VAN NUYS HIGH SCHOOL
SELF-STUDY REPORT

6535 Cedros Ave.

Van Nuys, California 91411

Los Angeles Unified School District

April 23 -26, 2017

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PREFACE

The 2016-2017 "Focus on Learning" self-study represents a collaborative effort of all stakeholders addressing the progress of Van Nuys High School since the last full review six years ago, held in 2011. In the present study, we looked critically at our school's student progress data; obtained student, parent, teacher and community input; re-examined our Vision, Mission and School-wide Learner Outcomes; and produced a comprehensive analysis of our school.

Van Nuys High School (VNHS) self-study began with the development of the WASC leadership team. This team consisted of members from all departments, the residential program, all three magnets, and both residential and magnet parent groups. Soon after, preparations were made to develop a calendar timeline, delegate responsibilities, and plan faculty in-service dates.

During the spring 2015 semester, all VNHS faculty were assigned to focus groups based on knowledge or interest in a particular focus area. These focus groups reviewed the criteria for their assigned category to enable them to gather and discuss the appropriate data needed when they met with their home groups. Home groups, based on departments, had members from each of the focus groups who helped facilitate data gathering discussions. All stakeholders were asked to analyze, evaluate, and comment on all focus area criteria during professional development meetings in the fall of 2016. The data gathered at these meetings was then given to the WASC leadership team who met to synthesize the information into a preliminary draft for each of the five criteria. During the fall of 2016, focus groups and home groups met to review each of the criteria to make additions and organize the appropriate evidence.

Types of evidence collected included student/community data, student work, classroom observations, and interviews. Blocks of time were provided to accomplish the task of responding to the questions, determining the findings, and collecting the corresponding evidence. Areas of strength, as well as growth areas were identified and later used in the formation of the Action Plan. Time was allotted for analyzing the evidence collected and conclusions drawn from it were shared with departments, students, and other stakeholders.

Van Nuys High School was built in 1914 and has always strived to provide students, who have a broad spectrum of academic and demographic backgrounds, with a curriculum that would engage and challenge them intellectually. As a result, Van Nuys High School (VNHS) has been identified as one of the "Top 100 Public High Schools" by *The Daily Beast* (a prestigious web news site which merged with Newsweek in 2010). VNHS is comprised of a resident school and three magnet schools; the Math/Science magnet, the Medical magnet, and the Performing Arts magnet. All four of these programs continue to expand their academic focus and provide a broad range of instructional avenues in which students can participate. The Los Angeles Unified School District, as well as, state mandates are continually changing, which has had a great impact on VNHS.

One of the most significant changes to the instructional program at VNHS has been the introduction of the Common Core State Standards. Prior to 2013, instruction was based on the Core Curriculum and the California State Standards. Departments worked collaboratively to place curriculum and standards that aligned with the mandated district periodic assessments. This curriculum was also aligned with the California Standards Tests (CSTs) given each spring which produced scores for both the Academic Performance Index (API) and the Academic Yearly Progress (AYP).

Vision Statement

Through promoting effective communication, critical thinking, and civic responsibility, Van Nuys High School prepares students to become self-directed, civically engaged, lifelong learners ready to further their education, pursue meaningful professional goals, and contribute to the community.

Mission Statement

Van Nuys High School is committed to creating a secure and safe environment where students are challenged academically to become capable and self-sufficient life-long learners. Students will learn skills to become effective communicators and critical thinkers so that they may become responsible and ethical citizens that contribute to society.

ESLRs

Personal Development
Students will be active citizens acquiring knowledge, interpersonal skills and grow to understand and respect themselves. They will develop respect for others and the environment from both a local and global perspective. Students will develop an understanding of the arts, culture, and human diversity.

Academic Achievement
Students will be proficient or above in all core academic areas – demonstrating growth in language, mathematics, and writing across the curriculum.

Cultural Awareness
Students will be able to express themselves effectively, both orally and in writing. Students will understand the value of collaboration and cooperation by working together in clubs, classes, and groups.

Technology Proficiency
Students are engaged in 21st Century technology an integral part of education, society, and the workplace, which means that the 21st century students are both digital citizens and technologically literate.

CHAPTER 1

STUDENT COMMUNITY PROFILE

Van Nuys High School was established in 1914 as the third high school in the San Fernando Valley and has recently celebrated its' centennial. Over the last century, the population of Van Nuys has switched from a primarily white community to a predominantly minority-majority racial/ethnic mix. Over the last three decades, 1980 to 2010, Van Nuys has become more of an immigrant community, consisting of primarily Hispanics, who currently make up 61% of the population in Van Nuys. Residents in Van Nuys, in general, have a lower socioeconomic status than those in Los Angeles city. In Van Nuys, only 20% of the population has a bachelors' degree or higher, 24% live in poverty, 11% of the population are unemployed, and 18% use public programs. The median household income is about $10,000 less than Los Angeles city's. Van Nuys is currently experiencing a rapid development activity, mainly of new apartment complexes, owing in part to increased availability of public transportation. An extensive community redevelopment project aiming to revitalize Van Nuys Boulevard and the surrounding areas is in the planning stages.

Van Nuys High School is a part of the Los Angeles Unified School District (LAUSD), which is the second largest school district in the nation. LAUSD covers an area expanse of 710 square miles, including a greater part of Los Angeles, along with portions of 31 cities and unincorporated areas of Los Angeles County. About 4.8 million people live within the district's boundaries. LAUSD is serving approximately 557,632 students in regular schools and affiliated charters. Demographic trends indicate a decrease in enrollment due to a movement to independent charter schools, which currently enroll 107,142 students.

Since the last WASC self-study, LAUSD has reorganized its structure with regard to its local districts. The eight local districts that existed at the time, were replaced with five Education Service Centers (ESC). In 2016 it was reorganized again with newly configured six local districts. Van Nuys High School (VNHS) became part of Local District North East (LDNE) situated in the eastern half of the San Fernando Valley. LDNE consists of 67 elementary schools, 12 middle schools, 12 high schools, eight continuation schools and 12 early education centers (EECs).

Located in the heart of the San Fernando Valley, next to the civic center, Van Nuys High School is a comprehensive, multi-cultural high school that prides itself on its' diversity and richness of its' programs and academic excellence. It is one of 96 traditional senior high schools in the Los Angeles Unified School District. The school's student body is comprised of students from the neighborhood attendance area (approximately 50%). Additionally, Van Nuys High School attracts students from across the greater Los Angeles area to attend three prestigious magnets schools (about 50% of VNHS enrollment), Math/Science, Medical, and Performing Arts. All of these programs are located on the Van Nuys High School campus and are open to all VNHS students.

All of these programs provide students a comprehensive high school experience along with a wide range of classes and activities. The Residential School Program has developed significantly since the last self-study and now includes a vigorous 9th Grade Academy, Sophomore collaborations, Technical Arts academies offering state of the art Linked Learning instruction in automotive engineering, and manufacturing technology, Perkins programs in culinary arts, digital arts, film, as well as an AVID program and other career and college readiness structures. The VNHS magnet programs, sometimes referred to as "the hidden jewels in the San Fernando Valley," are among the flagship magnet programs in LAUSD. All three magnets are infused with a college preparatory core curriculum of mathematics and sciences throughout the program of study. The arts include a wide variety of creative opportunities including dance, theater, voice, music, film, set design, and stage tech.

All VNHS students have access to a rich offering of electives and extracurricular activities making the school a nurturing environment with the personalization of a small school together with the opportunities and diversity of a big comprehensive school.

MAGNET PROGRAMS

The **Math/Science magnet** is designed for students with high-level skills and strong interest in fields that require extensive mathematics and science backgrounds. The Math/Science magnet provides a curriculum designed for students with high level academic skills, high interest in fields which demand a solid background in mathematics and science such as: engineering, marine science, electronics, computer science, biology, chemistry, and physics. This magnet is for students who are looking for a more competitive atmosphere with a focus on advanced study. This competitive model simulates the type of activity faced by students at the university level. Teachers in the magnet all teach in their field of specialization and present students with a course of study that meets and exceeds the requirements of the California Model Curriculum and the requirements for entrance into the University of California system, making this a much sought-after magnet center.

The **Medical magnet** is a four-year program that emphasizes medical careers as a future option. Students are required to learn in a hospital setting. Two local hospitals, Northridge Hospital Medical Center and Valley Presbyterian, provide seminars and job shadowing opportunities for student participation that are exclusive to the Medical magnet program. The students in the Medical magnet find in themselves, charity and compassion, as they deal with patients and staff at the two hospitals. It is expected that students will be able to enter the medical and/or healthcare fields with their eyes open to many possibilities and their hearts filled with compassion necessary to provide exceptional healthcare.

The **Performing Arts magnet** enables students to study the arts, cultivate their talents, and encourages the pursuit of excellence in aesthetic fields. Students acquire and polish their knowledge of the arts while developing a passion for lifelong learning. Whether pursuing arts as a professional endeavor, or as a launching pad for another adventure, students will identify the arts as an important component in the fabric of their lives. The performing arts courses include; dance, theater, voice, music, film, set design, and stage tech. Classes address the broad range of individual differences, talents, and interests. High school students are provided with the necessary confidence that will insure their future success. The arts program emphasizes the relationship of arts and the diverse cultures in our city. Our students will blossom into adults, who will contribute to and value the cultural arts of our society.

RESIDENTIAL PROGRAMS

The four original Small Learning Communities (SLCs) have been, and are, being phased out as an intervention strategy due to lack of funding. The focus in 2012 was on school reorganization, but our model and overall goal for the school shifted with new leadership and the district's CORE Waiver Agreement (the promise and accountability that we will gear up for common core, develop an accountability system in lieu of Program Improvement, and develop strong teacher and leader support and evaluation systems). Moving forward with our vision for improvement we decided to focus on one component. After an analysis of our data, we decided to put our energy and resources into designing a 9th Grade Academy that would address the problem on the front end. This approach allowed us to cohort teachers, allowed for common planning time to facilitate a more strategic approach to both instructional design and classroom management, making this a cornerstone of our

reorganization. The intent is to roll the 9th Grade Academy over into an expanded 10th Grade Academy in order to continue with the academic and social emotional supports to help students thrive. The Academies, which are funded by CTE grants and Linked Learning and will continue. While the academies are vocationally focused, they maintain an academically rich environment.

The **9th Grade Academy** is made up of all incoming freshmen in the Residential program with approximately 400 students. The staff of the 9th Grade Academy strives to create a community of learners who incorporate the habits and acumen that will ensure student success in high school. The Freshman Academy replaced the original SLC's with a more direct "hands on" approach to provide for the students who need direction. We have used the academy as a foundation for school-wide success in the Residential program by providing built in supports, as well as unifying expectations and instruction. The 9th Grade Academy gives the students a sense of community and connection to the school, and focuses on the whole child and has resulted in academic as well as socio-emotional gains. The 9th Grade Academy has been highly successful and is the cornerstone of our growth.

Historically, VNHS has had a problem of ninth graders successfully matriculating into the tenth grade. Class size of ninth grade compared to class size of tenth grade is indicative of promotion rate. In 2011-12 and 2012-2013 only 50% of ninth grader students advanced to the tenth grade – indicating a loss of about half of the students. In 2013-14 we began a pilot program of 100 students in the 9th Grade Academy; that year 58% of ninth graders successfully matriculated to the tenth grade. In 2014-2015 we included all residential freshmen in the academy and 72% of these residential ninth graders successfully matriculated; the following year was even higher at 74%.

School Year	Class Size Residential 9th	Class Size Residential 10th
2012-2013	605	345
2013-2014	609	308
2014-2015	506	352
2015-2016	474	366
2016-2017	495	350

The total number of **English Language Learners** at Van Nuys High School is 398, 15% of the total population of students. The goal of the English Learner (EL) program is to reclassify all EL students into English fluency. There has been a double digit increases for the last three years and we perform better than any school our size in the district. Right now, we have 127 EL I students, students new to the country who speak little to no English, many are arriving mainly from Central America. Some are "unaccompanied minors," who are here without their parents. Out of the total number of English Learners, 134 students, or 34%, are LTELs (Long Term English Learners – students who have been classified as English Learners for five years or more) and 17 are PLTELs (Potential Long Term English Learners – students who will become LTELs next school year if they do not reclassify as fluent this semester). Out of the total number of English Learners, 85 students, or 21%, are simultaneously Students with Disabilities. Out of the total number of LTELs, 81 students, or 60%, are simultaneously Students with Disabilities. Conversely, out of the total number of Students with Disabilities at Van Nuys High School (265), 85 students, or 32%, are simultaneously classified as English Learners. Out of the total number of English Learners, 182 students, or 46%, are in our Newcomer Program (students who are in ELD 1 and ELD 2, formerly termed ESL 1 and ESL 2). The percentage of Newcomers of our total population of

English Learners is more than double what it was four years ago, when the bulk of our English Learners were LTELs.

Year	EL's	"Newcomers"
2015	301	48
2016	332	123
2017	387	189

ENGLISH LANGUAGE LEARNER SUBGROUPS (2016-2017)
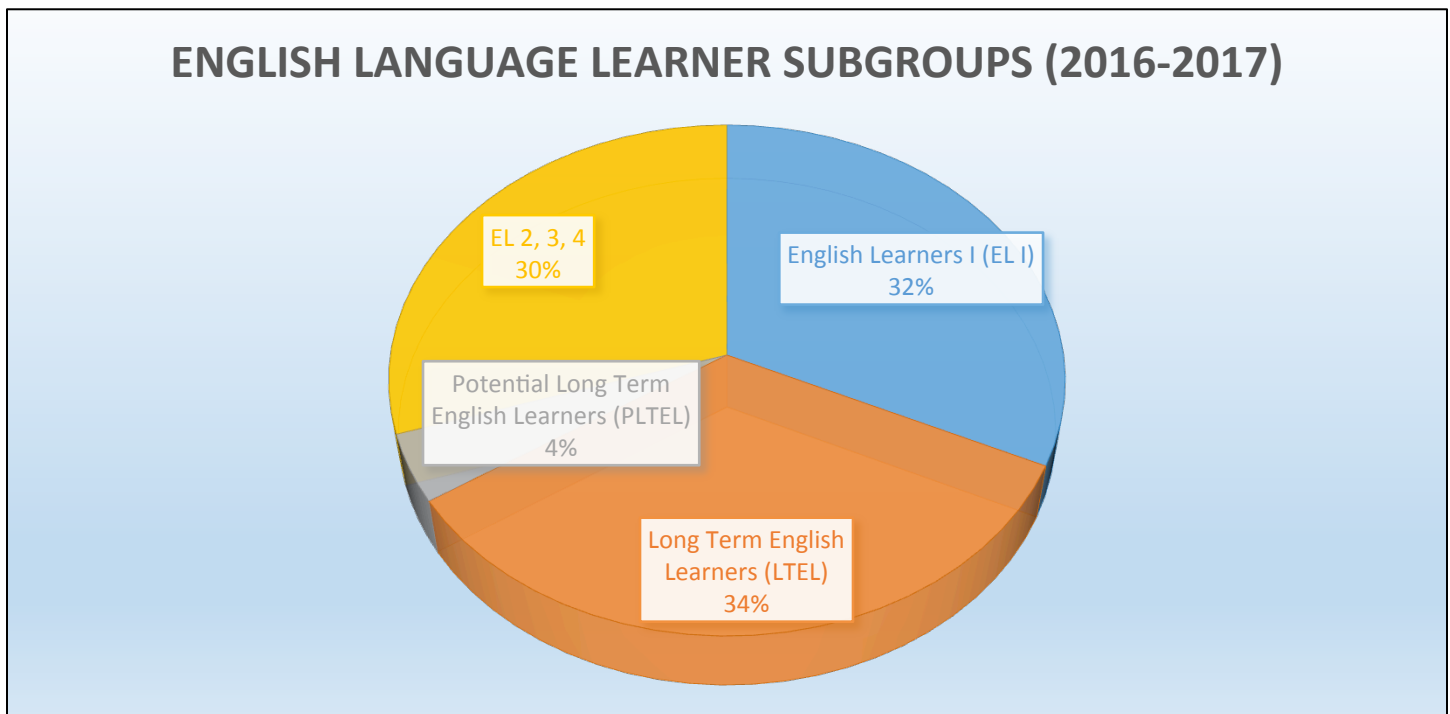
The **Special Education** program is comprised of 300 students with special needs that have an Individualized Education Program (IEP) and are provided support through accommodations or modifications to enable them to access the core curriculum in the general education classrooms or special education classrooms. There are six special education programs; four Resource Specialist Teachers (RST), nine classes for Students with Specific Learning Disabilities (SLD), one class for students with Intellectual Disabilities (ID), four classes for students with Autism, one class for students with Emotional Disturbance (ED), and one Resource learning lab for students to receive extra support on assignments. The students in the Resource Specialist Program (RSP) receive a push-in support from the Resource Specialist Teacher (RST) in math and English. The RST's co-teach with general education teachers to support the students with the common core standards. All of the Resource Para-educators are assigned to math or English classes based on their curricular expertise.

