arts (Gr 11)	75		58.6	53.0		44	40
- Word Analysis & Vocabulary (Gr 11)	8	66.0	59.1	53.1	5	5	4
- Reading Comprehension (Gr 11)	19	64.0	56.5	50.4	12	11	10
- Literary Response & Analysis (Gr 11)	17	71.0	62.1	56.4	12	11	10
- Written & Oral Lang Conv (Gr 11)	9	71.0	60.2	53.6	6	5	5
- Writing Strategies (Gr 11)	22	69.0	56.9	52.3	15	13	11

Latest data available : Annual 2007-2008

2007-2008 CST - English Language Arts

Number Students Tested and Percent Scoring Within Each Performance Band

Chatsworth Senior High (8583)

	# Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
English Language Arts (Gr 9)	869	7.48	14.96	31.65	27.39	18.53	45.91
English Language Arts (Gr 10)	803	14.45	18.56	30.01	22.17	14.82	36.99
English Language Arts (Gr 11)	656	14.33	17.38	31.10	23.93	13.26	37.20

Latest data available : Annual 2007-2008

2007-2008 CST – Mathematics

Average Number of Items & Percent Correct on Each Reporting Cluster

Chatsworth Senior High (8583)

	# of Items	Statewide Minimally Proficient Average % Correct	School Average % Correct	LAUSD Average % Correct	Statewide Minimally Proficient Average # Correct	School Average # Correct	LAUSD Average # Correct
General Mathematics (Grades 8 & 9)	65		47.2	39.5		31	26
- Rational Numbers (Gr 8 & 9)	14	59.0	44.4	38.0	8	6	5
- Exponents, Powers & Roots (Gr 8 & 9)	10	53.0	39.8	31.3	5	4	3
- Quant Rel & Eval Express (Gr 8 & 9)	11	74.0	57.1	48.1	8	6	5
- Multistep Prob, Graph & Func (Gr 8 & 9)	10	69.0	55.8	46.1	7	6	5
- Measurement & Geometry (Gr 8 & 9)	11	52.0	40.9	34.5	6	4	4
- Stats, Data Analy & Prob (Gr 8 & 9)	9	63.0	45.4	39.0	6	4	4
Algebra I	65		39.1	35.0		25	23
- Num Properties, Oper & Lin Equat (Alg I)	17	72.0	47.8	42.2	12	8	7
- Graph & Sys Linear Equat (Alg I)	14	56.0	39.0	35.7	8	5	5
- Quadratics & Polynomials (Alg I)	21	57.0	37.2	33.3	12	8	7
- Functions & Rational Express (Alg I)	13	46.0	30.8	27.4	6	4	4
Geometry	65		46.8	41.1		30	27
- Logic & Geometric Proofs (Geom)	23	70.0	48.0	42.9	16	11	10
- Volume & Area Formulas (Geom)	11	64.0	43.8	38.4	7	5	4
- Angle Rel, Construct & Lines (Geom)	16	68.0	45.6	40.9	11	7	7
- Trigonometry (Geom)	15	74.0	48.7	40.7	11	7	6
Algebra II	65		49.0	42.3		32	27
- Polynomials & Rational Express (Alg II)	19	78.0	61.5	52.0	15	12	10
- Quadratics, Conics, Complx Nums (Alg II)	16	60.0	48.2	39.9	10	8	7
- Exponents & Logarithms (Alg II)	16	62.0	44.6	38.8	10	7	6
- Series, Comb, Prob & Stats (Alg II)	14	54.0	38.1	35.7	8	5	5
HS Mathematics	65		69.0	59.1		45	39
- Algebra I (HS Math)	18	80.0	73.4	63.6	14	13	12
- Geometry (HS Math)	19	75.0	69.5	60.4	14	13	12
- Algebra II (HS Math)	23	70.0	66.8	56.5	16	15	13
- Probability & Stats (HS Math)	5	66.0	60.9	49.7	3	3	2

2007-2008 CST Mathematics

Number Students Tested and Percent Scoring Within Each Performance Band

Chatsworth Senior High (8583)

	# Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
General Mathematics (Grades 8 & 9)	91	20.88	28.57	24.18	20.88	5.49	26.37
Algebra I	893	22.84	41.32	21.84	12.65	1.34	14.00
Geometry	705	20.43	41.70	21.70	12.20	3.97	16.17
Algebra II	433	25.87	24.71	24.71	20.79	3.93	24.71
HS Mathematics	163	3.07	20.86	27.61	34.36	14.11	48.47

Latest data available : Annual 2007-2008

2007-2008 CST - Science

Average Number of Items & Percent Correct on Each Reporting Cluster

Chatsworth Senior High (8583)

	# of Items	Statewide Minimally Proficient Average % Correct	School Average % Correct	LAUSD Average % Correct	Statewide Minimally Proficient Average # Correct	School Average # Correct	LAUSD Average # Correct
Life Science	60		63.2	52.3		38	31
- Cell Biology	10	61.0	60.0	49.0	6	6	5
- Genetics	12	66.0	63.2	52.1	8	8	6
- Physiology	10	75.0	69.1	57.3	8	7	6
- Ecology	11	71.0	62.8	52.6	8	7	6
- Evolution	11	62.0	56.3	46.1	7	6	5
- Invest & Experiment (Gr 10)	6	81.0	72.0	60.3	5	4	4
Biology	60		57.3	50.5		34	30
- Cell Biology (Biol)	9	58.0	52.4	45.9	5	5	4
- Genetics (Biol)	18	68.0	58.3	51.6	12	11	9
- Ecology & Evolution (Biol)	16	63.0	55.1	48.3	10	9	8
- Physiology (Biol)	11	79.0	63.4	55.6	9	7	6
- Invest & Experiment (Biol)	6	68.0	56.4	50.3	4	3	3
Chemistry	60		67.5	45.9		40	27
- Atomic & Molec Structure (Chem)	8	73.0	69.0	48.1	6	6	4
- Chemical Bonds, Biochem (Chem)	9	80.0	75.8	51.1	7	7	5
- Kinetics, Thermodynamics (Chem)	14	71.0	67.3	45.8	10	9	6
- Chemical Reactions (Chem)	13	65.0	63.3	40.8	9	8	5
- Conserv Of Matter & Stoich (Chem)	10	66.0	60.9	42.2	7	6	4
- Invest & Experiment (Chem)	6	82.0	73.5	52.3	5	4	3
Earth Science	60		52.9	55.5		32	33
- Astronomy & Cosmology (Earth Sci)	12	73.0	58.9	57.3	9	7	7
- Solid Earth (Earth Sci)	14	73.0	56.4	58.7	10	8	8
- Earth'S Energy (Earth Sci)	28	62.0	47.1	51.4	17	13	14
- Invest & Experiment (Earth Sci)	6	76.0	60.0	63.2	5	4	4
Physics	60		57.5	46.9		35	28
- Motion & Forces (Phys)	12	64.0	68.8	51.6		8	6
- Conserv Of Energy & Moment (Phys)	12	65.0	55.2	46.6	8	7	6
- Heat & Thermodynamics (Phys)	9	66.0	55.6	46.7	6	5	4
- Waves (Phys)	10	65.0	51.3	48.4	7	5	5
- Elect & Mag Phenom (Phys)	11	52.0	44.3	37.6	6	5	4
- Invest & Experiment (Phys)	6	72.0	77.1	53.3	4	5	3
Integrated Science 1	60		51.2	41.7		31	25
- Bio/Life Sciences (Int 1)	10	77.0	55.2	45.1	8	6	5
- Chemistry (Int 1)	15	61.0	47.9	37.7	9	7	6