Van Nuys High School has two **Technical Academies** comprised of 200 students that are both California State Partnerships. The **Automotive Academy** takes students from 10th -12th grade and gives students the opportunity to work summer internships at UCLA, and gives students an advantage to admission to UCLA. Tenth grade students dual enroll in Pierce College classes, 11th graders get an Automotive Engineering class which has been

submitted to the state as an A-G class, and 12th graders finish up with take auto electronics. This class is characterized by project-based learning projects involving troubleshooting. Students compete regionally every year within Southern California. This year we scored first place in regionals. And over the last four years VNHS has made it to the national championship in New York and placed six, fourth, and sixth. They will be going to nationals for the fourth year.

The **Machine Tool Academy** is also a three-year California State Partnership Academy for grades 10-12. Tenth graders learn CAD skills and enroll in beginning machine shop. The cohort students receive college credit once they have completed the 11th grade machinist class. The 12th graders take CNC Machinist to learn programming and automation. Both 11th and 12th grade students do student internships with our manufacturing partners. Both Academies are part of a district linked learning consortium, which is dedicated to integrating academic and CTE classes.

Due to the work that has been done it has come to our attention that there are an additional 400 residential students that do not fall into the aforementioned programs and academies. It is our intention to create a Sophomore Academy. Furthermore, we intend to create an upper house cohort for 11th and 12th grade residential students. We see this as an essential need and believe that all students need an identity and sense of belonging to the Van Nuys High School community to enhance success.

STAFFING

VNHS has 125 certificated teachers, five administrators, four teacher coordinators, eight counselors (six guidance, one college, and one PSA), four special education itinerants, two deans, one librarian, one psychologist, and one school nurse. Of the 125 teachers, 120 are fully credentialed and all but five are highly qualified, but are working on finalizing their qualifications.

FACULTY

At Van Nuys High School faculty members have master's degrees and three have doctorate's. The VNHS faculty is well balanced with a combination of new and experienced teachers with a faculty average of 16.4 years of teaching experience. The influx of newer teachers has played an integral role in reinvigorating more veteran teachers with newer, updated and more progressive pedagogies. Every effort is made to limit the number of classroom preparations for each teacher. There is a wide range of teaching experience displayed by the faculty: two new teachers, 12 with one to five years, 21 with six to ten years, 54 with ten to 20 years, and 30 with 20-53 years.

ADMINISTRATION

Van Nuys High School is fortunate to have five administrators, a principal and four assistant principals. Many schools in the area rely on two or three assistant principals although they have similar amounts of reports and other duties. In the spring of 2013, the VNHS principal who had served for eight years, and participated in the last six-year self-study, retired. Ms. Gardea came in in 2014-15 and brought a big shift in leadership and vision for the entire school with a particular focus on the newly formed 9th Grade academy. Of the current Administrators, Mrs. Baer and Mr. Strassner participated in the last six-year accreditation process.

CLASSIFIED

At Van Nuys High School, there are 93 classified staff members: 30 are teacher assistants (classroom, EL and special education assistants), 11 are clerical/office personnel, nine building and grounds employees, 19 athletic assistants (part-time employees that coach), 16 cafeteria employees, seven campus aides and one community representative.

SUPPORT SERVICES

VNHS offers a full spectrum of support for students. Each counselor works closely with approximately 450 students to ensure that students are meeting their graduation requirements and completing their Individual Graduation Plan (IGP). Incoming 9th grade students, most in need of academic intervention, are identified prior to the beginning of the school year and placed in a 7th period to help students pass their A-G requirements and provide remediation. In addition, credit recovery is provided after school and Saturdays throughout the year. Spring semester EL and LTEL students are offered intervention to prepare for the CELDT and reclassification.

CULTURE AND ENVIRONMENT

Although VNHS students come from diverse economic, social, racial, and geographic backgrounds, they share many common interests. Activities such as Freshmen Fun Day, spirit rallies, dances, musicals, debates, plays, talent shows, proms, music on the quad, homeroom charity competitions, home room rep meetings, Green Festival, sports team competitions, robotics, multi-cultural week, science team competitions, academic decathlon, student-faculty basketball, volleyball games, and dodge ball promote school spirit and offer opportunities for students and teachers to interact in nonacademic settings. VNHS students have over 60 clubs on campus from which to choose.

CO-CURRICULAR AND EXTRA-CURRICULAR

Programs that make Van Nuys High School unique are those that extend beyond the typical academic classes. Many of these programs have earned recognition and have been awarded by the city, state, and the nation. In addition, our students participate in the Science Bowl, Robotics Team/Club, Instrumental Music, JROTC, Marching Band, Chorus, Chamber Orchestra, Stage, Drama, Dance, Academic Decathlon, Live Concert Production, UCLA summer internships, 17 athletic teams, and over 60 clubs. VNHS students participate in Teen Court where students participate in actual legal cases. Additionally, the Youth Policy Institute (YPI), which is supported by LAUSD's Beyond the Bell, provides after-school activities for our students. This program includes Driver's Ed, College 101, EL, exercise, leadership classes, as well as, tutoring.

BUDGET

The majority of the VNHS budget, known as the General Fund, is determined by the Average Daily Attendance (ADA) of the school. The apportionment is then distributed through the overall Los Angeles Unified School District budget. These funds are primarily used for personnel, general supplies, instructional materials, and maintenance and operations. The School-Site Council and the Title I Coordinator oversee the Title I Budget, and the council prior to authorizing the distribution of these funds must approve all decisions regarding this budget. Title I categorical funds support bridging the achievement gap between our at-risk students and students

performing at the highest level. The budget is determined by the percentage of students qualifying for free and reduced meals. This Program enables VNHS to provide professional development, field trips, additional personnel, supplemental instructional materials, parent engagement, and student interventions. VNHS has been a "school-wide" Title I school since 2011. All students receive free meals, breakfast and lunch.

DEMOGRAPHIC DATA

Enrollment

Van Nuys High School student body is composed of approximately equal parts of residential students and magnet student.

School Location	School Location Code	# Students September 2016	% Students September 2016
VAN NUYS SH	8893	1,313	50.2%
VAN NUYS SH M/S/T MG	8892	647	24.8%
VAN NUYS SH MED MG	8891	243	9.3%
VAN NUYS SH PA MG	8894	410	15.7%
	Total	2,613	100.0%

Enrollment by location residential and magnets

Enrollment by Ethnicity Residential Program

Van Nuys High School Residential program serves the diverse population of its attendance area with a current enrollment of 1313 students. Eighty-nine percent of the population is Hispanic/Latino with 5% white, 3% black, 2% Asian and 1% Filipino.

RESIDENTIAL SCHOOL DEMOGRAPHICS (JUNE 2016)

Filipino 1%
Asian 2%
Black 3%
White 5%
Hispanic 89%
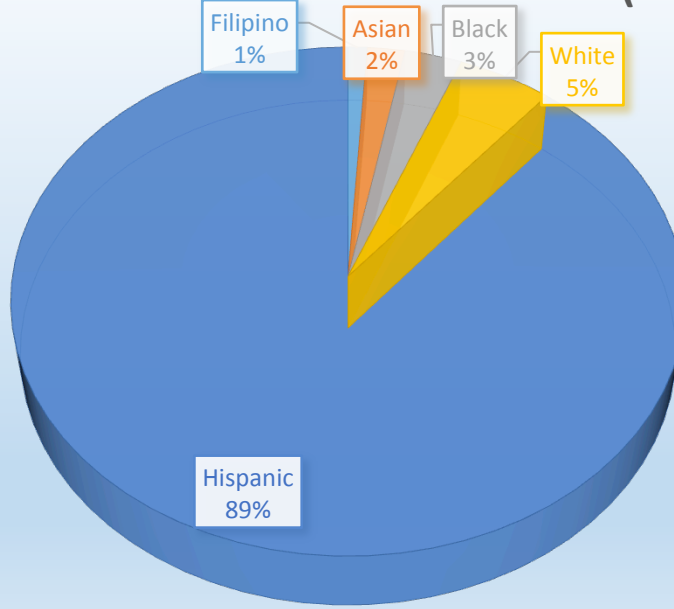
The Math/Science Magnet has an enrollment of 659 students, and is 33% Hispanic, 33% Asian, 15% Filipino, 15% white, and 3% black.

MATH SCIENCE MAGNET DEMOGRAPHICS (JUNE 2016)

Unknown 1%
Black 3%
Filipino 15%
White 15%
Asian 33%
Hispanic 33%
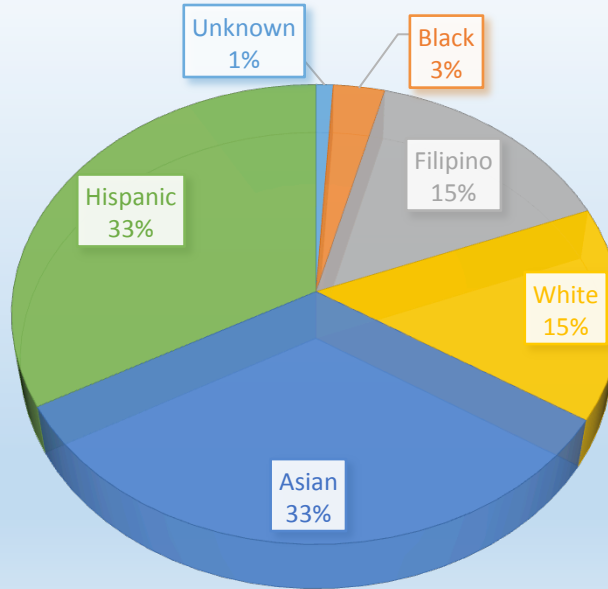
The Medical Magnet has an enrollment of 272 students, and is 31%Hispanic, 24% Asian, 21% white, 16% Filipino, and 1% Pacific Islander.

MEDICAL MAGNET DEMOGRAPHICS (JUNE 2016)

- Pacific Islander 1%
- Black 7%
- Filipino 16%
- White 21%
- Asian 24%
- Hispanic 31%
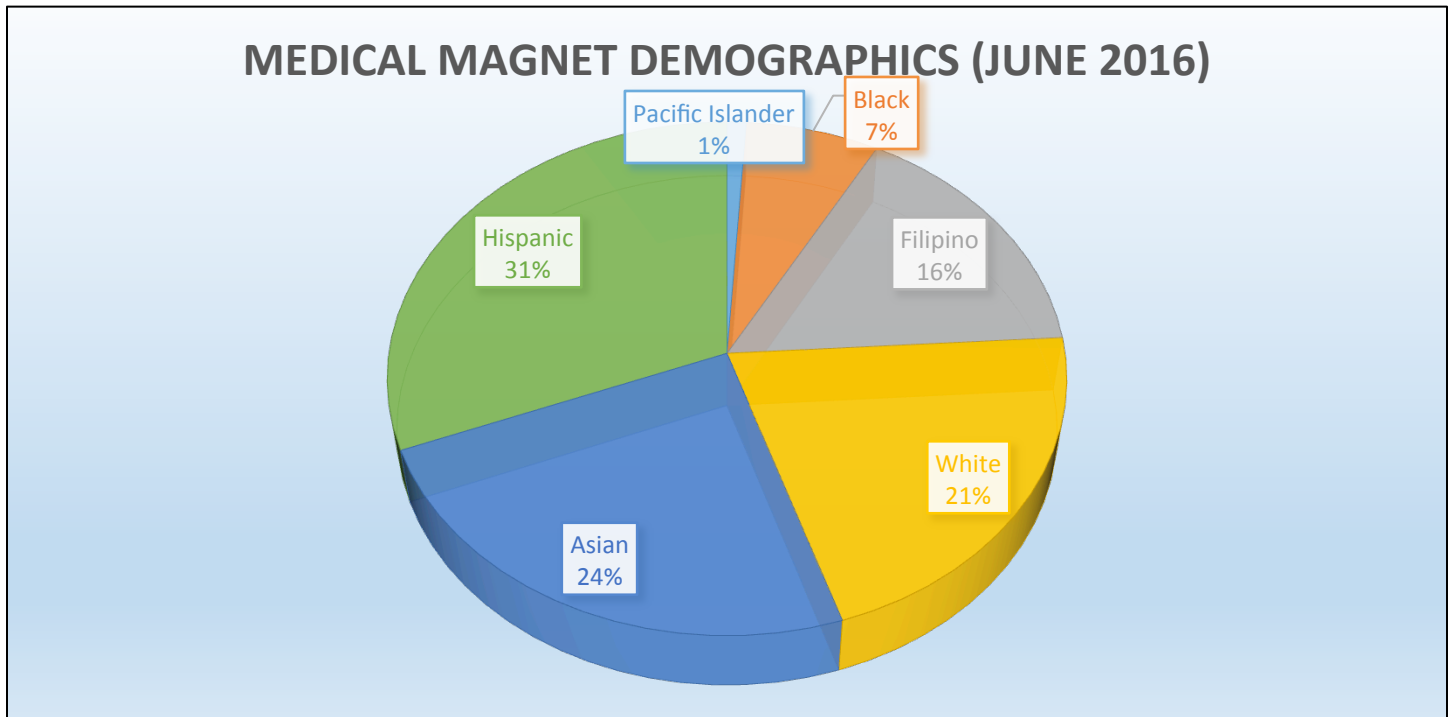
The Performing Arts Magnet has an enrollment of 388 students, and is 53% Hispanic, 14% white, 12% Filipino, 11% black, 9% Asian

PERFORMING ARTS MAGNET DEMOGRAPHICS (JUNE 2016)

- American Indian/Alaska Native 1%
- Asian 9%
- Black 11%
- Filipino 12%
- White 14%
- Hispanic 53%
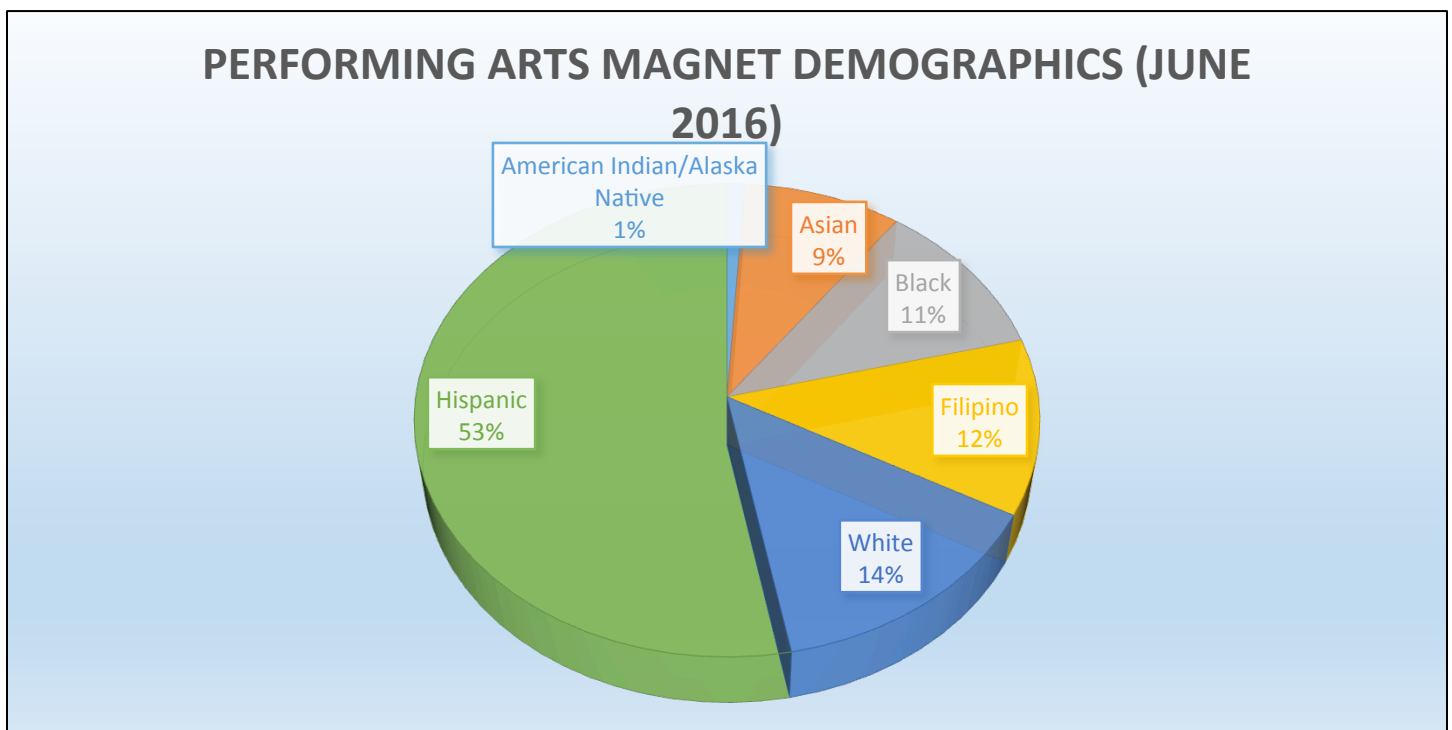
VNHS has a devoted music booster association, which supports many extracurricular music activities, as well as an alumni association that continues to support the school. The school's frequently hosting of film crews for movies and commercials, provides additional funds supplementing various activities

Enrollment by language designation (SW – Sept 2016)

Our students are a diverse group, 25.7% are English Only (EO), 15.9% are Initially Fluent English Proficient (IFEP), 14.7% are Limited English Proficient (LEP), and 43.4% are recently reclassified as Fluent English Proficient (RFEP). We have a very strong and cohesive ELL program that has had great success in getting our LEP students to become English Fluent or "reclassify." We have seen recent increase of LEP students who are new to the country and are arriving mainly from Central America, known as "unaccompanied minors," new immigrants who are arriving here without their parents.

ENGLISH LANGUAGE DESIGNATIONS AT VNHS (2016-2017)

- 0%
- Limited English Proficient (LEP) 15%
- Initially Fluent English Proficient (IFEP) 16%
- Reclassified as Fluent English Proficient (RFEP) 43%
- Engglish Only (EO) 26%
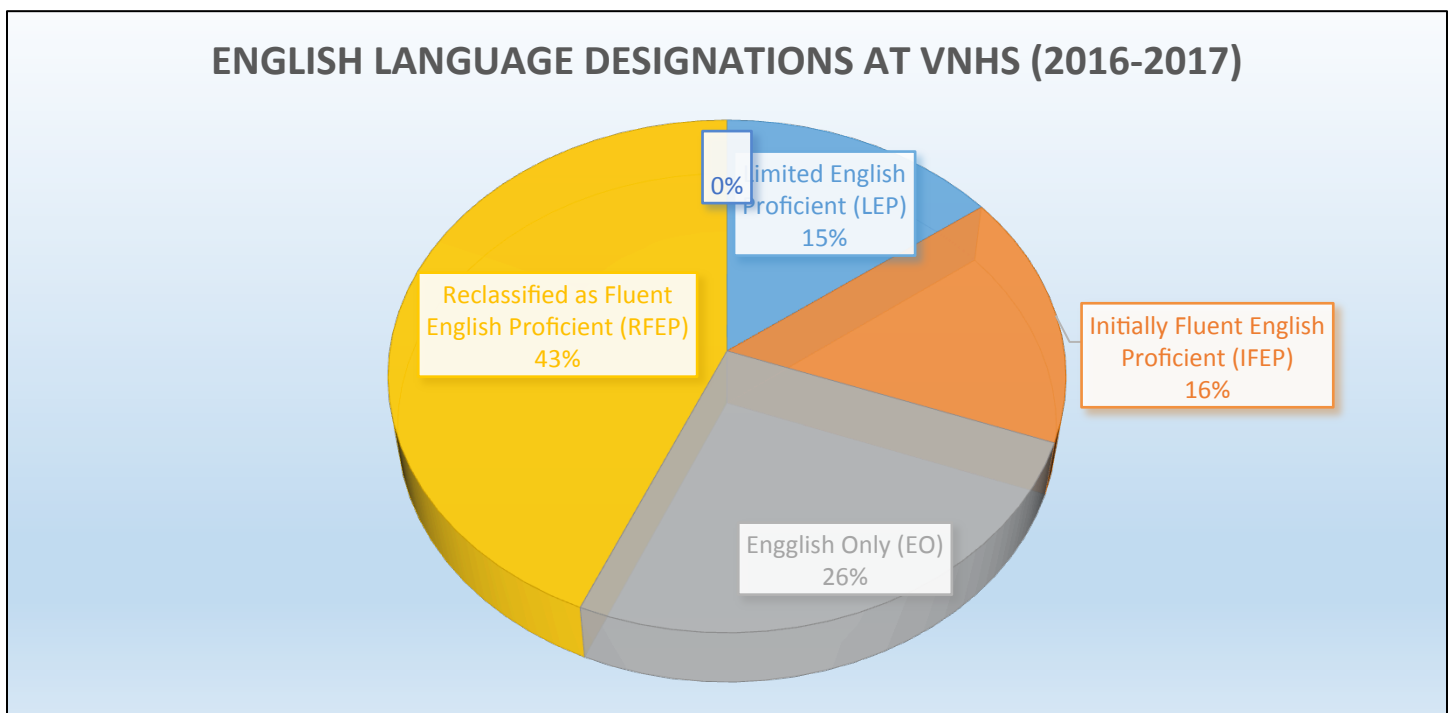
Enrollment by Title I

VNHS is a provision 2 school for low income schools, where all students receive free lunch plus reduced rates on AP exams, college applications, and SAT fees.

SCHOOL QUALITY IMROVEMENT INDEX (SQI)

SQI is the new focus at LAUSD and has replaced CAHSEE, API, and AYP. It is a broader, more comprehensive assessment that focuses on five areas: graduation rates, proficiency on a variety of assessments, attendance rates, parent community and student engagement, and school safety.

100% GRADUATION	LAUSD	LDNE	VNHS
Four-Year Cohort Graduation Rate (all schools)* (2015)	70.20%	-	86.34%
Percentage of high school students on-track for A-G with a "C"	42%	45%	47%
Percentage of AP exam takers with a qualifying score of "3" or higher	38%	42%	67%
PROFICIENCY FOR ALL	LAUSD	LDNE	VNHS
Percentage of students who Met or Exceeded standards in 11th grade ELA SBAC	54%	53%	66%
Percentage of students who Met or Exceeded standards in 11th grade Mathematics	24%	25%	38%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	12%	12%	15%
Percentage of English Learners making annual progress on the CELDT	54%	53%	TBD
Percentage of English Learners in 9th – 12th Grade who have not reclassified in 5 years (LTEL)	64%	61%	35%
100% ATTENDANCE	LAUSD	LDNE	VNHS
Percentage of students attending 172-180 days each school year (96%+ rate)	70% May	68% May	71% May
Percentage of students with chronic absence (missing 16 days or 91% or lower rate)	14% May	12% May	13.8% May
Percentage of school based staff attending 96% or above	0.74	0.73	0.7
PARENT, COMMUNITY AND STUDENT ENGAGEMENT	LAUSD	LDNE	VNHS
Percentage of students who feel a part of their school (2015-16)	55%	58%	64%**
Parent/Caregiver participation on School Experience Survey (2015-16)	38%	47%	44%
SCHOOL SAFETY	LAUSD	LDNE	VNHS
Single Student Suspension Rate	0.60%	0.60%	0.40%
Instructional Days Lost to Suspension	6574	831	23

VNHS as a whole exceeds LAUSD and LDNE in all areas except staff attendance.

GRADUATION RATES

Our graduation rate climbed steadily over the last six years, except for a small (0.6%) decline in 2014. Results from 2015-2016 are not yet available. Efforts are made to retain students by addressing their academic needs as well as fostering a sense of belonging and promoting of culture of success

Cohort Class	# Students	# Graduates	% Graduates	# Dropouts	% Dropouts	# Special Ed Completers	% Special Ed Completers	# Still Enrolled	% Still Enrolled
2014-2015	622	533	85.7%	57	9.2%	4	0.6%	28	4.5%
2013-2014	571	493	86.3%	42	7.4%	3	0.5%	32	5.6%
2012-2013	570	474	83.2%	55	9.6%	4	0.7%	37	6.5%
2011-2012	609	513	84.2%	42	6.9%	16	2.6%	38	6.2%
2010-2011	592	489	82.6%	46	7.8%	0	0.0%	57	9.6%
2009-2010	634	482	76.0%	99	15.6%	0	0.0%	53	8.4%

The previous chart shows that our graduation rate is at 85.7%, and has increased over the last five years, as the dropout rate has decreased over the same period of time. Our graduation rate (86%) is higher than the district average of 74%.Our graduation rate has climbed from 76% in 2009-10 to 85.7% in 2014-15.

A-G Completion

LAUSD now requires students to pass their A-G requirements in order to graduate. The class of 2017 has 85.5% with a "D" or better and 69.9% with a "C" or better. The class of 2018 has 84% with a "D" or better and 75% with a "C" or better. The class of 2019 has 86% with a "D" or better and 86.6% with a "C" or better. Finally, the class of 2020 has 99% with a "D" or better and 99.4% with a "C" or better. Van Nuys High School has purchased two A-G counselors through Title I funding.

Graduation Year	PASSING A-G "D" OR BETTER	PASSING A-G "C" OR BETTER
CLASS 2017	86%	70%
CLASS 2018	84%	75%
CLASS 2019	86%	87%
CLASS 2020	99%	99%

Cohorts/matriculation rate/ Freshmen Academy

Historically, VNHS has had a problem of 9th graders successfully matriculating into the 10th grade. Class size of 9th grade compared to class size of 10th grade is indicative of promotion rate. In 2011-12 and 2012-2013 only 50% of ninth grader students advanced to the tenth grade – indicating a loss of about half of the students. In 2013-14 we began a pilot program of 100 students in the Freshmen Academy; that year 58% of 9th graders successfully matriculated to the 10th grade. In 2014-2015 we included all freshmen in the academy and 72% of 9th graders successfully matriculated; the following year was even higher at 74%.

Residential Program

School Year	Class Size Residential 9th	Class Size Residential 10th	Ratio 9th to 10th Following Year
2012-2013	605	345	51%
2013-2014	609	308	51%
2014-2015	506	352	58%
2015-2016	474	366	72%
2016-2017	495	350	74%

The chart above shows our matriculation rate from ninth to tenth grade is steadily climbing.

Magnet program

For comparison, the retention ratio for the magnets is between 97% and 100%. Essentially, virtually all magnet students matriculate.

Advanced Placement Tests

Despite a school-wide decline in enrollment, more AP exams were given last year than in 2013-14. This increase in AP exams reflects the fact that VNHS has put an emphasis on increasing equity and access to AP courses. We have made efforts to recruit and schedule more residential students into AP classes and have formed an AP World History class specifically for residential students. As we expand our program we have experienced a slight decrease in pass rate. Even with the expansion of our program we still earned a 67% pass rate, third highest in the district – far above the LAUSD average.

3-Year Advanced Placement Pass Rate with a '3' or Better

Year	Total AP Exams Taken	# AP Scores 3+	% AP Scores 3+
2013-2014	1,330	960	72%
2014-2015	1,434	1,010	70%
2015-2016	1,372	918	67%
Change in # of AP Exams Taken	42		
% Change in Pass Rate			-5%

The chart above shows our increase in total tests given and a slight decrease in pass rate. Our comprehensive AP program offers AP classes in 21 subjects ranging from AP physics to AP studio art. In addition, students are afforded the opportunity to study independently for three additional subjects. Further evidence of the strength of our program is found in the fact that we offer multiple sections of many classes, six AP World History, four AP US history, four AP psychology, and ten different AP math classes in calculus or statistics. Multiple sections of AP classes allow students more opportunity to fit an AP class in their busy schedule.

The table below shows the broad range and depth of AP sections and classes offered at VNHS.

Scores	1	2	3	4	5	Grand Total
ART: HISTORY	2	16	32	8	7	65
ART: STUDIO DRAWING				11	8	19
BIOLOGY		31	46	25	6	108
CALCULUS AB	22	8	13	7	5	55
CALCULUS BC	22	6	29	15	15	87
CHEMISTRY	4	16	10	3	2	35
COMPUTER SCIENCE A	5	3	7		2	17
ECONOMICS MACRO		1		1		2
ECONOMICS MICRO	4	6	14	20	3	47
ENGLISH LANG & COMP	2	25	27	13	4	71
ENGLISH LIT & COMP	1	6	20	20	10	57
ENVIRONMENTAL SCIENCE	10	15	8	16	4	53
EUROPEAN HISTORY		2	11	9	2	24
GERMAN LANGUAGE					1	1
GOVERN & POLITICS US	1	5	16	6	8	36
HUMAN GEOGRAPHY	2	6	5	15	7	35
MUSIC THEORY	1		2	1	2	6
PHYSICS 1	5	9	11	7	1	33
PHYSICS C: MECHANICS			5	3	1	9
PSYCHOLOGY	28	21	33	43	38	163
SPANISH LANGUAGE		2	11	25	25	63
STATISTICS	24	21	29	29	20	123
US HISTORY	18	32	24	12	3	89
WORLD HISTORY	15	57	62	27	13	174
Grand Total	166	288	415	316	187	1372

SAT Scores Recap

Year	Critical Reasoning	Math	Writing
2014	34%	13%	21%
2015	55%	29%	26%
2016	61%	36%	25%

The previous chart shows the average score of VNHS students for the past three years. Fifty-seven percent of VNHS are over 1500 compared to 24% of LAUSD.

ACT scores have steadily climbed at VNHS every year for the last five years (data currently unavailable).

COLLEGE ACCEPTANCE LIST

Every year VNHS students are accepted into the most prestigious universities in the country. Over the past five years students have been admitted to Harvard, Yale, Stanford, Dartmouth, Amherst, University of Pennsylvania, Duke, Williams, and many other prestigious private colleges. Many students are accepted every year to the most selective UC schools – UCLA and Berkeley, as well as all of the other UCs.

Most Common Institutions of Enrollment in the Fall Immediately following
High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
Los Angeles Valley College	1	CA	2-year	Public	662
Los Angeles Pierce College	2	CA	2-year	Public	508
California State University - Northridge	3	CA	4-year	Public	390
Santa Monica College	4	CA	2-year	Public	155
Los Angeles Mission College	5	CA	2-year	Public	95
University of California - Berkeley	6	CA	4-year	Public	80
University of California - San Diego	7	CA	4-year	Public	76
University of California - Riverside	8	CA	4-year	Public	74
University of California - Los Angeles	9	CA	4-year	Public	67
University of California - Irvine	10	CA	4-year	Public	57
Mount Saint Mary's University	11	CA	4-year	Private	51
University of California - Santa Barbara	12	CA	4-year	Public	50
College of the Canyons	13	CA	2-year	Public	46
University of California - Santa Cruz	14	CA	4-year	Public	35
Glendale Community College	15	CA	2-year	Public	34
California State University - Los Angeles	16	CA	4-year	Public	26
Moorpark College	17	CA	2-year	Public	24
University of California - Davis	18	CA	4-year	Public	24
Los Angeles City College	19	CA	2-year	Public	17
Devry University - Sherman Oaks	20	CA	4-year	Private	15
University of Southern California	21	CA	4-year	Private	15
California Polytechnic State University	22	CA	4-year	Public	14
Pasadena City College	23	CA	2-year	Public	13
University of California - Merced	24	CA	4-year	Public	12
San Francisco State University	25	CA	4-year	Public	11

(Source: National Student Clearinghouse 8/30/2016)

PROFICIENCY ON ASSESSMENTS

SBAC ELA – ANALYSIS of 2016 results

SBAC is the new Common Core testing that has replaced the CST and CAHSEE testing of API. It is an assessment of all 11th grade students at VNHS in ELA and Math.

SBAC ELA 2016 ALL School	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School : VAN NUYS SH	34%	13%	21%	43%	23%	66%	460
Network : 157	55%	29%	26%	30%	15%	45%	8,716
LD : LD – NORTHEAST	62%	36%	26%	25%	13%	38%	40,946
District	61%	36%	25%	25%	14%	39%	267,077

Van Nuys High School had 66% of its students meet or exceed the ELA standards. This performance is significantly higher than LDNE and all of LAUSD. VNHS scores in 'Standards Met or Exceeded' increased by 8%, the magnets saw double digits improvements

ELA 2016 BY LOCATION: RESIDENTIAL/MAGNET

Out of 460 11th grade students that took the SBAC 66% met or exceeded standards.

School/Magnet	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
VAN NUYS SH	59%	27%	32%	36%	5%	41%	192
VAN NUYS SH M/S/T MG	16%	2%	14%	43%	41%	84%	132
VAN NUYS SH MED MG	12%		12%	45%	43%	88%	58
VAN NUYS SH PA MG	23%	9%	14%	57%	19%	77%	78
Overall	**34%**	**13%**	**21%**	**43%**	**23%**	**66%**	**460**

The above chart shows a significant gap between the residential school and the magnets.

2016 SBAC ELA BY Language Classification

We have diverse levels of English language proficiency at VNHS.

Language Classification	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
ENGLISH ONLY	27%	9%	18%	43%	30%	73%	116
INITIALLY FLUENT ENGLISH PROFICIENCY	23%	9%	13%	51%	27%	77%	99
LIMITED ENGLISH PROFICIENCY	100%	76%	24%			0%	30
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	34%	9%	25%	45%	21%	66%	213
UNKNOWN	50%		50%	50%		50%	2
Overall	**34%**	**13%**	**21%**	**43%**	**23%**	**66%**	**460**

The chart above shows a dramatic achievement gap in ELA within our ELL students. Over 70% of our English Only and Initially Fluent English Proficiency met or exceeded standards in English, and 66% of our Reclassified Fluent English Proficiency met or exceeded ELA standards, while 0% of LEP students met or exceeded the Standards. However, there was an increase of 11% of EL students improving from not met to nearly met.