	# of Items	Statewide Minimally Proficient Average % Correct	School Average % Correct	LAUSD Average % Correct	Statewide Minimally Proficient Average # Correct	School Average # Correct	LAUSD Average # Correct
- Earth Sciences (Int 1)	17	79.0	58.7	47.9	13	10	8
- Physics (Int 1)	12	52.0	40.5	34.0	6	5	4
- Invest & Experiment (Int 1)	6	75.0	52.6	43.5	5	3	3
Integrated Science 3	60		38.6	36.0		23	21
- Bio/Life Sciences (Int 3)	16	60.0	43.1	39.8	10	7	7
- Chemistry (Int 3)	23	69.0	33.7	32.1	16	8	8
- Earth Sciences (Int 3)	7	61.0	42.2	39.3	4	3	3
- Physics (Int 3)	8	62.0	33.1	31.1	5	3	3
- Invest & Experiment (Int 3)	6	80.0	48.2	43.8	5	3	3

Latest data available : Annual 2007-2008

2007-2008 CST Science
Number Students Tested and Percent Scoring Within Each Performance Band
Chatsworth Senior High (8583)

	# Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
Life Science	807	10.16	13.63	29.24	27.76	19.21	46.96
Biology	730	15.34	12.05	35.89	25.48	11.23	36.71
Chemistry	368	8.70	7.88	37.23	24.73	21.47	46.20
Earth Science	60	26.67	6.67	43.33	18.33	5.00	23.33
Physics	8	0.00	12.50	50.00	37.50	0.00	37.50
Integrated Science 1	857	20.77	17.27	41.42	15.29	5.25	20.54
Integrated Science 3	246	28.46	38.62	29.27	3.66	0.00	3.66

Latest data available : Annual 2007-2008

School score: Coming soon

Chatsworth High School

Focus on Leanring 2009

2007-2008 School Year

10027 LURLINE AVE
CHATSWORTH, CA 91311

API: 704 (Maximum = 1000; California state target = 800) **1-year change: 0**
Met AYP in 2008?: No (Criteria met = **25** ; Criteria possible = **26**)
Program Improvement status: Not in PI

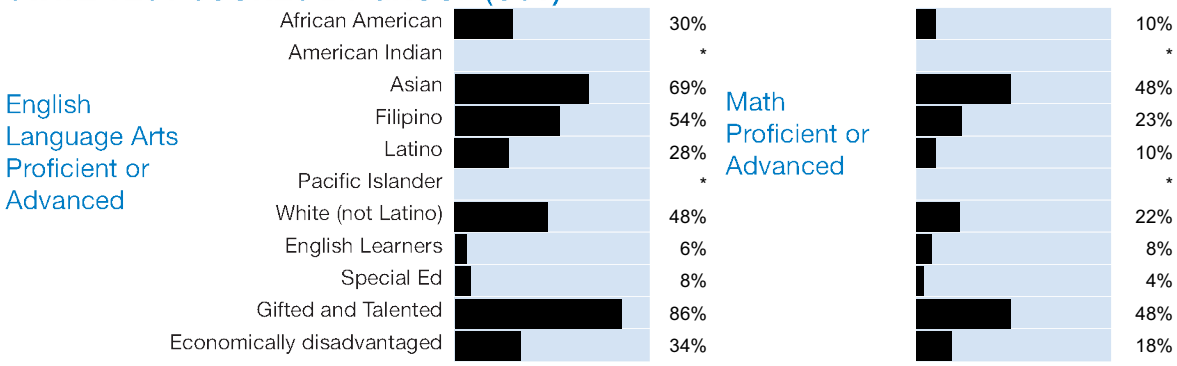
STUDENT OUTCOMES	2007-2008			1-YEAR CHANGE FROM 2006-2007 TO 2007-2008		3-YEAR CHANGE FROM 2004-2005 TO 2007-2008
Students graduating – in 4 years | in 5 years	57%	60%		↓ -1%	↓ -1%	Coming December 2009
College / career readiness – students completing A-G requirements in 4 years | 5 years	27%	30%		↓ -4%	↑ 20%	Coming December 2009
College / career going – students entering 2-year college | 4-year university | other	*%	*%	*%	*%	*%	*%	Coming December 2009
Proficient on state tests – students scoring Proficient or Advanced in English Language Arts | Math	40%	20%		↓ -2%	0%	Coming December 2009
ACADEMIC PROGRESS						
Progress on state tests (1) – students improving in English Language Arts | Math	33%	18%		↓ -5%	↓ -2%	Coming December 2009
Progress on state tests (2) – students declining in English Language Arts | Math	-27%	-44%		↓ -6%	↓ -3%	Coming December 2009
English Learner progress – EL students improving on CELDT test	55%			↑ 9%		Coming December 2009
Seniors on track – 12th graders taking SAT test | scoring at least 1400 out of 2400	42%	48%		↓ -2%	↓ -6%	Coming December 2009
Juniors on track – 11th graders passing EAP college-readiness test in English Language Arts | Math	11%	15%		↓ -3%	↓ -6%	Coming December 2009
Sophomores on track – 10th graders on track to graduate ready for college and career	28%			↑ 4%		Coming December 2009
Sophomores passing exit exam – 10th graders passing both parts of CAHSEE	71%			↑ 3%		Coming December 2009
Freshmen and graduation – 9th graders on track to graduate	59%			↑ 2%		Coming December 2009
INSTRUCTION, SCHOOL LEADERSHIP AND SCHOOL CULTURE						
Beyond test scores – teaching, leadership and culture	←			Coming December 2009		→
Professional attendance – faculty and staff attendance rate	93%			Coming December 2009		Coming December 2009
Campus safety – students feeling safe | faculty and staff feeling safe	←			Coming December 2009		→
STUDENT AND PARENT CONNECTION						
Student attendance – average student attendance rate | students with 95% attendance rate (miss fewer than 10 days)	91%	49%		↓ -1%	0%	Coming December 2009
Student satisfaction – students feeling satisfied and connected with their school and learning	←			Coming December 2009		→
Parent satisfaction – parents feeling satisfied and connected with their child's school and learning	←			Coming December 2009		→