MATH 2016 BY LOCATION: RESIDENTIAL/MAGNET

There was a decline of the scores in the residential school by 3% between 2015 and 2016. The Math/Science magnet improved by 2%, and the Medical magnet improved by 24% while the PA magnet saw a decline of 1%. Only 10% of the students in the residential school meet or exceed the standards in math, while 29% of PA students meet the standards. Math/Science and Medical have significant higher proficiency rates with 64% and 74% students meeting or exceeding standards respectively.

SBAC MATH – ANALYSIS of 2016 results

SBAC MATH All SCHOOL 2016	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School : VAN NUYS SH	62%	35%	28%	25%	13%	38%	451
Network : 157	69%	42%	26%	16%	15%	31%	8,759
LD : LD - NORTHEAST	72%	43%	29%	17%	10%	28%	41,324
District	71%	43%	28%	17%	11%	29%	268,718

School-wide the math results are exceeding LDNE and LAUSD. Math will be a focus for 2017-2018 school year. The SSC has voted to allocate more funds to help increase "proficiency for all" (SQI). There needs to be a change in the mindset of teachers and students to facilitate improvement in the areas of concepts and procedures, problem solving, and communicating reasoning.

MATH BY LOCATION

Out of 451 eleventh grade students that took the SBAC 38% met or exceeded standards outscoring the LAUSD (24%) and the LDNE (25%).

School/Magnet	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
VAN NUYS SH	90%	67%	23%	10%		10%	186
VAN NUYS SH M/S/T MG	36%	10%	26%	37%	27%	64%	132
VAN NUYS SH MED MG	26%	7%	19%	47%	28%	74%	58
VAN NUYS SH PA MG	71%	23%	48%	23%	5%	29%	75
Overall	62%	35%	28%	25%	13%	38%	451

The chart above shows a dramatic achievement gap within the school. Only 10% of Residential students met/exceeded the standards, whereas Math/Science (64%) and Medical magnets students (74%) scored far higher; PA magnet students (30%) were in between. Math is a critical area of need.

MATH 2016 BY SPECIAL EDUCATION

Special Ed	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
NO	59%	29%	29%	27%	14%	41%	406
YES	98%	88%	10%	2%		2%	45
Overall	62%	35%	28%	25%	13%	38%	451

The data show that the special education sub group has a significant math need with only 2% meeting the standards.

ENGLISH LANGUAGE LEARNERS RECLASSIFICATION

The total number of English Learners at Van Nuys High School is 398, 15% of the total population of students. Out of the total number of English Learners, 134 students, or 34%, are LTELs (Long Term English Learners – students who have been classified as English Learners for five years or more) and 17 are PLTELs (Potential Long Term English Learners – students who will become LTELs next school year if they do not reclassify as

fluent this semester). Out of the total number of English Learners, 85 students, or 21%, are simultaneously Students with Disabilities. Out of the total number of LTELs, 81 students, or 60%, are simultaneously Students with Disabilities. Conversely, out of the total number of Students with Disabilities at Van Nuys High School (265), 85 students, or 32%, are simultaneously classified as English Learners. Out of the total number of English Learners, 182 students, or 46%, are in our Newcomer Program (students who are in ELD 1 and ELD 2, formerly termed ESL 1 and ESL 2). The percentage of Newcomers of our total population of English Learners is more than double what it was four years ago, when the bulk of our English Learners were LTELs.

ELL RFEP: English Language Reclassification

Every LEP student takes the CELDT test and those that pass become "RFEP" or reclassified Fluent English proficient.

School Year	# EL	# RFEP	% RFEP
2013-2014	495	46	10.0%
2014-2015	414	88	21.3%
2015-2016	371	56	15.1%

The chart above shows our strong reclassification rate over the past three years. Each year over 10% have reclassified and over 21% reclassified in 2014-15.

ATTENDENCE

During the 2014-2015 school year, a new student information system, MiSIS, was implemented in LAUSD. This new program developed many glitches including the scheduling of student programs, transcript concerns, as well as, keeping accurate attendance records. Comparing the attendance from the 2013-14 school year to the 2014-15 school year is problematic due to the new system. Attendance rates increased from 2014-15 to 2015-16. Our interventions are proving effective. The Pupil Services Attendance Councilor is now full-time; deans and campus aides monitor and encourage students to attend class. Awards have been put in place such as perfect attendance awards for both students and faculty.

Attendance 2014-2015

School Location Name	< 87%	87 - 91%	92 - 95%	96 - 99%	100%	Total
VAN NUYS SH	16.3%	8.1%	12.1%	50.0%	13.5%	**100%**
VAN NUYS SH M/S/T MG	0.6%	1.5%	8.2%	62.7%	27.0%	**100%**
VAN NUYS SH MED MG	1.5%	1.9%	5.7%	63.6%	27.3%	**100%**
VAN NUYS SH PA MG	3.6%	5.1%	10.7%	62.0%	18.5%	**100%**
Grand Total	**9.5%**	**5.6%**	**10.4%**	**55.9%**	**18.6%**	**100%**

Attendance 2015-2016

School Location Name	< 87%	87 - 91%	92 - 95%	96 - 99%	100%	Total
VAN NUYS SH	12.1%	8.8%	17.4%	49.3%	12.4%	**100%**
VAN NUYS SH M/S/T MG	3.2%	3.1%	8.6%	57.3%	27.8%	**100%**
VAN NUYS SH MED MG	1.5%	1.8%	10.6%	61.5%	24.5%	**100%**
VAN NUYS SH PA MG	3.7%	4.2%	11.3%	60.8%	20.1%	**100%**
Grand Total	**7.7%**	**6.1%**	**13.7%**	**54.1%**	**18.3%**	**100%**

PARENT COMMUNITY STUDENT ENGAGEMENT

Van Nuys High School is outperforming the LAUSD and LDNE in percentage of students who feel they are part of the school. Also, VNHS outperformed the LAUSD in parent/caregiver participation on the School Experience survey. The VNHS Parent Center is an active part of our school. Parents attend English, computer, parenting and support classes organized by our parents. VNHS has a full-time parent representative and the center is open every day. In addition, parents are participants in many of our school committees, providing their support and suggestions to enhance our programs. Furthermore, VNHS has three parent groups: LCAP, Parent Resource meetings, and Magnet Parent Association meetings.

SCHOOL CLIMATE AND SAFETY

Van Nuys High School has implemented a school-wide positive behavior support policy and initiative. It has invested in clarifying and streamlining referrals and communications between counselors, deans, administrators, teachers, students and parents. VNHS is in its' eighth year of implementing Council, a program that addresses the social and emotional needs of students in a group setting. Three years ago, VNHS became a Restorative Justice school and employs an active full-time RJ Counselor (teacher advisor). As an RJ school there has been an emphasis on empathy, conflict resolution, and dialogue. There has been Professional Develop that focused on restorative justice, diffusing conflict in the classroom and empathy training. We have instituted "RJ Circles" where students with common problems such as bullying, substance abuse, truancy, are able to meet in a group and safely share their concerns and needs to solve problems. The RJ program at VNHS is noticeably expanding and developing and recently received a perfect score on an audit. The culture of VNHS has benefited from the RJ program and follows our philosophy that the social and emotional needs come first and that when the students feel safe they are positioned to learn and grow. Van Nuys High School believes that socio-emotional education and an environment that is responsive to socio-emotional needs of the students is the foundation that is necessary for student success.

Suspensions
The number of suspensions is down from ten in 2015-2016 to one district mandated five-day suspension last year. Students are in class and behaving better while they are there. VNHS has a School-wide Positive Behavior Plan and a new vision of discipline which utilizes restorative justice, and conflict resolution. Referrals, suspensions, wandering students are all down.

Suspension rate - 3-year comparison

Grade	Number of Suspension Events		Total Number of Suspension Days		
	2015-2016	Year-to-Date, 2016-2017	2014-2015	2015-2016	Year-to-Date, 2016-2017
NINTH GRADE	6		3	11	
TENTH GRADE	2	1	7	2	5
TWELFTH GRADE	2		3	10	
Overall	10	1	13	23	5

Grade	Change in Number of Suspension Events Over Two Full Years	Change in Number of Suspension Days Over Two Full Years
NINTH GRADE	100.0%	266.7%
TENTH GRADE	-60.0%	-71.4%
TWELFTH GRADE	0.0%	233.3%
Overall	0.0%	76.9%

The above charts show the drop in total suspensions.

SURVEY

In the spring of 2016, the School Experience Survey was given to gain a better understanding of the opinions, attitudes, and concerns of staff, parents, and students. All surveys were administered electronically. Surveys asked students, teachers, and parents to agree or disagree on a variety of statements about VNHS academics, communication, technology, support, and school spirit. Full survey results are included in the appendix.

The survey results of 997 parents, who voluntarily completed the survey in English or in Spanish, indicated that parents feel welcome and feel their children are safe and are receiving a high-quality education at VNHS. Ninety-five percent of parents reported that their children receive a high-quality education, and 93% of parents feel welcome to participate at our school. VNHS regularly informs parents of what is happening at the school. We use Blackboard Connect, monthly and quarterly mailings, school website, LCAP meetings, teacher/parent emails, parent conferences, and half the teachers are on Ed-line. However, an area of concern is the communication between the teachers and parents regarding student progress. We are working on this area and next year 100% of the teachers will be on Schoology, a new form of Ed-line that will allow enhanced

communication between parents and teachers.

The electronic results of the student surveys were problematic and only 47 student surveys were scanned due to district error. Due to this low sample, we have looked to enrollment, graduation rates, and attendance rates as a gage of student attitudes. All of these rates are up and indicating students who enjoy being here and are successfully matriculating toward graduation.

Ninety teachers participated in completing the survey, while 89% of teachers say VNHS is a supportive and inviting place to work, and 96% of teachers reported that they enjoy working here. In total, 997 parents completed the survey, 93% indicated that they feel welcome to participate at this school, 93% stated that their school provides them with opportunities to help them support their child's learning, and 91% specified they feel their child is safe on school grounds.

CHAPTER 2

After our last full self-study in 2010-2011 the committee gave us five critical areas to improve:

1.   Bridge the achievement gap

2.   Strengthen student achievement

3.   Improve campus climate

4.   Improve school cohesion and inclusion

5.   Increase participation in challenging activities.

Our 2013-14 mid-year review validated our belief that we had made progress with campus climate and school cohesion. The 2013-14 review recommended that we:

1. Continue to implement, monitor and modify the 9th Grade
    Academy, ensuring follow-up in later grades

2   Implement a system for structured ongoing professional
    development that will allow teachers and staff to regularly
    collaborate to improve student achievement

3   Design and implement systems to increase achievement and
    involvement of all populations, especially special education
    and English language learners.

Van Nuys High School has been working diligently towards the achievement of the goals that were laid out in our Action Plan. Both the Administration and the Instructional Cabinet have been responsible for the collaborative progress made towards the achievement of the goal in the school's Action Plan. The Instructional Cabinet consisted of all the Administrators, Department Chairs, and Coordinators.

Since our last full self-study in 2010-11 we have made significant progress in two critical areas of improvement: an improved campus climate and a more cohesive and inclusive school. In the past there was a pronounced division between the residential program and the magnet programs. We have worked very hard to be inclusive with our residential students. We started the Crimson club which rewards academic achievement and promotes VNHS identity and also started the 9th Grade Academy, which unites all 9th grade residential students placing them in cohorts with the same teachers, who all oversee the same group of students. VNHS is a positive and active campus with all types of students and teachers involved in numerous activities. The school has come together with an improved sense of school spirit, and has more of a feel of one cohesive school. Both faculty and students are more unified and less divided as we continue to build on an improved and more unified campus climate.

Mid-year Review area 1: Continue to implement, monitor and modify 9th Grade Academy, ensuring follow-up in later grades.

From 2011-2013 the critical areas of "Bridging the achievement gap," "Strengthening student achievement"

and "Increasing participation in challenging activities" were our main foci. In 2013, we continued to see these three areas as critical and in need of improvement, but we adjusted our focus toward incoming 9th grade and EL students. In 2013 only 24% of ninth graders were graduating. We wanted to concentrate on 9th grade success and focus on them matriculating into the tenth grade and then on to graduation. There was a district push to enhance the success of EL students, which we fully embraced. We have a very active Title III coach and have seen success in this area. The Mid-year review 2013-14 recommended that we continue to implement, monitor and modify the 9th Grade Academy. We put tremendous energy into the 9th Grade Academy and the mid-year review's recommendation that we design and implement systems to increase achievement and involvement for English language learners.

A successful manifestation of our change in focus is found in our 9th Grade Academy, which began targeting incoming 9th grade students in 2013. Each year since it began with 100 students in 2013 we have built upon the previous year's success by perpetuating and expanding participation. We have used the academy as a foundation for school-wide success in the Residential program by providing built-in supports, as well as, unifying expectations and instruction.

We made 9th graders one of our main foci, as part of our overall strategy of addressing our achievement gap. Until this point, our intervention efforts had focused primarily on 10th and 12th graders pass rates on the CAHSEE and CST scores. We focused on helping raise the pass rates for these students in order to keep them on track for graduation. However, after analyzing our data we realized that intervention was not enough, and we needed to focus on our 9th graders.

The 9th Grade Academy began in the spring of 2012 when SSC authorized a group of teachers to design solutions to help our low achieving 9th graders. Freshmen from the neighborhood were having difficulty transitioning to high school and adjusting to the academic, as well as, the behavioral expectations. Failure rates, drop-out rates, discipline and attendance issues were high. The group recommended that freshmen be placed in cohorts and share core teachers and classes. It was also recommended that we develop an intentional way to teach skills and habits and dispositions necessary for success in high school and provide support with foundational math and ELA skills. The initiative had added urgency as LAUSD was implementing more rigorous A-G courses and demand that students must achieve a C or better. (This requirement has been relaxed since.)

In 2013-2014, 100 students were assigned to the original 9th Grade Academy with a team of four teachers. The teachers met frequently to discuss issues of individual students, as well as, broad trends and issues. This first cohort is now the class of 2017. They have received extra support from project STEPS, part of a Federal grant, and have participated in college planning workshops and other activities to increase college awareness. The concept of the Crimson Club was introduced by Ms. Gardea to be an honor society for the residential school membership based on semester GPA (rather than the cumulative GPA). Students can be members at the Bronze, Silver, or Gold level according to their GPA. Students receive customized T-shirts, certificates, and medals in a public ceremony, which they and their families attend. To help students succeed and qualify for the Crimson club, special intervention classes were held after school. We also started the Wolf bucks initiative to reward positive behaviors.

The following year (2014-2015) the program grew to include all residential freshmen. Events such as Freshmen Fun Day, Holiday and spring parties, Crimson club BBQ increased the students' sense of belonging. Council circles helped build community and the Crimson club was expanded to two grade levels. Promotion rates increased despite the 2014 requirement to achieve a "C" or better.

Each year we reflect, analyze and adjust the program. Each year we modify and work to improve the Crimson club, Freshmen Fun Day, Holiday parties, Orientations, Assemblies, and Crimson Club Awards Ceremonies. We have increased student support and resources from Project Steps and AVID, to a 7th period in the day. We have also created a special COST team and process for our 9th grade group. Through Title I, we have offered tutoring specifically for freshmen in addition to other tutoring that the school provides. Students with three or more Fails are summoned to assemblies and provided with intensive after school intervention. A 7th period is provided to students in the 9th Grade Academy who need assistance. We also created a special 9th Grade Academy counselor to ensure that freshmen would get more immediate attention.

Realizing that we have many students that are Basic and Proficient, but who are not performing to their full potential, we are beginning to utilize the structure of Council (a communication and community building tool) to work with these students to create more buy-in to school culture and create appropriate academic habits. This will continue to address the socio-emotional aspect of the transition from a middle school to a high school setting. Many classes have taken advantage of Restorative Justice Circles (discussion groups) and an effort has been made school-wide to diffuse conflict and use empathy in interpersonal relationships

Our efforts in the 9th Grade Academy have had successful results. Orientation Night is now standing room only, and we have increased the number of 9th grade social activities. Many of our discipline issues have been mitigated as we see better attendance; fewer discipline cases, and fewer kids wandering the hallways. Our Positive Behavior supports, "Wolf Bucks" and "Caught Being Restorative," are working. We now have a psychiatric social worker and increased referral resources for students with counseling needs. The deans, counselors, and teachers are working better together to manage discipline issues and work with students facing social emotional challenges.