SCHOOL OVERVIEW

of students: **3,297**

10%	African American	**12%**	English Learners (EL)
1%	American Indian	**11%**	Special Education
15%	Asian	**21%**	Gifted and Talented
5%	Filipino	**47%**	Economically disadvantaged
48%	Latino	**28%**	Students moving in and out of this school during the year
0%	Pacific Islander		
22%	White (not Latino)		

STATE TEST SCORES BY GROUP (CST)



Local District 1 (8583)

* Scores are not shown when the number of students is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available

WILLIAMS COMPLIANCE

Friday, February 13, 2009

High School Instructional Material Survey

District Adopted (Y), District Approved and Previous Adopted Textbooks (P)

All instructional materials listed below meet Williams Compliance.

Use this report to ensure every student has materials in the core and required subjects.

NOTE - Only District Adopted Materials (Y) can be purchased with State Textbook Funds.

CURRICULAR AREA: English As A Second Language (ESL)

COURSE: ***Advanced ESL 4*** ***COURSE CODE(S):*** 170106

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	High Point, Level C	0736209654	Hampton-Brown	Schifini, et al.	2000

COURSE: ***Beginning ESL 1*** ***COURSE CODE(S):*** 170101, 170102

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	High Point, The Basics	073621223X	Hampton-Brown	Schifini, et al.	2002

COURSE: ***Intermediate ESL 2A*** ***COURSE CODE(S):*** 170103

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	High Point, Level A	0736209018	Hampton-Brown	Schifini, et al.	2000

COURSE: ***Intermediate ESL 2B*** ***COURSE CODE(S):*** 170104

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	High Point, Level B	0736209336	Hampton-Brown	Schifini, et al.	2000

CURRICULAR AREA: English As A Second Language (ESL)

COURSE: ***Intermediate ESL 3*** ***COURSE CODE(S):*** 170105

		TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
☐	Y	High Point, Level C	0736209654	Hampton-Brown	Schifini, et al.	2000

CURRICULAR AREA: English/Language Arts

COURSE: ***Advanced Composition*** ***COURSE CODE(S):*** 230207

		TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
☐		12th Grade Expository Reading and Writing Course	L000001243	LAUSD	LAUSD	2007
☐		12th Grade Expository Reading and Writing Course	0981831404	LAUSD	LAUSD	2008
☐	Y	Advanced Composition: A Book of Models For Writing, Complete Course	0153109602	Harcourt Brace	Warriner, Ludwig	1982
☐	Y	English Writing and Skills, Complete Course, Coronado Edition	0030146674	Holt, Rinehart and Winston	Winterowd, Murray	1988
☐		MLA Handbook for Writers of Research Papers	0873525655	The Modern Language Association of America	Bibaldi	1998
☐	Y	The Writer's Craft, Purple Level	039586383X	McDougal Littell	Blau, et al.	1998
☐	Y	Warriner's English Composition and Grammar, Complete Course, Benchmark Edition	0153117362	Harcourt Brace Jovanovich (Academic Press)	Warriner	1988
☐	Y	Writer's Work: A Guide To Effective Composition, 3rd Ed.	0139696350	Prentice Hall	O'Hare, Memering	1990
☐	Y	Writing Themes About Literature, 5th Ed.	0139716556	Prentice Hall	Roberts	1983
☐	Y	Writing With A Purpose, 14th Ed.	0618318488	McDougal Littell	Trimmer	2004

CURRICULAR AREA: English/Language Arts

COURSE: Developmental Reading

COURSE CODE(S): 350211
350212

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Bridges to Literature, Level 1 (California Edition)	0618124788	McDougal Littell	Greene	2002
Y	Bridges to Literature, Level II (California Edition)	0618124756	McDougal Littell	Greene	2002
Y	Bridges to Literature, Level III (California Edition)	0618124764	McDougal Littell	Greene	2002

COURSE: English 10AB

COURSE CODE(S): 230109
230110

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Elements of Literature, Fourth Course	0030520630	Holt, Rinehart and Winston	Probst, et al.	2000
Y	Glencoe Literature: The Reader's Choice, Course 5 (California Edition)	0078281458	Glencoe/McGraw-Hill	Glencoe	2002
	Holt Literature and Language Arts, Fourth Course: California Standards	0030564964	Holt, Rinehart and Winston	Beers, et al.	2003
Y	Language of Literature (1997)	0395737052	McDougal Littell	Applebee, et al.	1997
Y	Language of Literature (California Edition), 10	0618276572	McDougal Littell	Applebee, et al.	2002
Y	Language of Literature (California Edition), 10	0618690182	McDougal Littell	Applebee, et al.	2006
Y	Language of Literature (California Edition), 10	0395931800	McDougal Littell	Applebee, et al.	2000
Y	Literature and Language, Blue Level	0812382250	McDougal Littell	Boone	1994
	Perspectives in Multicultural Literature, Fourth Course	0030940370	Holt, Rinehart and Winston	Cisneros, et al.	2007
Y	Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum (California Edition)	0131804359	Prentice Hall	Prentice Hall	2005

CURRICULAR AREA: English/Language Arts

COURSE: English 10AB

COURSE CODE(S): 230109
230110

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum (California Edition)	0130548065	Prentice Hall	Prentice Hall	2002
Y	Scott Foresman Literature and Integrated Studies: World Literature, 10	067329448X	Scott Foresman	Purves, et al.	1997

COURSE: English 9AB

COURSE CODE(S): 230107
230108

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Elements of Literature, Third Course	0030520622	Holt, Rinehart and Winston	Probst, et al.	2000
Y	Glencoe Literature: The Reader's Choice, Course 4 (California Edition)	007828144X	Glencoe/McGraw-Hill	Glencoe	2002
	Holt Literature and Language Arts, Third Course: California Standards	0030564948	Holt, Rinehart and Winston	Beers, et al.	2002
Y	Language of Literature (California Edition), 9	0618690174	McDougal Littell	Applebee, et al.	2006
Y	Language of Literature (California Edition), 9	0618276564	McDougal Littell	Applebee, et al.	2002
Y	Literature & Language, Orange Level	0812382005	McDougal Littell	Applebee, et al.	1994
Y	Literature and the Language Arts: Experiencing Literature, Birch Level, 2nd Ed.	0821921061	EMC/Paradigm	Farrell, et al.	2001
	Perspectives in Multicultural Literature, Third Course	0030940362	Holt, Rinehart and Winston	Hughes, et al.	2007
Y	Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)	0131804340	Prentice Hall	Prentice Hall	2005
Y	Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)	0130548057	Prentice Hall	Prentice Hall	2002

CURRICULAR AREA: English/Language Arts

COURSE: *English 9AB* **COURSE CODE(S):** 230107, 230108

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Scott Foreman Literature and Integrated Studies: Forms of Literature, 9	0673294471	Prentice Hall	Purves, et al.	1997

COURSE: *English Literature* **COURSE CODE(S):** 230413

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Adventures In English Literature, Athena Edition	0030986389	Holt, Rinehart and Winston	Keach, et al.	1996
Y	Elements of Literature, Sixth Course: Literature of Britain	0030520673	Holt, Rinehart and Winston	Probst, Et Al.	2000
Y	English Literature, A Chronological Approach	007009845X	McGraw-Hill	Carlsen, Carlsen	1985
Y	Prentice Hall Literature: Timeless Voices, Timeless Themes, The British Tradition (California Edition)	0130548081	Prentice Hall	Prentice Hall	2002

COURSE: *Essential Standards English Language Arts* **COURSE CODE(S):** 230227

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	CAHSEE Success - English-Language Arts	KC5330A	Kaplan	Kaplan	2002
Y	CAHSEE Success - Skills & Strategies for English-Language Arts	KC4391A	Kaplan	Kaplan	2006
Y	Many Voices: A Multicultural Reader, Collection Two	0756999626	Perfection Learning	Perfection Learning	2002
Y	PLATO LINK	L097607523	PLATO Learning, Inc.	Plato Learning, Inc.	2001

COURSE: *Expository Composition* **COURSE CODE(S):** 230205

TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT

CURRICULAR AREA: English/Language Arts

COURSE: *Journalism 1AB, 2AB* — **COURSE CODE(S):** 230503, 230504, 230505, 230506

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Journalism	0663409373	Ginn Press	Moyes, Erskine	1984
Y	Scholastic Journalism, 10th Ed.	0813827515	Iowa State Press	Rolnicki, et al.	2001

COURSE: *Journalism, Junior High AB* — **COURSE CODE(S):** 230501, 230502

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Getting Started In Journalism, 3rd Ed.	0844259527	Glencoe/McGraw-Hill	Harkrider	1997

COURSE: *Literacy for Success (Developing Readers and Writers Course) 1A/B and 2A/B* — **COURSE CODE(S):** 230131, 230133, 230141, 230132, 230134, 230142

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	CA Read 180 Stage B, Complete Stage (Individual Components Available for Replacement)	0439357497	Scholastic Inc.	Scholastic Inc.	2002
	CA Read 180 Stage C, Complete Stage (Individual Components Available for Replacement)	0439670799	Scholastic Inc.	Scholastic Inc.	2005

COURSE: *Literacy for Success/Strategic Literacy/Literacy for Knowledge (Developing Readers and Writers Course) 1A/B* — **COURSE CODE(S):** 230131, 230141, 230132, 230142

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Level 1, Student Mastery Book A (Consumable Workbook)	1570352313	Sopris West Educational Services, A Cambium Learning Company	Greene	2004

CURRICULAR AREA: English/Language Arts

COURSE: ***Literacy for Success/Strategic Literacy/Literacy for Knowledge (Developing Readers and Writers Course) 1A/B***

COURSE CODE(S): 230131, 230141
230132, 230142

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Level 1, Student Mastery Book B (Consumable Workbook)	1570352321	Sopris West Educational Services, A Cambium Learning Company	Greene	2004

COURSE: ***Literacy for Success/Strategic Literacy/Literacy for Knowledge (Developing Readers and Writers Course) 1A/B and 2A/B***

COURSE CODE(S): 230131, 230133, 230145, 230141, 230143
230132, 230134, 230146, 230142, 230144

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Level 1, Student Mastery Book C (Consumable Workbook)	157035233X	Sopris West Educational Services, A Cambium Learning Company	Greene	2004

COURSE: ***Literacy for Success/Strategic Literacy/Literacy for Knowledge (Developing Readers and Writers Course) 2A/B***

COURSE CODE(S): 230133, 230143, 230145
230134, 230144, 230146

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Level 2, Student Mastery Book D (Consumable Workbook)	1570352348	Sopris West Educational Services, A Cambium Learning Company	Greene	2000
Y	Level 2, Student Mastery Book E (Consumable Workbook)	1570352356	Sopris West Educational Services, A Cambium Learning Company	Greene	2004

CURRICULAR AREA: English/Language Arts

COURSE: ***Strategic Literacy (Developing Readers and Writers Course) 1 A/B and 2 A/B***

COURSE CODE(S): 230141 230143 230142 230144

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	CA Read 180 Stage C, Complete Stage (Individual Components Available for Replacement)	0439670799	Scholastic Inc.	Scholastic Inc.	2005

COURSE: ***World Literature***

COURSE CODE(S): 230437

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Literature and Language: English and World Literature, Purple Level	0812382757	McDougal Littell	Goheen	1994
Y	Literature and Language: English and World Literature, Purple Level	0812371089	McDougal Littell	Goheen	1992
Y	Macmillan Literature Series, Signature Edition, World Literature	0026350815	Glencoe/McGraw-Hill	Glencoe	1991
Y	Responding To Literature: World Literature	0812370740	McDougal Littell	Hynes-Berry, Miller	1992
	The Language of Literature: World Literature, CA Edition	0618690239	McDougal Littell	Applebee, et al.	2006
	The Language of Literature: World Literature, CA Edition	0618276610	McDougal Littell	Applebee, et al.	2002
Y	World Literature	0030536081	Holt, Rinehart and Winston	Albert, et al.	1993
Y	World Literature, 2nd Ed.	0030514096	Holt, Rinehart and Winston	Albert, et al.	1998
Y	World Literature, 3rd Ed.	0030556171	Holt, Rinehart and Winston	Albert, et al.	2001

COURSE: ***Writing Courses (Not A Course)***

COURSE CODE(S): 230000

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Introduction To Literature-Based Composition	0026540916	Glencoe/McGraw-Hill	Lodge, Lid	1991

CURRICULAR AREA: Language Arts In The Primary Language

COURSE: ***Language Arts In The Primary Language 4 (Spanish)***

COURSE CODE(S): 172022

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Lengua 6	8420724661	Anaya (Rei America)	Equipo Romania	1989
Y	Lengua Castellana 3	8475330355	Barcanova (Rei America)	Pleyan	1982
Y	Lenguaje: Dia A Dia - 5	8431626070	Vicens Vives (Los Andes)	Estrella, et al.	1991
Y	Programa De Lectura: Celebremos La Literatura: Libros Del Estudiante, Nivel 5	0395635438	McDougal Littell	Houghton Mifflin	1993