Mid-year review area 2: Implement a system for structured, ongoing professional development that will allow teachers and staff to regularly collaborate to improve student achievement:

We have created an effective system to disseminate Professional Development. The Administration collaborates and models meaningful PD strategies with the ILT. From the ILT, the Department Heads take what they have co-created and model it for their departments; the teachers can then experiment and implement these ideas. The PD is determined by district initiatives and aligned with the Single Plan and WASC. The collaboration of the ILT and the Administration has created an effective and efficient dissemination of the information.

Mid-year review area 3: Design and implement systems to increase achievement and involvement of all populations, especially Special Education and English Language Learners.

During the three years since our mid-year WASC visit, VNHS has rolled out phases of a plan to ensure that all our English Learners, both our ESL Students and our Long Term English Learners (henceforth LTEL), continued to progress academically. We will discuss those two groups separately.

ESL

To increase achievement of ELL students we used a multitude of resources to accelerate their development in both conversational and academic English. In addition to the district mandated High Point program, we used Empower 3000, an interactive program that helps build English language skills in the reading and writing domains. Our dedicated Bilingual Computer Lab facilitated the extensive use of Empower 3000. Another resource, in the Bilingual Lab, is the Achieve 3000 Spanish Translation program, which enables our ELL students with a background in Spanish to translate grade level text written in English into a comparably complex level of Spanish, allowing students greater access to the curriculum.

Additionally, ELL students were mainstreamed into core and elective classes in which they were partnered with peer tutors (for instance the structured peer translator program in JROTC). Also, Bilingual Spanish ESL Math, Algebra 1, World History, and Biology classes were incorporated into the Matrix for ESL 1 & 2 Students. Bilingual Teaching Assistants both manned the Bilingual Computer Lab and were strategically deployed to support students who had been mainstreamed into core classes. Beyond the school day, both the Bilingual and Impact programs provided additional language support for ESL students, and the Bilingual Computer Lab was open after school to provide tutoring and support for all subjects.

ELL students were able to catch up on some of the high school graduation requirements through our Locally Designed Summer School program that was funded through Title I and Bilingual. Our active Parent Center, in partnership with our Bilingual Office, promoted parent and community connections for our ELL population, to ensure that all families were fully aware of the opportunities that were available to their children on our campus. Our Bilingual Office made extensive use of the Connect Ed system to communicate with non-English speaking parents, in addition to traditional communications through flyers and other correspondence. Our Parent Center collaborates with our Bilingual Department to network with parents regarding requirements and opportunities available to their children.

In 2013-14 VNHS saw the implementation of the new LAUSD English Learner Master Plan, a voluntary agreement between LAUSD and the Office of Civil Rights that brought changes, and challenges. Students in ELD 2, 3, and 4 were simultaneously mainstreamed into Sheltered ELA classes along with LTEL students in order to accelerate their English Language Development while simultaneously offering them the opportunity to meet their high school graduation course requirements more quickly. Students were expected to progress at a much more accelerated pace than before. Teachers had to implement far more intricate scaffolds into their lessons. To assist our teachers the district assigned a Title III Access to Core Instructional Coach to our school.

To improve student outcomes, teachers who were teaching English 9 and 10 to students in ELD 3 and 4, were blocked with these students into English 9 and 10 courses taught by one of our ELD teachers. These teachers were more familiar with the degree of scaffolding needed to access that curriculum. Teachers also benefited from an ongoing coaching relationship with our Title III Access Core Instructional Coach and participated in Lesson Studies with other teachers

We used the SRI (Scholastic Reading Inventory), a test which ascertains reading levels with a Lexile score, Achieve 3000 to supplement to the Highpoint Curriculum, and accelerate Academic Language Development in the reading domain.

LTEL Students

LTEL students are "Long Term English Learners," or LEP students who have been unable to reclassify for many years, in spite of intensive interventions. Our LTELs have been attempting to pass the CELDT test for many years, some since kindergarten. Data revealed that the vast majority of LTEL students have IEPs and frequently have special needs that are impairing their ability to reclassify. In 2013-14, 69% of LTELs were students with disabilities.

For our LTEL students we focused on intervention and pedagogy primarily. We offered CAHSEE preparation classes on Saturdays and after school. In terms of credit recovery, many of our LTELs, struggled with the academic vocabulary necessary and ended up not succeeding in classes that they require for graduation. We used Our Locally Designed Summer School funded through Title I and Bilingual to provide additional opportunities to succeed for the LTEL.

We attempted to cluster our LTEL students into Sheltered English classes in order to make it easier to provide targeted Specifically Designed Academic Instruction in English (SDAIE). Teachers were further trained in SDAIE pedagogy/strategies/lesson design via the district mandated SDAIE Review PDs, and additional training was provided for the entire staff. We used computer based Vantage Writing program, to provide support and feedback on student writing. In other core disciplines, SDAIE instruction was implemented. There was extensive use of manipulative, flipbooks, and graphing in geometry for our EL students. Tech Arts implemented cross-curricular project-based learning that integrated mathematics across the curriculum, and our Automotive program partnered with Pierce College on a Contextualized Math and English program that included our 11th and 12th grade ELs.

CAHSEE Prep was offered on Saturdays and after school, and made use of Measuring Up and Revolutions. In Mathematics, the Alecks Math and the High Stakes Math programs were utilized heavily. CELDT Practice Tests were also purchased and utilized to speed along the reclassification process for students.

The school ramped up its focus on EL-appropriate pedagogy. We clustered LTELs into sheltered algebra 1 and geometry classes. We offered more EL PD via the English Learner Master Plan Modules. Two buy back days were dedicated to whole staff professional development on SDAIE. One cohort of teachers created a study group focusing on classroom environments conducive to SDAIE. These teachers did mutual classroom visitations, debriefing, following protocols similar to the Lesson Study Cycle using the SIOP observation tool.

We increased student awareness about EL issues. The Bilingual Office and the Administration conducted assemblies for ELs regarding criteria for reclassification. Data talks were also conducted during individual and small group conferences with LTEL students and their parents. This focus on individual student data, motivated many students to take ownership of their data, and thus, take ownership of the course of their academic career at Van Nuys High School.

For LTEL students, the Master Plan presented changes and challenges. In order to reclassify as Fluent, ELs needed to simultaneously pass the CELDT, their ELA class, and score a Basic on CST or pass the ELA portion of the CAHSEE. To help students reclassify, two new courses for LTELs were made mandatory in addition to their ELA class. Language and literacy, advanced ELD, and an advanced ELD for LTELs with IEPs were created.

Our Title III Coach worked with language and literacy with advanced ELD / ELA teachers who teach sheltered English, to assist with SDAIE strategies. The Title III coach did demonstration lessons and the Cognitive Coaching Cycle, which involved planning conversations, observations, and reflective conversations about lesson plans and teaching strategies.

VNHS also deployed a LAT team that met regularly. They analyzed EL data trends, and worked to ensure that our interventions were effective. They met regularly about individual students, giving every student support and intervention tailored to their unique circumstance. They focused on student awareness, CELDT Awareness assemblies and Reclassification Criteria assemblies. These assemblies built upon data talks. CELDT Awareness information was delivered to the staff, who dug deeply into their student's data. LAT then initiated the PAWS campaign, focusing intensively on motivating students who just needed to meet one more requirement for reclassification.

Our efforts resulted in a huge wave of reclassifications in 2013-14. Data analysis revealed that 69% of the school's remaining LTELs were simultaneously students with disabilities. For LTELs with disabilities whose reading skills were getting in the way of reclassification, we created a strategic lit section to help address these

needs. We also made extensive use of Achieve 3000 as a supplement to the LTEL curriculum during the school day, after school, and Saturday. We expanded Lesson Study participants to include LTEL course teachers, sheltered ELA, sheltered history teachers, SDC English language arts, and SDC history teachers. We developed the skills of the core content teachers in special education, which was where the bulk of our LTELs were are according to the data. This process increased collaboration between regular and special education. In spite of our efforts, after the huge reclassification gains of 2013-14, we did have a dip in our reclassification rates the following year.

EL Reclassification

School Year	# EL	# RFEP	% RFEP
2013-2014	495	46	10.0%
2014-2015	414	88	21.3%
2015-2016	371	56	15.1%

In 2015-16 for we placed intensive efforts to address the needs of our English Learners with Disabilities for the upcoming 2016-17 school year. While all of the services that we offered to our LTELs, we accepted the reality that over 50% of the students in advanced ELD were simultaneously students with disabilities, and over 80% of the students in language and literacy were students with disabilities. Our efforts with LTEL interventions dovetailed very nicely with our school's participation in a community of practice with other secondary schools in the area.

At VNHS because of the achievement gap between our Special Education subgroup and our Asian student subgroup, we became a focus school, which necessitated our participation in a community of practice, which focused on "Academic conversations" (specifically as per the work of Stanford's J. Zwiers). Since Multilingual and Multicultural Education Department (MMED) had launched a similar focus district wide, and launched lessons at the beginning of the school year to train all our LTELs, including our LTELs with disabilities, in the Constructive Conversation Skills strategy as a method for engaging in "Academic conversations" with one another in the classroom, we decided to have our Title III Coach run multiple Saturday workshops on constructive conversations for all of our special education community of practice faculty. Teachers in SDC core content courses were able to help their non-English Learner students with disabilities learn how to have these types of conversations with one another about academic texts and topics.

For our special education students we have implemented "Academic conversation" strategies school-wide. Of our special ed teachers, 100% participated in a "Community of practice: on "Academic conversations." They read the book "Academic conversations" by J. Zweirs, learned and implemented strategies in their classes. It was so successful the special ed teachers are now modeling these strategies for all of the teachers in department meetings.

In addition to our focus on the areas of need recommended by WASC, our school is moving forward within the guidelines of the School Quality Index (SQI). We are pleased that in all five areas of the SQI, VNHS is making steady positive progress, and out-performing LAUSD in every category except Staff attendance:

"100% GRADUATION RATE": Each year our retention and graduation rate has increased.

"PROFICIENCY FOR ALL": Our SBAC scores are improving in English; math is an area of need.

"100% ATTENDANCE": Our student attendance is increasing, and is higher than LAUSD.

"PARENT, COMMUNITY, AND STUDENT ENGAGEMENT": Our students and parents seem to be pleased with the positive school experience we are providing. We are outscoring LAUSD and LDNE in many areas on the survey.

"SCHOOL SAFETY" We the faculty, students, parents seem are pleased with the state of discipline and the positive learning environment on campus. Our suspensions are down and there has been only one fight this year. On the rubric of implementation of our positive behavior support plan VNHS received a perfect score of 34 out of 34 on our audit.

CHAPTER 3

Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

Implications of Past and Current Data

An analysis of student data achievement at VNHS shows an overall increase in English and math with the baseline data drawn from the last self-study. VNHS provides a rigorous academic program for its students, as well as, support when needed.

VNHS continues to have a strong AP program that leads the Local District, and is amongst the top three in the city in Advanced Placement (AP) exam pass rate. We continue to expand the program to increase equity and access and include more students into this challenging curriculum. We support the District's initiative to expose more students to this rigorous curriculum. This commitment to equity means that more students are participating in the Advanced Placement classes. AP classes are available to all VNHS students. In spite of a slightly declining enrollment more students are taking AP exams each year. The total number of exams went from 1330 in 2014 to 1372 in 2015, and the pass rate stayed far above the district average and only dropped from 72% in 2014 to 67% in 2015 (individual students are taking more APs and we are expanding our residential outreach).

The Smarter Balanced Assessment Consortium (SBAC) tests given in the spring of 2015 produced scores for the Los Angeles Unified School District and individual schools as well. Although these scores are not being used as a comparative measuring tool yet, it is a method in which VNHS is able to use the data to move the school forward. When compared with the ELA Literacy scores of the eleventh grade VNHS, LAUSD, and LDNE, VNHS scores were substantially higher:

- 66% of VNHS meet or exceed the ELA standard, 38% for LCNE

- Comparing the math scores of the eleventh grade VNHS, LAUSD, and LDNE students, VNHS scores were higher overall

- 38% OF VNHS met/exceeded standards, LAUSD 29%, LDNE 28%

Additional, analysis of school-wide data indicate the following:

- AP pass rate for VNHS 67%, AP pass rate for LAUSD, 38%

- 2015 graduation rate for VNHS 86.3%, LAUSD 70%

Percentage of EL students who did not reclassify in five years:

- 64% LAUSD did NOT reclassify, only 35% of VNHS did not reclassify

- 66% of reclassified fluent English students met/exceeded ELA standards

- 0 % LEP students met/exceeded ELA standards

Parent/ Caregiver participation on School Experience Survey (2015-16):

- 38% of LAUSD participated, 44% of VNHS parents participated

Math standards at VNHS:

- 64% of Math/Science magnet students met/exceeded math standards

- 74% Medical magnet students met/exceeded math standards

- 30% PA students met/exceeded math standards

- 10% residential students met/exceeded math standards,

Graduation rates:

- 85.7% of students at VNHS graduate in 4 years (*CDE Dataquest)*

- Five-year comparisons of the CDE data indicate that the school's graduation rate increased 3.1% pts.

- Five-year comparisons of the CDE data indicate that the school's dropout rate decreased 1.4% pts.

- Eight-six percent of students graduate in four years compared to the LAUSD average of 74% (*SRC 2014-15)*

- Seventy three percent of students were A-G on track with a 'D' or better compared to 63% of secondary students district-wide and 58% of secondary students in LDNE. *(MyData)*

- Sixty two point four percent of students are on track to graduate and meet the CSU requirements of a 'C' or better in A-G courses compared to 49.1% of all LDNE students. Per the *2014-15 SRC*, 50% of students were on track to pass all A-G courses with a 'C' or better in 2014-15 compared to the LAUSD average of 46%.

Areas of Critical Learner Needs

MATH

- In 2014-15, 0% of EL students met or exceeded SBAC math standards.

- In 2015-16, 0% of EL students met or exceeded SBAC math standards.

- In 2014-15, 20% of EL students nearly met or exceeded SBAC math standards.

- In 2015-16, 7% of EL students nearly met or exceeded SBAC math standards.

- In 2015-16, 48% of English only students met or exceeded SBAC math standards.

- In 2015-16, 38% of VNHS met or exceeded the SBAC math standards, while LAUSD was 29% and LDNE was 28%.

- In 2015-16, 10% of residential students met or exceeded the SBAC math standards.

- In 2015-16, 74% of Medical magnet students met or exceeded the SBAC math standards.

- In 2015-16, 64% of Math/Science magnet students met or exceeded the SBAC math standards.

- In 2015-16, 29% of Performing Arts magnet students met or exceeded the SBAC math standards.

However, in English language arts it was a different story.

- In 2015-16, 41% of residential students met or exceeded the SBAC English language arts standard.

- In 2015-16, 88% of the Medical magnet students met or exceeded the SBAC English language arts standard.

- In 2015-16, 84% of the Math/Science magnet students met or exceeded the SBAC English language arts standard.

- In 2015-16, 77% of the Performing Arts magnet students met or exceeded the SBAC English language arts standard.

- In 2015-16, 66% of VNHS students met or exceeded SBAC English language arts standards, while LDNE was 38% and LAUSD was 39%.

VNHS out scores LDNE and LAUSD in both math and English language arts.

ELL STUDENTS

We also focused on the mid-year review's recommendation that we design and implement systems to increase achievement and involvement for English Language Learners. The data show very positive improvements such as in reclassification rates of ELs (double digit reclassification rates in the last three years). In 2012, we used a three-pronged approach to moving our LTELs forward, involving intervention, pedagogy, and student awareness, which resulted in data gains over the past four school years. In 2012-13 we experienced a 131-point gain on the API for our English Learner Population – the highest API point gain for this subgroup of any LAUSD High School in Educational Service Center (ESC) North.

Our students who took the CELDT showed strong improvement during the 2013-2014 school year. One hundred and twelve students reclassified, resulting in a 21.5% reclassification rate – the highest in ESC North. Moreover, 42.3% of all 11th and 12th grade ELs who took the CAHSEE in November passed. Also, despite the fact that AYP was about to be phased out, after 6 years of Program Improvement status because our English Learners did not meet AYP goals, our English Learners not only met all their AYP targets, but also were the only significant subgroup that did.

After the previous school year's huge wave of reclassifications, data analysis at the beginning of the school year revealed that 69% of the school's remaining LTELs were simultaneously Students with Disabilities, whose specific learning differences were getting in the way of their ability to meet reclassification criteria. During this school year, our reclassification rate fell to 15%. Also, our baseline CAASPP Scores were released, indicating that 86% of our 11th grade English Learners fell into the Standard Not Met band for ELA.

So for 2015-2016, in order to respond to the reality that over 50% of the students in Advanced ELD were simultaneously Students with Disabilities, and over 80% of the students in Language and Literacy were Students with Disabilities. We realized as a school site that in order to continue to accelerate the Academic Language Development of these students, we needed to tap into the potential for this development not just in a Designated ELD setting (the LTEL classes) for these students, but also in Integrated ELD settings across the curriculum in Special Day Core Content classes, which all contain sheltered clusters.