CURRICULAR AREA: Mathematics

COURSE: ***Advanced Applied Math***

COURSE CODE(S): 310401
310402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	California Geometry, SE	9780132031226	Pearson/Prentice Hall	Bass, et al.	2008
Y	California Geometry: Concepts and Applications, SE	9780078618215	Glencoe/McGraw-Hill	Cummings, et al.	2005
Y	Holt California Geometry, SE	9780030923456	Holt, Rinehart and Winston	Burger, et al.	2008

COURSE: ***Algebra 1AB***

COURSE CODE(S): 310301
310302

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	(P) Algebra 1: Concepts and Skills (California Edition)	0618163832	McDougal Littell	Larson, et al.	2001
	(P) Algebra: Structure and Method, Book 1 (California Edition)	0618044302	McDougal Littell	Brown, et al. (Dolciani)	2000
	(P) Algrebra 1	1931287473	CPM		2006
	(P) McDougal Littell Algebra 1	0395937760	McDougal Littell	Larson, et al.	2001

CURRICULAR AREA: Mathematics

COURSE: Algebra 1AB

COURSE CODE(S): 310301
310302

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	(P) Prentice Hall Algebra 1 (California Edition)	0130442631	Prentice Hall	Smith, et al.	2001

COURSE: Algebra 2

COURSE CODE(S): 310303
310304

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Algebra 2 with Trigonometry, Classic Edition	9780131337985	Pearson/Prentice Hall	Smith, et al.	2006
Y	CORD Algebra 2: Learning in Context, SE	9781578374199	CORD Communications, Inc.	CORD	2008
Y	Intermediate Algebra, 8th Edition, SE	9780495108405	Cengage Learning	McKeague	2008

COURSE: Algebra 2AB

COURSE CODE(S): 310303
310304

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	(P) Algebra and Trigonometry, 4th Ed.	0314069224	Thomson Learning/West	Cohen	1997
	(P) Algebra and Trigonometry, Structure and Method, Book 2	0395977258	McDougal Littell	Brown, et al. (Dolciani)	2000
	(P) Holt Algebra 2	0030522234	Holt, Rinehart and Winston	Schultz	2001
	(P) Holt Algebra 2	0030700442	Holt, Rinehart and Winston	Schultz	2004
	(P) McDougal Algebra 2	0618250204	McDougal Littell	Larson, et al.	2004
	(P) McDougal Algebra 2	0395937787	McDougal Littell	Larson, et al.	2001
	(P) South-Western Algebra 2: An Integrated Approach	0538680512	Glencoe/McGraw-Hill	Gerver, et al.	1998
	(P) UCSMP Advanced Algebra, 2nd Ed.	0673459608	Prentice Hall	Senk, et al.	1998
	(P) UCSMP Advanced Algebra, 3rd Ed.	0130584169	Prentice Hall	Senk, et al.	2002

CURRICULAR AREA: Mathematics

COURSE: Discrete Mathematics AB

COURSE CODE(S): 310503
310504

TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
(P) Discrete Mathematics, 3rd Ed.	0673980391	Addison Wesley	Dossey, et al.	1997
(P) Matematica Discreta	8431633115	Vicens Vives (Los Andes)	Biggs	1994

COURSE: ESL Math A / ESL Math B

COURSE CODE(S): 173101
173102

TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Longman Mathematics, Student Text	0131930230	Pearson Longman	Iwamota	2005

COURSE: Essential Standards Mathematics

COURSE CODE(S): 310209
310209

TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
(P) CAHSEE Success - Mathematics	1580591337	Kaplan	Kaplan	2002
(P) How to Prepare for the CAHSEE - Math	0764122282	Barron's	HRuby	2003
(P) Mathematics Workbook - California High School Exit Exam	1841460257	Coordination Group Publications, Inc.	Parsons	2002
(P) Mathematics: Reading Strategies	0130237914	Globe Fearon/Pearson Education	Globe Fearon	2001
(P) Meeting the California Challenge: Instruction and Practice for High School Students on the California Mathematics Content Standards	0130239437	Globe Fearon/Pearson Education	Globe Fearon	2002
(P) Moving with Math: Conquering the CAHSEE	1591670330	Math Teachers Press, Inc.	Pierson	2003
(P) Roadmap to the California High School Exit Exam: Mathematics, 2nd Ed.	0375762914	Princeton Review Publishing, L.L.C.	Flynn	2002
(P) Roadmap to the California High School Exit Exam: Mathematics, 2nd Ed.	0375764704	Princeton Review Publishing, L.L.C.	Flynn	2004

CURRICULAR AREA: Mathematics

COURSE: Essentials Mathematics

COURSE CODE(S): 310209
310209

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	California Algebra Readiness: Concepts, Skills, and Problem Solving, SE	9780078777370	Glencoe/McGraw-Hill	Price, et al.	2008
Y	Moving with Math: Conquering the CAHSEE (consumable soft cover)	1591670330	Math Teachers Press, Inc.	Pierson	2003
Y	Moving with Math: Conquering the CAHSEE (consumable soft cover)	9781591673125	Math Teachers Press, Inc.	Pierson	2008

COURSE: Geometry

COURSE CODE(S): 310401
310402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	California Geometry, SE	9780132031226	Pearson/Prentice Hall	Bass, et al.	2008
Y	California Geometry: Concepts and Applications, SE	9780078618215	Glencoe/McGraw-Hill	Cummings, et al.	2005
Y	Holt California Geometry, SE	9780030923456	Holt, Rinehart and Winston	Burger, et al.	2008

COURSE: Geometry AB

COURSE CODE(S): 310401
310402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
(P)	Discovering Geometry: An Investigative Approach, 3rd Ed.	1559534591	Key Curriculum Press	Serra	2003
(P)	Discovery Geometry: An Inductive Approach 2nd Ed.	1559532009	Key Curriculum Press	Serra, Michael	1997
(P)	Geometry	0395977274	McDougal Littell	Jurgensen, et al.	2000
(P)	Geometry:Tools for a changing world	0130501859	Prentice Hall		2001
(P)	Glencoe Geometry (California Edition)	0078660130	Glencoe/McGraw-Hill	Boyd, et al.	2005
(P)	McDougall Littell Geometry	0395937779	McDougal Littell	Larson et al.	2001

CURRICULAR AREA: Mathematics

COURSE: Trigonometry/Mathematical Analysis ***COURSE CODE(S):*** 310505, 310601 310506, 310602

		TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
☐	Y	Precalculus: Enhanced with Graphing Utilities, 4th Edition, SE	0131924966	Pearson/Prentice Hall	Sullivan, Sullivan	2006
☐	Y	Precalculus: Graphical, Numerical, Algebraic, 7th Edition, SE	013227650X	Pearson/Addison Wesley	Demanna, et al.	2007

CURRICULAR AREA: Reading

COURSE: Developmental Reading ***COURSE CODE(S):***

		TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
☐	Y	CA Read 180 Stage A, Complete Stage (Individual Components Available for Replacement)	0439357489	Scholastic Inc.	Scholastic Inc.	2002
☐	Y	Read 180: An Integrated System of Components Kit	0439908375	Scholastic Inc.	Scholastic Inc.	1998
☐	Y	Scholastic Read XL (Grade 6)	0439198631	Scholastic Inc.	Scholastic Inc.	2001
☐	Y	Scholastic Read XL (Grade 7)	043919864X	Scholastic Inc.	Scholastic Inc.	2001
☐	Y	Scholastic Read XL (Grade 8)	0439198658	Scholastic Inc.	Scholastic Inc.	2001

CURRICULAR AREA: RLA/ELD

COURSE: English Language Skills 3A / 3B ***COURSE CODE(S):*** 172325 172326

		TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
☐		Reader's Handbook Student Application Book, Gr. 9	0669495077	Great Source/ Houghton Mifflin	Burke et al.	2005
☐		Write Source: A Book for Writing, Thinking and Learning, Student Bk., Gr. 9	0669531340	Great Source/ Houghton Mifflin	Kemper et al.	2005

CURRICULAR AREA: RLA/ELD

COURSE: *English Language Skills 4A / 4B* **COURSE CODE(S):** 172327, 172328

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	Reader's Handbook Student Application Book, Gr. 10	0669495085	Great Source/ Houghton Mifflin	Burke et al.	2005
	Write Source: A Book for Writing, Thinking and Learning, Student Bk., Gr. 10	0669531359	Great Source/ Houghton Mifflin	Kemper et al.	2007

CURRICULAR AREA: Science

COURSE: *AP Biology* **COURSE CODE(S):** 360707, 360708

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Biology, 7th Ed.	0534492762	Thomson Leaning/ Brooks-Cole	Solomon, et al.	2005
Y	Biology, 7th Ed.	0805367772	Pearson/Benjamin Cummings	Cambell, Reece	2005
Y	Biology, 8th Ed.	0073349828	Glencoe/McGraw-Hill	Raven, et al.	2008
Y	Biology, 8th Ed.	9780495107057	Thomson Leaning/ Brooks-Cole	Solomon, et al.	2008
Y	Biology, 9th Ed.	0073258393	Glencoe/McGraw-Hill	Mader	2007
Y	Life: The Science of Biology, 8th Ed.	9780716776710	Bedford, Freeman and Worth	Sadava, et al.	2008

COURSE: *AP Chemistry* **COURSE CODE(S):** 369401, 369402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Chemistry and Chemical Reactivity, 6th Ed.	0495114502	Thomson Learning/ Brooks-Cole	Kotz, et al.	2006
Y	Chemistry, 7th Ed.	0618713700	McDougal Littell	Zumdahl, et al.	2007

CURRICULAR AREA: Science

COURSE: AP Chemistry — COURSE CODE(S): 369401, 369402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Chemistry: Matter and Its Changes, 4th Ed.	9780471215172	Peoples Education/Wiley	Brady, et al.	2004
Y	Chemistry: Principles and Reactions, Updated 5th Ed.	0495011401	Thomson Learning/ Brooks-Cole	Masterton, Hurley	2006
Y	Chemistry: The Central Science, 10 Ed.	0131937197	Pearson/Prentice Hall	Brown, et al.	2006

COURSE: AP Environmental Science — COURSE CODE(S): 360507, 360508

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Environment, 5th Ed.	9780471787143	Peoples Education/Wiley	Raven, Berg	2006
Y	Environment, 6th Ed.	9780470292662	Peoples Education/Wiley	Raven, Berg	2008
Y	Environment: The Science Behind the Stories, 2nd Ed.	0131346423	Pearson/Prentice Hall	Withgoth, Brennan	2007
Y	Environmental Science: A Global Concern, 9th Ed.	0073258377	Glencoe/McGraw-Hill	Cunningham, et al.	2007
Y	Environmental Science: Earth as a Living Planet, 6th Ed.	9780470049907	Peoples Education/Wiley	Botkin, Keller	2007
Y	Living in the Environment: Principles, Connections, and Solutions, 15th Ed.	0495015989	Thomson Learning/ Brooks-Cole	Miller	2007

COURSE: AP Physics — COURSE CODE(S): 361505, 361506

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	College Physics, 2nd Ed.	9780072564365	Glencoe/McGraw-Hill	Giambattista, et al.	2007
Y	College Physics, 7th Ed., Enhanced	0495113697	Thomson Learning/ Brooks-Cole	Serway	2006

CURRICULAR AREA: Science

COURSE: AP Physics — COURSE CODE(S): 361505, 361506

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	College Physics, Enhanced, 7th Ed.	0534997236	Thomson Learning/ Brooks-Cole	Serway	2006
Y	Physics, 3rd Ed.	0131960679	Pearson/Prentice Hall	Walker	2007
Y	Physics, 6th Ed.	0131960687	Pearson/Prentice Hall	Wilson, et al.	2007
Y	Physics: Principles with Applications, 6th Ed.	0131846612	Pearson/Prentice Hall	Giancoli	2005

COURSE: AP Physics - Calculus BC — COURSE CODE(S): 361506, 361507

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Fundamental of Physics, 7th Ed.	9780471216438	Peoples Education/Wiley	Halliday, et al.	2005
Y	Fundamental of Physics, 8th Ed.	9780470044728	Peoples Education/Wiley	Halliday, et al.	2008

COURSE: Biology — COURSE CODE(S): 360701, 360702

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Biology, CA Edition	9780618725106	McDougal Littell	Nowicki	2008
Y	Biology, CA Edition (Spanish Version)	9780618826827	McDougal Littell	Nowicki	2008
Y	Holt Biology, CA Edition	0030922011	Holt, Rinehart and Winston	Johnson, Raven	2007
Y	Prentice Hall Biology, CA Edition	0132013525	Prentice Hall	Miller, Levine	2007
Y	Prentice Hall Biology, CA Edition (Spanish Version)	0131155385	Prentice Hall	Miller, Levine	2004