As part of our Community of Practice with other secondary schools in the area, we trained our Special Day Core Content teachers in the use of the Constructive Conversation Skills strategy as a method for engaging students in "Academic Conversations" about text across the curriculum. This resulted in a) an 11% movement of English Learners up and out of the Standard Not Met band of the ELA SBAC and b) qualitative data from multiple walkthroughs showing almost universal implementation of this particular pedagogical strategy in Special Day Sheltered content courses across the curriculum. However, despite this gain, our reclassification rate dipped yet again, falling to 13%.

Currently, of the 385 English Learners enrolled at Van Nuys High School, 245 are still in ELD 1, 2, 3, and 4. Of our 140 LTELs, in order to continue to make gains this school year, our ELD teachers engaged in collaborative data analysis very early, prior to CELDT administration. We intend to continue to analyze the data in order to adjust our interventions for these students throughout the year. Also, building upon the successes of our Special Day program, we are rolling out Academic Conversations more comprehensively school-wide.

IMPORTANT QUESTIONS RAISED BY THE ANALYSIS OF DATA

How do we get students to take advantage to all the programs VNHS is offering?

How do we enhance critical thinking skills to improve performance on the SBAC, AP, and SAT?

How do we initiate change in the mindset of teachers and students towards thinking mathematically, as opposed to a mindset of just solving math problems?

Critical Academic Needs

Critical Academic Need 1:   MATH

Continue to develop and implement effective math strategies across the curriculum

Critical Academic Need 2:   CRITICAL THINKING

Continue to develop and implement common core strategies into our curriculum so that students can critically think about each subject they study at VNHS.

Critical Academic Need 3:   ELD/LTEL RECLASSIFICATION

Critical Academic Need 4:   ACADEMIC CONVERSATIONS

Critical Academic Need 5:   FURTHER INCREASE STUDENT ENGAGEMET IN ACADEMICALLY AND EXTRACURRICULARLY

CHAPTER 4
Self-Study Findings

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by School-wide Learner Outcomes (SJO) and the academic standards.

Indicators with Prompts

Vision – Mission – School-wide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school-wide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
We envision Van Nuys High School as a community with a primary focus on our students social and emotional needs in order to create the ability for each student to focus on academics.	**Restorative Justice**
	Freshman Academy
We encourage and support lifelong learning, equal opportunity and social equality for all of our community. In all we do, we recognize and believe in the importance of transferring the responsibility and leadership for the future to those who will live in the future. VNHS has a clearly defined Mission and Vision which is periodically revised, taking into account the student needs, current educational research and the belief that all students can achieve at a high level.	**Purchase of Guidance counselors,**
	PSA counselor
	A-G Counselors
	Nurse
	Psychologist
	LAUSD Social workers
	LA county Social worker for homeless students
Most important is social emotional needs, where students feel safe, and can then learn.	
Vision Statement	**Academic conversations**
	Positive communication circles
Through promoting effective communication, critical thinking	

and civic responsibility, Van Nuys High School prepares students to become self-directed, civically engaged, lifelong learners ready to further their education and pursue meaningful professional goals and contribute to the community.

Depth of Knowledge Questioning

"Be Responsible, Be respectful, Be Successful"

Mission Statement

Van Nuys High School is committed to creating a secure and safe environment where students are challenged academically to become capable and self-sufficient life-long learners. Students will learn skills to become effective communicators and critical thinkers so that they may become responsible and ethical citizens that contribute to society.

ESLRs

ESLRs "Wolf Pact"

Personal Development
Students will be active citizens acquiring knowledge, interpersonal skills and grow to understand and respect themselves. They will develop respect for others and the environment from both a local and global perspective. Students will develop an understanding of the arts, culture, and human diversity.

Academic Achievement
Students will be proficient or above in all core academic areas – demonstrating growth in language, mathematics, and writing across the curriculum.

Cultural Awareness
Students will be able to express themselves effectively, both orally and in writing. Students will understand the value of collaboration and cooperation by working together in clubs, classes, and groups.

Technology Proficiency
Students are engaged in 21st Century technology an integral part of education, society, and the workplace, which means that the 21st century students are both digital citizens and technologically literate.

Differentiated PD based on Student program

VNHS's ESLRS support the school's mission and add depth to the methodology by which our students and faculty work towards the mission. The school's professional development (PD) needs are determined by the Instructional Leadership Team (ILT) and the yearly professional development calendar is created to support our ESLRs and Single Plan. This creates a PD plan that engages all teachers and in turn is disseminated to all students. Our Vision is closely aligned with the Mission, and ESLRs and our Single Plan.

Educational research has been clear that increasing the relevance and level of real-world experience provided for students increases their access to rigorous coursework. VNHS students are exposed to myriad relevant real-world experiences through the curriculum offered through the general curriculum program.

The Vision and Mission revision process was a collective effort of all the stakeholders, administration, faculty, staff, students, and community representatives. The school Mission, Vision, and ESLRs are displayed around campus and on the school website. The ESLRSs are discussed with students and promoted throughout the campus.

ESLRs in classrooms

The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the Vision, Mission and School-wide Learner Outcomes are effective.

Keyes Van Nuys

National Tooling and Machining of San Fernando Valley

The Automotive and Machine Tool Academies exemplifies the career academy model for preparing high school students to succeed in both college and careers. The Automotive Academy is a small learning community within the larger high school, enrolling students in grades 10-12. Each year students take classes together, including core academic subjects and at least one career-technical course related to the academy's career theme. A team of teachers works with the same group of students over several years, linking instruction across disciplines and over time. Employers provide internships and other opportunities for students to learn outside the classroom, and UCLA provides summer

Local Government Officials: Congressman Tony Cardenas

Assemblyman Adrian Nazarian

City Council Woman Nury Martinez

UCLA, Pierce College, Valley College

internships and admission benefits to our students. Career academies have provided a model for high school reform, and have become an important part of the current Linked Learning initiative in California.

A2.   Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Indicator: Parents, community members, staff and students are engaged in the governance of the school.

Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Findings	Supporting Evidence
The Los Angeles Unified School District Board is an elected body that is representative of the communities across Los Angeles. As the School Board, they are the source of the overall policies governing the school. However, in terms of the daily running of the site, allocation of funds, curricular decisions, and resource utilization the School Site Council (SSC) and School Based Management (SBM) serve as the governing board for the site on a local scale. Stakeholders chose to become SBM and the waiver was accepted by the School board and gives VNHS stakeholders the ability to choose a Principal and oversee specific budgets.	**Monthly SBM and SSC meetings**
The LAUSD school board, as well as, the VNHS School Site Council and the SBM work to support the VNHS Vision, Mission and ESLRs through creating and implementing policies and practices. The LAUSD Board of Education has provided on-site and off-site teacher training for the implementation of Common Core curriculum.	**LAUSD bulletins on boards, councils**
The School Site Council (SSC) is a board of elected	**Ballots**

teachers, students, parents, and classified staff. There are twelve members: four teachers, three students, three parents, the principal and one classified staff member. All are elected yearly by their peers. The SSC meets monthly with a public agenda and meetings open to any members of the VNHS community. The SSC is charged with distribution of the Title I funds and does so for projects aligned to the Single Plan as well as the identified student needs. Currently, the SSC approves the funding for. Counseling positions

- a coordinator position
- three teaching positions
- clerical and support staff
- tutoring programs
- professional development
- Nurse
- Psychologist

Agendas and minutes

Monthly meeting announcements

SSC Minutes

SBM minutes

School Based Management is comprised of nine teachers, two students, parents, and the administration. They are a governing board that makes decisions on bell schedule, budget, and the direction of school site policies. New ideas are raised, discussed, and voted upon.

Ed Code and LAUSD Bulletin

Posted in classrooms and offices

LAUSD uniform complaint procedures come from the district and we make sure these procedures are known by stakeholders through orientation meetings and are posted in offices and Classrooms.

Agendas, sign ins, power points

ELAC is composed of parents who meet monthly and have student in EL 1-4 make recommendations to SSC on use of Title 1 funds, academic programs and interventions.
Local control and accountability plan (LCAP) is a critical part of the new local control funding formula. Each School district must engage parents and other stakeholders to establish these plans. VNHS holds four stakeholder meetings a year,

Mailings on file

Agendas

VNHS communicate with parents via phone calls, blackboard connect, mailings, Ed-line communication, parent conferencing- PHBAO , Back to School Night, Open House, magnet parent association, SSC, SBM, ELAC, LCAP meetings

A3.   Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

A3.1. Indicator Broad-Based and Collaborative

Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Findings	Supporting Evidence
The school planning process is broad-based and collaborative and utilizes the input and expertise of the numerous stakeholder groups in the VNHS community. Department chairs and coordinators, who are elected representative, participate in the Instructional Leadership Team (subcommittee of SSC) , the School Site Council, and School Based Management to plan, fund, and implement site level professional development. The teachers on these leadership groups also meet regularly with their department and grade-level colleagues to share plans and receive feedback. Furthermore, these groups work to align professional development with the indicated needs of students, Common Core State Standards instructional practices, as well as with the District improvement efforts. Students and parents serve on the School Site Council and School Based Management to lend their input and knowledge to the school planning efforts and to monitor the progress of programs and student achievement.	**Agendas** **Sign ins**

A3.2. Indicator: The school's Single Plan for Student Achievement is directly correlated to and driven by the analysis of student achievement data.

Findings	Supporting Evidence
The Single Plan at VNHS is the focus for the planning process and involves Department meetings allowing teachers to conduct meaningful meetings. During meetings, these teams discuss student achievement, student outcomes, learner needs,	**Single plan** **PD agendas**

interventions and monitoring of student progress. During meetings teachers discuss student achievement, student outcomes, best practices, learner needs, and interventions.

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Findings	Supporting Evidence
Students and parents serve on the School Site Council and School Based Management to lend their input and knowledge to the school planning efforts and to monitor the progress of programs and student achievement. ELAC and Magnet Parent Association has meetings and discuss school support, provide administration with feedback, and be informed about the work being done on campus.	**Single Plan** **SBM and SSC agendas and minutes**
Title I funds are used to provide instructional and social emotional support for students through the purchase of additional teachers and counselors to meet the needs of at-risk students. The funds are also used to provide after school and Saturday tutoring. Targeted Student Population (TSP) funds are used to support English learners, low income, and foster youth who attend VNHS.	

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
VNHS staff communicates regularly in person, via email, classroom phones, and through personal cell phones.	
We have weekly admin meetings in order to communicate and coordinate school wide issues and concerns.	
Principal and assistant principals have an open door policy and are readily available for drop-in meetings.	
Departments, School Site Council, and the Instructional Leadership Team meet monthly and disseminate information to all stakeholders. Information is disseminated via email,	**Agendas and minutes**

school website, automated phone calls, and during regularly
scheduled staff meetings. The VNHS website is continually
updated to provide students, parents, and staff with significant
events, dates, programs, and information.

A4.   Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
All teachers' credentials are verified and updated in MISIS by the administration and the school district. VNHS staff continually undergo training to increase their knowledge of their content area as well as current research-based instructional strategies. VNHS uses banked minutes to provide an opportunity for professional development embedded in the school day. These Tuesdays are evenly divided between department meetings, ELL level, Magnet /Residential programs, and school-wide faculty meetings. The professional development committee plans the staff PD sessions. Recently, the staff PD have focused on implementation strategies around meaning making protocols and academic conversations to facilitate instruction of the Common Core Standards. Teachers also attend conferences to improve their practice.	**MISIS reports** **Conference attendance forms**

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Teachers at VNHS are all teaching courses in which they have demonstrated competence and expertise; also in which they are credentialed. The process for assigning staff is a collaborative process with input from teachers, then department chairs, finalized by the Principal. Departments, Magnet and Residential programs, and similar ELL level groups meet frequently to share best practices across the curriculum and to discuss strengths and challenges of	**Teacher preference form** **MISIS report**

students. Teachers are encouraged to continue their education to obtain higher education degrees, AP certification, and National Board Certification.

Teachers are required to complete a yearly survey in which they list their current credentials, certificates and class preferences. Teachers who will be teaching a new class are provided with support from their department

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
VNHS disseminates a chart with Administrator responsibilities. District bulletins and policies are reviewed yearly with faculty. In addition there is an extensive on-line library of Reference Guides, Memorandums and Bulletins that outline the specific policies of the Los Angeles Unified School District posted on the school website as well as the district website that each individual school must follow. Faculty meetings facilitate and clarify teacher responsibilities and duties.	**Administrator responsibilities chart** **School and District websites**

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school-wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
All VNHS staff share responsibility and accountability by voting to use every Tuesday for PD. In the past we used PD to focus on student test scores, data analysis, dissection testing blueprints, and strategies to address student achievement. In 2015-16 we shifted our PD towards Depth of Knowledge, questioning, and student engagement, with a focus on language development across the curriculum. In 2016-17 has seen a targeted approach to PD which include differentiated instruction for teachers which included academic	**Waiver for banked time** **PD plan and calendar** **Agendas and evaluations**

conversations, student engagement, ELD standards, student monitoring by EL levels, meeting the needs of EL students in teacher classrooms, making meaning protocols, student lead instruction and teaching and learning framework.

Agendas
Classroom observations

Community of Practice for Special Ed and select EL teachers. These Instructional teams meet regularly and share responsibility in planning curriculum and projects. Special Ed teachers and Title III coach lead lesson studies and provided opportunities for teachers to observe one another and provide feedback. In this way, best practices were demonstrated and shared.

Agendas and sign ins

On a voluntary basis teachers participated in a "Pedagogy Party" to enhance instructional strategies.

Teachers/ Department leaders have attended instructional cadres and have shared the results of district provided training around Common Core State Standards implementation.

Title 1 budget
Agendas and sign ins

VNHS provides additional teacher professional development opportunities for instruction, collaboration, restorative justice training.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The VNHS administration meets with and observes teachers throughout the school year. VNHS staff is encouraged to attend professional enhancement experiences and are funded to do so as resources allow. LAUSD has a formal evaluation process that is founded in a coaching model and encourages pre- and post-observation meetings between teachers and administration as a way to facilitate the professional relationship and support the teachers' professional growth. Those teachers who have participated in the Teacher Growth and Development Cycle (TGDC) have had the opportunity to demonstrate professional growth over the course of a school year.	**Four year evaluation plan** **TGDC** **Teaching and Learning Framework**

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the school-wide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the school-wide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The School Site Council, and SBM both being comprised of representatives of all stakeholders (staff, faculty, parents, and students), ensure that the resource allocations are directed to student achievement of the School-wide Learner Outcomes. In addition, ELAC provides input and recommendations. After receiving input from various faculty and staff members, the principal makes decisions for the allocation of general funds in support of the School-wide Learner achievement of the School-wide Learner Outcomes. In addition, ELAC provides input and recommendations.	**SSC , SBM , and ELAC minutes and agendas**
LCAP, Single Plan, and WASC are all aligned and focused on student achievement.	

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
All VNHS expenditures require multiple approvals and VNHS are subject to yearly district and, in some cases, state audits. All expenditures are logged, justified, and appropriate receipts and records are kept.	**Minutes** **Records and receipts**
Throughout the year, the LAUSD Accounting Unit meets with VNHS administrators and coordinators to create a comprehensive budget for the year.	

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school-wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The VNHS physical plant is well maintained. District and site facilities managers meet regularly to ensure that the buildings and grounds are as safe and clean. Routines, procedures, and schedules are used to maximize effectiveness. Grounds and classrooms are regularly inspected by the plant manager and reported to the District's facilities manager. VNHS classrooms are equipped with document reader LCD projectors and a teacher computer. Teachers received new laptops in 2015-16.	**Maintenance logs**
There are three chrome-book carts, with four more to arrive shortly. We have four iPad carts, and fourteen computer labs.	**Classroom observation**
The auto-shop and the machine shop provide students with opportunities for hands-on, real life experiences, many new digital technologies are used in these programs. The library is equipped with desktop computers.	

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
VNHS is in compliance with the Williams Act, with all students having access to the appropriate textbook for their courses. The Math Department recently received new textbooks aligned to the Common Core State Standards. Each student is issued a textbook, and teachers are issued teacher editions. VNHS utilizes CTE funding to fund technology used in our auto-shop and wood-shop. TSP provide teachers with technology to support instruction. Teachers are provided with laptops and projectors to incorporate audio-video demonstrations and digital	**Classroom observation** **Destiny**

manipulative in their instruction. Procedures are in place to maintain all technology in working conditions. VNHS employs a full time Information Technology Support, who repairs computers, updates software, and troubleshoots technological problems throughout the school.

Title 1 budget

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
VNHS staff are all highly qualified in the areas they teach. The teachers are all credentialed and have experience in their respective fields. AP teachers have all been trained and are encouraged to continue to attend ongoing professional development. The district and the site provide numerous opportunities for professional development and reflection on the value and implementation of the newly acquired knowledge and experiences. VNHS currently has five National Board Certified Teachers, and the administration is supportive of all teachers trying to attain this level of professional growth. We currently have several teachers working towards their National Board Certification. Many staff members have with masters' and two have doctorate degrees.	**MISIS report** **Self-report**

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school-wide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The district has a clear long-range strategic plan and newly established graduation requirements. These help support the sites' long term planning. The new textbook adoption cycle aligned with the Common Core Standards got us math textbooks last year, English next year. The site SPSA and WASC plan reflect a commitment to continuing the quality of education that VNHS is known for and to continuously improving the	**Updated textbook list** **Purchase orders**

instructional practices, and meeting the needs of all
students.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

In the evaluation of the 2016-17 SPSA and preparation for 2017-18 SPSA the SSC determined that we should continue addressing all six goals. We have seen growth in the ELD and ELA, but will need a greater focus on math achievement school wide.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

All governance councils Collaborate collegially, with a common vision and purpose.

Administration and ILT work well together to ensure that resources are focused on agreed upon areas of strength

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

All governance councils Collaborate collegially, with a common vision and purpose.

And as a result Administration and ILT work well together to ensure that resources are focused on agreed upon areas of growth such Math

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Findings	Supporting Evidence
VNHS teachers strive to stay abreast of current developments in their respective fields and in pedagogy through independent research and attendance at school and district training sessions. New teachers attend BTGDI Beginning teacher growth and Development Induction. Teachers have attended Common Core training at the school and district level. Teachers have attained advanced degrees and National Board Certifications. The ILT organized Common Core professional development that included Academic conversations and SDAIE strategies. Social Studies teachers participated in Reading Like a Historian. The Special Education department collaborated with ELL in "Academic conversations" program which was a research-based program grant that began in special education and was disseminated school wide by department meetings lead by special education teachers who had taken the training.	**Teachers in BTGDI** **Agendas and Sign ins**
Additional methods are employed to keep up-to-date, including reading professional journals. NBC teachers have attended LAUSD best practices meetings.	**IGPs (Individual Graduation Plans) and Master Schedule**
VNHS has implemented the district required a-g requirements for all students. Some teachers have attended AP workshops which are predicated on effective research based methodology. Our PD has focused on evidence based teaching techniques such as Academic conversations and Depth of Knowledge and often research articles are utilized to provide context for the instructional training.	**Classroom observations**
Teachers use effective research-based techniques to teach AP and common core standards such as debates, hands on activities, sentence frames, group work, project/student based learning, peer review, inquiry model learning, circles, Socratic	**Rubric of implementation**

seminars, Making meaning Protocol, and labs.

Restorative Justice is a research-based program that has been implemented. All faculty members participated in empathy training, diffusing disruptive behavior, and growth mindset. Springboard is now used in math.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

Findings	Supporting Evidence
VNHS classes address both CCCS (Common Core) standards and 21st century skills in their curriculum and instruction. Science implements the next generation science standards. AP courses incorporate texts and a syllabus approved by both the College Boards and California Universities. All EL classes use the ELD standards designated by the District. All technology, auto, and mechanic class follows the standards put out by the CTE. Academic/behavioral standards and A – G requirements are posted in hallways, announced over the P.A. system during daily announcements, and discussed each semester with their counselor while developing their IGP. VNHS has implemented programs to assist students with future career goals through our technical learning community.	**Master Schedule** **IGPs** **Counselor notes**
Rigor is built into our curriculum. VNHS students minimally complete University of California A-G subject requirements in addition to the required academic courses, as well as electives in the arts that are unique to VNHS. These classes offer students opportunities to learn 21st century career skills. Advanced Placement courses are available to all VNHS students.	**Master schedule** **IGPs** **Extensive AP Class offering**

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

Findings	Supporting Evidence
ESLRs	
Personal Development Students will be active citizens acquiring knowledge,	**Restorative Justice**

interpersonal skills and grow to understand and respect themselves. They will develop respect for others and the environment from both a local and global perspective. Students will develop an understanding of the arts, culture, and human diversity.

Guiding principles: Be responsible, be respectful, be successful

Academic Achievement

Students will be proficient or above in all core academic areas – demonstrating growth in language, mathematics, and writing across the curriculum.

Community of Practice

Test Scores

Grades

EL Re-designation

Academic Conversations

Cultural Awareness

Students will be able to express themselves effectively, both orally and in writing. Students will understand the value of collaboration and cooperation by working together in clubs, classes, and groups.

Clubs

Cooperative Learning

Teen court

Academic Conversations

Technology Proficiency

Students are engaged in 21st Century technology an integral part of education, society, and the workplace, which means that the 21st century students are both digital citizens and technologically literate.

Fourteen computer labs

Chrome book and IPAD carts

State of the art Automotive and Machine Shop

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
The Career and Tech Academy partners with English, math, and science classes to teach concepts. The 9th Grade Academy teachers from all core subjects share the same students in order to support their students' success. CTE teachers share many of the same students as CTE students are cohorted. The cohorts are not pure, but a fulltime counselor is devoted to improving the program. This year all of the CTE academic teachers are going to a conference to learn how to align and integrate academic and career classes. Our Automotive and Machine tool teachers establish partnerships with community businesses to provide students internships and post high school employment opportunities.	**Classroom observation** **Master Schedule** **Conference Attendance Forms**

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
VNHS articulates curricular programs with its feeder schools and the community through its magnet open house and recruitment efforts. Elementary and middle schools attend performances on our campus. The Automotive and Machine Tool Academies communicate with local businesses and neighborhood factories and partners with local colleges and universities such as Pierce College and UCLA. The Film Production Department partners with Valley College. Our campus Project Steps Program also connects students to universities and our Special Education (DOTS) provides internships and work experience for our students. The faculty helps students find work in the community in the performing arts, mechanic, and technological fields. Additionally, the work they do and skills they learn in these fields while in high school helps them perform successfully in trade schools after graduation. Students are able to get IT certified while in highs school so upon graduation, they are immediately qualified for employment. Many students come back from college and the work force and talk to our current students about life after graduation.	**Calendar** **Community Meetings** **Project Steps Documentation** **DOTS log**

We have articulation on a variety of levels. We bus middle school students in who watch an informational program and get a tour of our campus. Our counselors go to their middle schools and meet with, counsel students and program them. Our Special Ed teachers collaborate with the Middle school Special Ed teachers to facilitate their transition into high school.
8th graders are brought to tour and experience our machine and auto shop.

Many VNHS students have gained employment with local businesses like Keyes Automotive and Galpin Ford. The National Tooling and Machining Association of the San Fernando Valley Businesses employ many VNHS graduates in each of their shops.

A multifaceted approach is used to help students matriculate from middle school to high school. The ninth grade counselors and magnet coordinators from VNHS visit the feeder middle schools to introduce students to the expectations of high school. Students from the middle schools are invited to VNHS for an articulation activity and a tour of the school. New student orientation is held prior to the beginning of the fall semester to enable students and parents to become familiar with VNHS school-wide learning outcomes and expectations.

Students have access to representatives from UCLA, CSUN, CSULA, USC, Valley, Pierce, and LA Trade Tech on campus on a regular basis. Private schools from around the country frequently visit VNHS as well. Students have the ability to tour local college campuses through field trips. A full-time college counselor assists students with college options and guidance.

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education.	**IGP** **MISIS**
Unique courses at VNHS include the Medical magnet research paper.	
All students have access to attend visitations from representatives from a large variety of colleges and universities from all over the country. Students also visit different college and university campuses.	
All special education students have an Individualized Transition Plan (ITP) as part of their Individualized Education Plan (IEP). Students work with our DOTS (District Office of Transition Services) coordinator for both job training and job placement and support within the community.	
All students have individual graduation plans they develop with their counselors by the end of 1st semester. This includes designing their elective coursework, volunteer opportunities, and club participation so that their program aligns with their post-secondary goals and a career pathway. Many electives focus on career exploration such as auto, machine, live concert production, stage production, child development, culinary, ROTC, floral, calligraphy, cartooning, digital design, music, video, dance, film, robotics, and office/library assistance. In addition, those students in the Performing Arts Magnet must choose an emphasis and meet regularly with their counselor to report progress. VNHS also hosts visiting artists and a variety of field trips are planned that focus on college and career aspirations. For example, students in the	**Weekly reports grade check** **Visiting artist program**

Medical Magnet program visit the hospital every week to be exposed to the various professions in a hospital milieu. Teachers in the Automotive and Machine Tool Academies and computer technology provide career workshops to students. The Automotive Academy and Performing Arts teachers provide students with technical internships with direct links to the community. The opportunity to learn leadership skills is available in a variety of programs including: the music program (band, orchestra, jazz), associated student body (ASB), journalism, academic decathlon, and JROTC, etc.

Many fieldtrips

auto show

Campus and satellite programs and our College Office help students set up college website accounts, get financial aid information, visit local colleges, meet visiting college representatives, narrow down possible careers/colleges, explain A - G requirements, and inform parents.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
VNHS classes integrate real world applications, skills, and connections into the curriculum to bolster and facilitate discussion, critical thinking, and successful functioning in a modern and diverse world. Special Education classes that are on an Alternative Curriculum buy, cook, and serve food as well as make items to sell and manage a school-wide recycling program. Students in ASB Leadership plan and execute school-wide events and students in electives create resources for these events such as a yearbook, a school newspaper, movies, floral arrangements for the prom, and stage props/scenery for the plays.	**Classroom visits**
In economics classes, students create businesses and products and learn personal finance. Math classes teach mortgage, car sales, and investment planning through real world applications. Science classes study relevant environmental issues such as pollution and global warming, sponsor a club that supports sustainable living, nurture a community garden, and hold a yearly green festival. Many classes invite	**Classroom visits**

professionals in a particular field to come out and speak such as people in the entertainment industry, photographers, military officials, scientists, as well as medical. The Medical Magnet visits a hospital 3 – times a semester. The Junior ROTC class is run like a real military environment. Speech and academic decathlon classes provide students with public speaking opportunities and foreign language classes teach students how to interact and survive in a foreign country.

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Findings	Supporting Evidence
Students have time with their counselor to select classes that meet their personal learning plan. School counselors meet with every senior to discuss college preparedness. The counselors also meet with underclassmen to discuss what courses are productive in obtaining the preparation for their college choices.	**IGP**
Various elective programs have parent booster and advisory boards.	
VNHS has a full-time College Counselor that helps students prepare college and careers. They help students realize their interests, goals, and strengths. Students learn about job interviews, and make college plans. Seniors work one-on-one with a private service to choose and apply for colleges, and complete the FAFSA application	**Classroom observations** **IGP** **Classroom observations**
Every 9th grader has an IGP he/she maps out with a parent and a counselor. Also, many teachers weave career discussion into their lessons. The Parent Center offers classes on parenting, computer literacy, and English. In addition, VNHS staff offers periodic parent workshops (PHBAO meetings, Back-to-School, Magnet Parent Meetings, IEPs & 504s) and assemblies (A-G, discipline) that provide information. On campus programs such as Project Steps and counseling staff work with students to help prepare them for post-secondary goals. Parents also serve on committees such as ELAC, SBM, Music Booster and Magnet Parent Association, and SSC.	**Agendas and sign ins**

Parents also participate in activities that benefit the education of students such as WASC focus groups, event collaboration, the magnet newsletter, and budget talks, etc. In addition, VNHS communicates with parents through Ed-line.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
VNHS collaborates with on-campus programs that support students in their transition to post-graduation goals such as college, the military, and the work force. A few of these programs are Project Steps, ROTC, and DOTS. We have a college counselor, two A-G counselors, an academic coach, a vocational education department, and a teacher librarian. VNHS has a full time college counselor to help guide and assist students through the entire college admissions process from applications, to financial aid, to recommendation letters, to college essays, etc. In addition she provides opportunities to meet college representative from colleges and universities throughout the country both on and off campus. Afterschool programs hold FAFSA workshops. Every year we place students at some of the very best colleges and universities. The Tech Academy's Automotive Program's special relationship with UCLA places numerous VNHS students into summer internships and every year helps them gain admission into UCLA's engineering program as an undergraduate while the Machining program community partnerships provides internships that lead to employment. Congressman Tony Cardenas provides some of our students with congressional recommendations for admission to the service academies. For the last three years at least one student has gained acceptance to the prestigious West Point, the Naval Academy, and the Air Force Academy. The Performing Arts magnet provides valuable experience for students in music, dance, film, stage production/ crew and acting with skills that enable them to pursue careers in these fields. Live Concert Academy has been very effective in placing students in jobs in this field. VNHS collaborates with on-campus	**Classroom observations** **Coordinator, teacher, and student interviews** **Agendas and sign ins** **College Clearing House**

programs that support students in their transition to post-graduation goals such as college, the military, and the work force. A few of these programs are Project Steps, ROTC, and DOTS. We also have a college counselor, two A-G counselors, an academic coach, a vocational education department, and a teacher librarian.

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

VNHS has a very diverse student population. This diverse population is provided a wide variety of educational opportunities in order to meet the needs of the students whether they be academic, vocational, artistic or social emotional. All programs, which are open to all students, provide the full spectrum of opportunities from basic skills to college and career readiness.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

VNHS has a vast array of academic and vocational programs to address the diverse student population. We also implement a wide variety of research-based learning strategies in order to connect with the diverse student population

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Our areas of growth include increasing teacher knowledge base and use of Academic Conversations as well as Depth of Knowledge in questioning. It is also a school-wide goal to complete a Community of Practice in Math in order to create shift in the instruction, from doing math problems to thinking mathematically.

Category C: Standards-based Student Learning: Instruction

C1.   Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work
C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
Faculty and staff members at VNHS are committed to providing all students with a challenging and rigorous learning experiences that assist them in achieving the academic standards and School wide Learning Outcomes (SLOs). Student learning is supported through teachers best practices which are enhanced through the introduction of Academic Conversations, Depth of Knowledge Questioning as well as other current methodologies that are introduced to make instruction more relevant. Observation of students and analysis of student work and data on a regular basis provide evidence of school wide effort in delivering standards based instruction which prepares the students for their personal, academic, and career goals. In addition, VNHS students are programmed into rigorous classes that meet the A-G requirements.	**PD Agendas** **Classroom observation** **Posted Student work** **Student activities**
As collaborative learners, students at VNHS, work individually, in pairs, and small groups, to produce and present authentic representation of their critical thinking and learning. For example, Science teachers conduct Inquiry based labs to engage students in higher level thinking skills. In department meetings teachers share student work and best practices with their colleagues. Administrators, the Title III coach, as well as, district personnel, observe classrooms and provide feedback to ensure all students are receiving rigorous grade level, standards-based instruction .	**Classroom observations** **Observation schedule**

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

Findings	Supporting Evidence
Students receive course syllabi communicating course expectations. High expectations and required performance levels are also regularly communicated to students through daily and / or weekly agendas posted in the classroom. Rubrics provide students with guidelines on the quality and the required level of performance for their assignments, projects or presentations, as well as, self and/or peer editing. Exemplary student work is posted in some classrooms. Students and their parents are informed about their level of performance through progress reports, grades, report cards and parent conferences. Teachers meet with their students and discuss their progress towards mastery of standards Ed-line, VNHS website and Blackboard Connect are valuable resources for teachers to post homework, assignments and grades, as well as, to keep parents informed. Results of interim and formative assessments are shared with students.	**Teacher syllabi binders** **Classroom observations** **Ed-line**
The school expresses its expectation that students work hard and give their best effort and rewards this behavior in a variety of ways. VNHS has a school wide positive behavior support program (Restorative Justice), a chapter of the California Scholarship Federation, Crimson Club which honors academic achievement during a festive assembly and Student of the Month celebrations, as well as Senior Awards. Student positive behavior slogan, *Be Responsible, Be Respectful, and you will Be Successful*. is announced on the P.A. System daily and is posted in classrooms. Teachers also learn how to implement the Growth Mindset Methodology during Professional Developments that help students achieve academically and personally.	**Safety Assembly Agenda** **Behavior Expectation Posters** **Morning Announcements**

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Findings	Supporting Evidence
Differentiation of instruction is an essential strategy used in the majority of classrooms to address the different skill levels and learning modalities of students. Students are	**Classroom observations**

provided with additional time and opportunity to gain the needed skills by attending after school tutoring classes. Teachers scaffold strategies in classrooms to help students access more complicated information and concepts. Teachers are trained on the use of thinking maps as a differentiation strategy. All teachers receive IEP goals and objectives and accommodations such as, extra time, preferential seating, etc. During departmental and bilingual office meetings teachers analyze data and student work to differentiate and modify instruction. Students are exposed to critical thinking, complexity, and depth in studying and evaluating concepts through rhetorical discussions, philosophical inquiries, Socratic seminars, and special individualized projects. The extensive number of AP classes offers students the opportunity for more challenging curricula. Teachers take professional development training in alternative assessments, various pedagogical instructional strategies and learning styles, and arts integration.