CURRICULAR AREA: Science

COURSE: *Chemistry* — COURSE CODE(S): 361401, 361402

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	Active Chemistry	1585914517	Its About Time	Eisenkraft et al.	2007
Y	Chemistry: Matter and Change,	9780078772375	Glencoe/McGraw-Hill	Dingrando, et al.	2007
Y	Holt Chemistry, CA Edition	0030922046	Holt, Rinehart and Winston	Myers, et al.	2007
Y	World of Chemistry	9780618562763	McDougal Littell	Zumdahl, et al.	2007

COURSE: *Earth Science/Physical Geology* — COURSE CODE(S): 361309, 361310

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Earth Science, CA Edition	0131667556	Pearson/Prentice Hall	Tarbucks, Lutgens	2006
Y	Earth Science: Geology, the Environment, and the Universe, CA edition	0078772699	Glencoe/McGraw-Hill	Hess, et al.	2005
Y	Holt Earth Science, CA Edition	0030922070	Holt, Rinehart and Winston	Allison, et al.	2007

COURSE: *ESL Science A/B* — COURSE CODE(S): 173601, 173602

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	Longman Science, Student Text	0131930303	Pearson Longman	Pearson Education Staff	2005
	Longman Science, Workbook	0131930311	Pearson Longman	Pearson Education Staff	2005

COURSE: *Integrated/Coordinated Science 1 AB, 2 AB* — COURSE CODE(S): 360121, 360123, 360122, 360124

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Earth Comm. (Series)	1585910562	Its About Time	Am. Geological Institute	2000

CURRICULAR AREA: Science

COURSE: *Integrated/Coordinated Science 1 AB, 2 AB*

COURSE CODE(S): 360121, 360123
360122, 360124

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Integrated Coordinated Science for the 21st Century	1585912794	Its About Time	Smith, et al.	2004

COURSE: *Integrated/Coordinated Science 3 AB*

COURSE CODE(S): 360131
360132

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	The Sciences: An Integrated Approach, 4th ed.	0471219630	Wiley & Sons Inc.	Trefil, Hazel	2004
Y	The Sciences: An Integrated Approach, 5th ed.	0471769924	Wiley & Sons Inc.	Trefil, Hazel	2007

COURSE: *Marine Biology/Marine Science*

COURSE CODE(S): 360601, 360603
360602, 360604

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Fundamentals of Oceanography, 5th ed.	0073040819	Glencoe/McGraw-Hill	Sveerdrup, et al.	2006
Y	Life on an Ocean Planet	9781878663344	Current Publishing, Corp.	Alexander, et al.	2006
Y	Marine Science: Marine Biology and Oceanography, 2nd Ed.	9780877209393	Amsco	Greene	2004

COURSE: *Physics*

COURSE CODE(S): 361501
361502

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Conceptual Physics	0131663011	Pearson/Prentice Hall	Hewitt	2006
Y	Holt Physics, CA Edition	0030922100	Holt, Rinehart and Winston	Serway, Faughn	2007
Y	Physics: Principles and Problems, CA Ed.	9780078787386	Glencoe/McGraw-Hill	Zitzelwitz, et al.	2007

CURRICULAR AREA: Science

COURSE: *Physiology* — COURSE CODE(S): 361001, 361002

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Applied Anatomy and Physiology: A Case Study Approach	9780763833138	EMC/Paradigm	Shmaefsky	2007
Y	Essentials of Anatomy & Physiology, 4th Ed.	013173296X	Pearson/Prentice Hall	Martini, Bartholomew	2007
Y	Essentials of Human Anatomy & Physiology, 8th Ed.	0131934813	Pearson/Prentice Hall	Marieb	2006

CURRICULAR AREA: Social Science

COURSE: *AP Comparative Government* — COURSE CODE(S): 371003

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Comparative Politics: Domestic Response to Global Challenge, 5th Ed.	0495091626	Thomson Learning/Wadsworth	Hauss	2006

COURSE: *AP Economics* — COURSE CODE(S): 370906, 370907

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Economics: Principles, Problems, and Policies, 16th Ed.	0072819359	McGraw-Hill	McConnell, Brue	2005
Y	Principles of Economics, 4th Ed.	0324224729	Thompson Learning/South-Western	Mankiw	2007

COURSE: *AP European History AB* — COURSE CODE(S): 370301, 370302

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	A History of Western Society (Since 1300), 8th Ed.	0618522735	McDougal Littell	McKay, et al.	2006
Y	Western Civilization, 6th Ed.	0534646026	Thomson Learning/Wadsworth	Spielvogel	2006

CURRICULAR AREA: Social Science

COURSE: AP Psychology

COURSE CODE(S): 370417
370418

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Forty Studies That Changed Psychology, 5th Ed. [Reader]	0131147293	Pearson Education/Prentice Hall	Hock	2005
Y	Introduction to Psychology: Gateways to Mind and Behavior, 10th Ed.	053461227X	Thomson Learning/Wadsworth	Coon	2004
Y	Psychology in Action, 8th Ed.	0471747246	Wiley (Peoples Publishing Group, Inc.)	Huffman	2007
Y	Psychology, 7th Ed.	0618527184	McDougal Littell	Bernstein	2006
Y	Psychology, 7th Ed.	0131917730	Prentice Hall	Wade, Tavris	2005
Y	Psychology, 8th Ed.	0716728303	Worth Publishers	Myers	2007
Y	Psychology, 9th Ed.	9780132387385	Prentice Hall	Wade, Tavris	2008
Y	Psychology: Themes and Variations, 7th Ed.	0495093033	Thomson Learning/Wadsworth	Weiten	2007
Y	Sniffy the Virtual Rat	0534633579	Thomson Learning/Wadsworth	Alloway, et al.	2005

COURSE: AP United States Government

COURSE CODE(S): 370111
370112

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	American Government: Institution and Policies, 10th Ed.	0618562443	McDougal Littell	Wilson, Dilulio	2006
Y	American Government: Readings and Cases, 16th Ed. [Reader]	0321329503	Pearson Education/Prentice Hall	Woll	2006
Y	American Government: Readings and Cases, 17th Ed. [Reader]	9780321473141	Pearson Education/Prentice Hall	Woll	2008

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COURSE: AP United States Government

COURSE CODE(S): 370111
370112

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Government in America: People, Politics, and Policy, 12th Ed.	0321292367	Prentice Hall	Edwards, et al.	2006
Y	Government in America: People, Politics, and Policy, 13th Ed.	9780131347601	Prentice Hall	Edwards, et al.	2008
Y	Perspectives on American Politics, 4th Ed. [Reader]	0618312005	McDougal Littell	Lasser	2004

COURSE: AP United States History

COURSE CODE(S): 370111
370112

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	American Passages: A History of the United States, 3rd Ed.	0495050156	Thomson Learning/Wadsworth	Ayers, et al.	2007
Y	Liberty, Equality, and Power: A History of the American People, 4th Ed.	0534627307	Thomson Learning/Wadworth	Murrin et al.	2005
Y	The American Pageant: A History of the Republic, 13th Ed.	0618479406	McDougal Littell	Kennedy, et al.	2006
Y	United States History: Preparing for the Advanced Placement Examination [Test Preparation Aid]	1567656609	Amsco	Newman, Schmalbach	2006
Y	Voices of the American Past: Documents in U.S. History, 3rd Ed. Volume I	0534643000	Thomson Learning/Wadsworth	Hyser, Arndt	2005

COURSE: AP World History

COURSE CODE(S): 370133
370134

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	The Human Record: Sources of Global History, 5th Ed., Volume I and Volume II [Reader]	0618370404	McDougal Littell	Andrea, Overfield	2005
Y	Traditions & Encounters: A Global Perspective on the Past, 3rd Ed.	0072957549	McGraw-Hill	Bentley, Ziegler	2006

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COURSE: AP World History — COURSE CODE(S): 370133, 370134

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Traditions & Encounters: A Global Perspective on the Past, 4th Ed.	9780073330679	McGraw-Hill	Bentley, Ziegler	2008
Y	World Civilizations: The Global Experience, 4th Ed.	0131939270	Prentice Hall	Stearns, et al.	2006

COURSE: California History — COURSE CODE(S): 370305

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	California, A History, 6th Ed.	0882959727	Harlan Davidson Inc.	Rolle	2003
Y	California, A History, 7th Ed.	9780882952567	Harlan Davidson Inc.	Rolle	2008

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	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Economics: Principles & Practices	0078606934	Glencoe/McGraw-Hill	Clayton	2005
Y	Economics: Today and Tomorrow	0078606969	Glencoe/McGraw-Hill	Miller	2005

COURSE: ESL History A/B — COURSE CODE(S): 173703, 173704

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	Longman Social Studies, Student Text	0131930257	Pearson Longman	Mariscal et al.	2005
	Longman Social Studies, Workbook	0131930273	Pearson Longman	Mariscal et al.	2005

COURSE: Geography — COURSE CODE(S): 370201, 370202

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COURSE: Geography

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370202

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
	Geography Alive!	1583714278	Teachers Curriculum Institute	Hart, Diane	2006
	Geography Alive: Regions and People	158371426X	Teachers Curriculum Institute	Hart, Diane	2006
Y	Geography: People and Places in a Changing World, 2nd Ed.	0314029052	Glencoe/McGraw-Hill	English	1995
Y	Geography: Realms, Regions, and Concepts, 11th Ed.	0471152242	Wiley (Peoples Publishing)	De Blij, Muller	2004
Y	Geography: Realms, Regions, and Concepts, 13th Ed.	9780470129050	Wiley (Peoples Publishing)	De Blij, Muller	2008
Y	Glencoe World Geography	0078606993	Glencoe/McGraw-Hill	Boehm	2005
Y	Human Geography: Culture, Society, and Space, 7th Ed.	0471441074	Wiley (Peoples Publishing)	De Blij, Murphy	2003
Y	Prentice Hall World Geography, Building a Global Perspective	0131335308	Prentice Hall	Baerwald, Fraser	2007
Y	Prentice Hall World Geography, Building a Global Perspective	0130535931	Prentice Hall	Baerwald, Fraser	2003
Y	World Cultures: A Global Mosaic	0130501913	Prentice Hall	Ahmad, et al.	2001
Y	World Geography Today	0030544661	Holt, Rinehart and Winston	Helgren, Sager	2000

COURSE: Geography: Urban Ecology and Demography

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370204

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Exploring Our World, Eastern Hemisphere, Revised	0205090338	Allyn & Bacon (Prentice Hall)	Yohe, et al.	1980
Y	Our World and Its Peoples	0205071210	Allyn & Bacon (Prentice Hall)	Kolevzon, Heine	1981
Y	World Geography Today	0030544661	Holt, Rinehart and Winston	Helgren, Sager	2000

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COURSE: *Introduction To Psychology* — COURSE CODE(S): 370403

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Invitation to Psychology, 2nd Ed.	0673350339	Scott Foresman	Ragland, Saxon	1989
Y	Psychology: Its Principles and Applications, 9th Ed.	0153748001	Harcourt Brace Jovanovich (Academic Press)	Engle, Snellgrove	1989
Y	Understanding Psychology	0078285712	Glencoe/McGraw-Hill	Kasschau	2003
Y	Understanding Psychology	9780078745171	Glencoe/McGraw-Hill	Kasschau	2008

COURSE: *Introduction To Sociology* — COURSE CODE(S): 370405

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Sociology: The Study of Human Relationships, 5th Ed.	0030374960	Holt, Rinehart and Winston	Thomas	2005
Y	Sociology: The Study of Human Relationships, 6th Ed.	9780030935619	Holt, Rinehart and Winston	Thomas	2008

COURSE: *Law and Youth (Law-Related Electives)* — COURSE CODE(S): 370801

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Street Law: A Course in Practical Law, 6th Ed.	0314140778	Glencoe/McGraw-Hill	Arbetman, et al.	1999
Y	Street Law: A Course in Practical Law, 7th Ed.	0078600197	Glencoe/McGraw-Hill	Arbetman, et al.	2005

COURSE: *Principles of American Democracy* — COURSE CODE(S): 370603

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Magruder's American Government (California Edition)	9780131335790	Pearson Education/Prentice Hall	McClenaghan	2006
Y	United States Government: Democracy in Action	0078600537	Glencoe/McGraw-Hill	Remy	2006

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COURSE: ***United States History & Geography: Continuity and Change in the Twentieth Century***

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370130

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	America: Pathways to the Present: Modern American History	9780131335103	Pearson Education/Prentice Hall	Cayton, et al.	2007
Y	America: Pathways to the Present: Modern American History	0131815474	Pearson Education/Prentice Hall	Cayton, et al.	2005
Y	The American Vision: Modern Times	007867851X	Glencoe/McGraw-Hill	Appleby, et al.	2006
Y	The Americans: Reconstruction to the 21st Century (California Edition)	061855713X	McDougal Littell	Danzer	2006

COURSE: ***World History, Culture & Geography: The Modern World***

COURSE CODE(S): 370127
370128

	TITLE	ISBN	PUBLISHER	AUTHOR	COPYRIGHT
Y	Glencoe World History: Modern Times	0078678552	Glencoe/McGraw-Hill	Spielvogel, et al.	2006
Y	World History: The Modern World	0131299778	Pearson Education/Prentice Hall	Ellis, Esler	2007
Y	World History: The Modern World (Spanish) - Historia Del Mundo	0130381497	Pearson Education/Prentice Hall	Ellis, Esler	2007