Teachers differentiate instruction to accommodate different learning styles and capabilities through the use of technology and software. They utilize various computer programs and websites such as Teacher Tube, Twitter and Facebook (on which to post homework and interface with parents), Vantage, Khan Academy, a progressive reading program called Achieve 3000, Quia, Quizlet, Remind 101, Edublog and Kahoot and multi-media manipulatives such as graphing calculators and Chrome-book laptop computers and I-pad carts along with computer labs all enhance the learning at VNHS. We have foreign and English language development listening machines and classes in robotics, automotive technology, and machinery. We have a license for Kuta software that generates worksheets that adapt to academically challenge students and offers computational support and practice, and reinforcement. We use textbooks (Springboard, Big Idea, Hi Point, etc.) that have an online multi-media component and differentiate the lesson design. Each program is reviewed annually in order to evaluate its success and whether the program will be renewed.

Monitoring Rosters

PD Agendas

Classroom observations

Single Plan

Purchase orders

C2.   Student Engagement Criterion

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

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Findings	Supporting Evidence
All VNHS teachers participated in Common Core Training provided by the district, school wide Professional development meetings as well as by the Title III coach. Some teachers participate in district provided trainings in Instructional Technology, Collaboration, Read Like a Historian and other trainings that pertain to their respective subject areas.	**PD Agendas** **Title III Logs**
VNHS teachers use a variety of multi-media and technology implements to provide engaging, hands-on, 21st Century – oriented instruction. Additionally, our adopted textbooks for core subjects incorporate online lessons and resources into its curriculum. Many teachers use websites and computer applications such as Google Classroom, Khan Academy, Music Program websites, and Crash Course. Furthermore, many teachers assign power point and/ or Prezi projects to students and expect them to use Google docs. The language department also uses recording and listening devices. The school has access to several computer carts that individual classroom teachers can check out. There are 14 computer labs on campus, as well.	**Classroom observations**

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

Findings	Supporting Evidence
VNHS continues to make a shift from teacher directed lessons to student-led learning experiences. VNHS teachers act as facilitators for student learning by creating student-centered lessons, featuring hands-on activities and cooperative learning groups. Teaching strategies such as Academic Conversations, Making Meaning Protocol and use of POGIL in science are	**Classroom observations**

models that teachers implement and have had on-going professional development on. Teachers help students recognize their own areas of strength and encourage them to seek extra help when necessary.

Classes at VNHS have become student-centered. The school is focused on engaging students in Academic Conversations as a primary instructional strategy teaching them with sentence frames and dialogue types. Classes also implement other forms of group work and conversation such as debates, "think pair share", reciprocal teaching, Socratic seminars, Inquiry Based lessons/labs where students have roles, Restorative Justice Circles, Project-Based Learning. In the spirit of student centered learning, teachers assign student-led subject presentations and Personal Response Journals, and use Springboard strategies, which are based in coaching strategies to facilitate learning. VNHS also has a Title III coach and a teacher librarian who instruct teachers and students in a variety of student centered techniques.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Findings	Supporting Evidence
VNHS provides Students with opportunities to apply what they have learned in real world settings. Automotive and Machine Tool both provide students opportunities to participate in competitions that provide scholarships as well as internships and employment. Culinary Arts also provides students with opportunities for competing that illustrate their ability levels. JROTC have an academic decathlon as well as drill and rifle teams that students have been able to demonstrate specific skills and knowledge. Van Nuys High School students also demonstrate their knowledge and abilities through Science Olympiad, Science Bowl, History Bowl, Academic Decathlon, Skills USA, and many Vocal and Instrumental competitions where they are able to demonstrate their learned knowledge and skills.	**Purchase orders** **Teacher Interviews** **Team Lists** **Awards**
VNHS continually encourage students to excel in their	**IGPs**

Academic courses. Students that demonstrate acquisition of proficiency or above are encouraged to move up to the next level of learning/ course work. For example, students in 9th grade who receive A's and B's will move on to honors classes in 10th grade, and students in 10th grade that demonstrate proficiency will move on to AP courses	**Honors and AP participation rate**

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Findings	Supporting Evidence
School wide implementation of Academic Conversations have allowed students to be able to demonstrate higher level thinking and problem solving skills as they respond to questions asking them to evaluate, apply and synthesize information. Students are able to create ideas, clarify positions, and negotiate with others, as well as to evaluate/synthesize their understanding of a given topic or subject. Through teacher facilitation, higher levels of Depth of Knowledge are practiced and learned.	**Classroom Observations** **Posted student work** **Classroom Posters**
In the classroom, students examine their own work through the use of teacher evaluations, rubrics, peer evaluations and self-assessment. On classroom walls there is evidence of group work, essays based on textual close reading, research papers and projects, power point presentations, interactive notebooks, Springboard textbook class work, graphic organizers, school and classroom standards, vocabulary and Latin root word index cards, art integrated projects, literary lessons on symbolism/theme/characterization, and classroom debate and Socratic seminar issues.	**Classroom observations**

C2.5. Indicator: Students use technology to support their learning.

Findings	Supporting Evidence
VNHS Students use a variety of technological implements such as Achieve 300, power point, Edgenuity, the Unique online curriculum, CBI that is an alternative and community-based instructional curriculum. Classrooms have access to school computer carts of laptops, chrome-books, and ipads.	**Classroom observations**

Many teachers implement websites into their curriculum such as Brainpop, Enchanted Learning, Weekly current events online (Wall Street Journal, Los Angeles Times, National Geographic, CNN), Google classroom, and Schoology. Math classes utilize (graphing) calculators to solve financial and applied math problems. Many classes assign inquiry-based projects that require internet and database research, power point and projector usage, and word processing. Each student is given an email address.

Many academic core classes require research, which may take place on school provided technology such as computer labs and mobile computer carts. Students sometimes use their own smart phones in class to access online resources. Math and science classes use computer-based programs to enhance units of study. In addition math and English language arts classes use technology for tutorials and to support struggling students. Student presentations make use of technology through document cameras and PowerPoint projects presented to the class by means of LCD projectors. In addition after school programs support the use of advanced technology.

Classroom Observations

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

Findings	Supporting Evidence
VNHS students participate in a variety of activities that bring real world experiences into the academic setting. Medical Magnet students at VNHS have the opportunity to work closely with medical professionals at local hospitals and write a medical research paper. Students are also encouraged to participate in Teen Court where students participate in an actual court case with a real judge and act as jurors in a formal atmosphere after school in our lecture hall, which has been reconfigured into an actual courtroom. Fourteen computer labs and the library allow students and teachers access to a wide range of resources and activities beyond the textbook Some teachers use on line CNN, L.A., New York Times, National Geographic, etc. to analyze current events. The librarian assists with search methods and technologies to help students work on research projects. English and history teachers utilize novels, plays, non-fiction, newspaper articles,	**Teacher and student interviews**

etc., to provide non-textbook language arts instruction. Some teachers, to add additional content to their curriculum, use Khan Academy, Crash Course and Ted Talks.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
VNHS Students have access to many opportunities for career awareness. Students are asked by counselors and encouraged to indicate a career pathway so that they can be scheduled into classes that meet their future needs for college or technical schools. There is a Student Tutoring and Mentoring Program (STAMP) run through the library. Many classrooms invite experts to discuss their professions. The Medical Magnet students visit a local hospital on a regular basis to learn about medical professions. Colleges representatives visit the campus to share information and programs with our students. Two A-G counselors have been hired to support students in ensuring their college-readiness. In the Special Education department, a DOTs coordinator works with students to find them jobs and supervise their employment. Many of the electives on campus focus on career options such as Auto Mechanics, Machine Tool, Culinary, Stage Technology and Craft, Child Development, Journalism, JROTC, floriculture, film editing, graphic design, digital imaging, art, music, and dance. Students in the Auto Shop as part of the Technology Academy can also apply for internships and job training in the community. Other campus opportunities that expose students to career possibilities are performing in the school-wide plays and concerts and participating in Teen Court. Furthermore, many classes implement real life applications to their curriculum.	**Master schedule** **Classroom visits**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Van Nuys High School students are engaged in their learning in many ways. VNHS has 5 ROP teachers, 5 CTE pathways, Visual and Performing Arts as well as Academic Enrichment programs that allow a diverse population of students to meet their individual need.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

VNHS has a large amount of technologies that provide for real world applications as well as different career pathways and a strong academic program for college readiness.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

VNHS needs to continue to provide even more students access to technologies that will better prepare them for college and career. Continue instructional focus in Academic Conversations to enhance the individual students ability to communicate in an academic and or professional manner.

Category D: Standards-based Student Learning: Assessment and Accountability

D1.   Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collects, disaggregates, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Findings	Supporting Evidence
In the last four years LAUSD has participated in standardized testing for two of the last four years, 2014-15 and 2015-16. In addition, LAUSD has implemented a new student information system (MiSiS). The results of collecting assessment data, disaggregating, and analyzing the student performance data is shared with staff, parents and all committees. The Title III coach and TSP coordinator analyzes data and shares the results with students to inform them of what is needed to redesignate. This information is shared with parents, the ELAC committee, SSC and teachers. The Title I coordinator analyzes the data and presents it to the SSC in order to recommend appropriate intervention. Testing results are shared with each of the departments to help guide instruction. In addition teachers use a variety of formative and summative assessments that include department and teacher-generated assessments. In addition, the school uses other indicators to evaluate student achievement including grades, matriculation rates, dropout rate, graduation rate, and college entrance rates which are provided to counselors, teachers, students, parents, and community shareholders through parent meetings, college nights, counseling meetings, U.S. Mail, and on the VNHS website.	**SBAC test results** **MyData / MiSIS** **SSC, ELAC Agendas / minutes** **Opening Day Faculty mtg. Agenda**

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

Findings	Supporting Evidence
VNHS maintains regular relations with the district to facilitate the district's academic objectives and how VNHS plans to achieve these objectives. There is parent involvement in monitoring student assessment and accountability through participation on various school councils, Parent conference nights, LCAP meetings, and quarterly mailings. Important announcements and school accomplishments are posted on the school website. In this way, we are able to inform parents, students, and community about school progress toward achieving academic standards. Parents and students can also access teacher assignments and communicate with staff. The VNHS Principal, meets with Local District Northeast and other principals to discuss district goals related to achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. In addition, program coordinators and some teachers meet with industry partners to coordinate various projects and competitions. Local industry partners are part of our assessment process, by evaluating data from specific projects.	**School Website** **Title 1 sign ins** **Dataquest** **LCAP Agendas** **Mailings**
Monthly parent meetings are held to inform parents about their students' achievement of the academic standards, the college- and career- readiness standards and School-wide Learner Outcomes. During the meetings, parents and instructional leaders discuss how students are achieving the school's standards as well as areas of improvement. Local industry partners eagerly seek out our students to offer internships and other work-based learning opportunities. Evidence that VNHS prepares students for college and career readiness is the sheer number of scholarships our graduating seniors are granted as well as the acceptance of students into the best colleges and universities. In addition many of our students are successful in transitioning from internships to full time employment.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
VNHS has an effective system to monitor all students' progress toward meeting the academic standards and school-wide learning outcomes. Student monitoring of Tier 1, 2, and 3 students may result in a student receiving extra support or to be placed in higher-level courses. Van Nuys High School has committed resources to a PSA Counselor, Guidance Counselors, and District supported A – G Counselors and a Title III coach. Counselors meet with students to monitor their progress and provide them with information for planning a schedule of classes that meets the requirements for graduation, college and career-readiness. VNHS has instituted various programs to service our students. For example, Tutoring, Parent/Student conferences with students who are behind in their A – G course requirements, an intensive credit recovery program, and positive behavior support for those who are on track, and to meet their social emotional needs Restorative Justice circles are used. Every ten weeks grades are examined and students are directed to appropriate program (tutoring, Credit recovery, etc.). Report cards and progress report cards are mailed home every 5 weeks communicate student progress to parents.	**PSA Logs** **A-G counselor Logs** **IGPs** **List of Restorative Justice Circles** **Credit Recovery rosters**

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
VNHS teachers use multiple and varied measures of formative evaluations. Some examples are, performance based assessments, teacher observations, interviews, student projects, portfolios, Physics case studies, and daily warm-ups which are used to check for understanding and guide instruction. These formative assessments are aligned to the skills required by the Common Core state standards for student achievement. Teachers continuously modify curriculum-using information derived from in-class assessments, observations, and student discussions. Teachers also employ inquiry based questioning and activities to assess students' understanding of subject matter.	**Classroom observations** **Test results** **Student grades**
Results from District mandated tests, interim assessments, teacher created end of unit/cumulative exams/essays, and Common finals evaluate the effectiveness of teaching and learning. In addition, teachers participate in department meetings monthly and collaboratively examine student work and teacher lessons.	**Interim Assessment results** **SBAC results**

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
VNHS, teachers continuously modify their curriculum using information derived from multiple and varied measures of evaluation, such as performance-based	**Roll book**

assessments, teacher observations, student work, and a variety of statewide and district testing results. Curriculum and program changes result from collecting, analyzing, and reporting data out to faculty and other stakeholders.

CELT/reclassification scores provide information on the level of reading, writing, speaking for EL students and provide EL and English teachers specific areas to focus upon and guide instruction.

AP scores and analysis reports allow AP teachers to pinpoint areas of strength and growth in AP classes. AP teachers use reports to guide instruction.

Special Day Program teachers, Resource teachers and their general education team teaching partners use assessment data to focus instruction to meet student learning goals from student IEP's. Assessment data is used to assess gage impact of teaching strategies.

Documentation by teachers
Dept. meeting agendas

Student portfolio
Current work on walls

EL monitoring data reports

AP data reports

IEP's

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
VNHS teachers and personnel dialogue with students formally and informally on a daily basis about subjects such as A-G requirements, college options/application processes, internship protocol, and report cards. Students are also included in many formal settings such as SSC, SBM, Student Council, Grade Level Boards and homeroom advisory committee. Students are informed each semester of the expectations, policies and procedures of the school and district. VNHS students have a great deal of latitude within the organization of student activities. Their voices are integral in all major decisions on campus.	**IGP's** **Counselor records** **Agenda's and notes** **Council Membership lists** **Interview students**

The use of Restorative Justice Circles has given students an

avenue to express themselves and has resulted in a decrease in discipline incidents. The decrease in violations of policies and rules indicates students understand what is expected of them and the knowledge that they will be heard.
Students participate in the, School Accountability Report Card, survey each year. All stakeholders evaluate the student responses to discern how we can improve student satisfaction while at school.

Rubric of Implementation

SARC results

D3. Using Assessment to Monitor and Modify the Program School-wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

School-wide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
The school references and uses data from the District Dashboards that provides information regarding A-G completion and E.L. monitoring. This makes the acquisition of knowledge regarding student progress readily available. The Counselors use MiSIS and MyData to access information for IGPs, fulfill student needs, and to monitor their student's progress. This information also provides counselors assistance in dealing with all types of guidance issues. These processes also allow the school to provide targeted assistance and support to students. This information makes the work of identifying students at risk or in need easier. The job of the P.S.A., the Title III coach, and the A – G Counselors of identifying students, is now much more targeted and effective. These informational programs also make it possible to effectively implement Tier two and tier three interventions such as Credit Recovery, Afterschool Tutoring, ELD Professional development, Positive Behavior Support. The use of these tools is highly effective as we are meeting the needs of the students.	**Dashboards** **IGPs** **E.L rosters** **Peer Observation records** **Various program rosters**

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
We find that we effectively examine and analyze standard based assessments for English and Mathematics in the following ways. The Springboard textbook for Math and English embeds assessments in its curricular lessons that are used as part of the periodic assessments to monitor school-wide progress. Results in both English and Math are discussed in departments to help guide instruction.	**Single Plan** **Springboard books**
The results of the CELDT and the Student Support and Progress Team (which now includes a component of LAT) help place second language learners in appropriate level classes and to review students for possible Special Education assessment. Special education teachers write IEP goals based on student data and their present level performance (PLOP). In Physical Education, students are given formative fitness assessments to determine their level of physical acuity. AP classes regularly administer DBQs to assess progress towards achieving high scores on AP exams as well as to gauge student progress. Results of these types of assessments are all used to provide assistance and support for individual students. Van Nuys High School administers the PSAT to all 10th grade students, 11th grade students seeking Merit Scholarship status and 200 9th grade students every year. The results of this information provide school, students and parents with AP potential. The data is used to assist with programming of students.	**CELDT results** **SSPT agendas** **IEPs** **AP readiness Rosters** **Classroom observations** **PSAT schedule and rosters**
SBAC is now used in place of EAP and is administered to 11th grade students and provides information with regard to English and Math placement for college. SBAC results also are used to guide instruction and provide the school with its focus areas to improve student achievement.	

School-wide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
SBAC results, CELDT results are brought to various governance counsels such as SSC, SBM, and ILT where they are discussed and analyzed. After thoughtful review of said	**Assessment Data**

data decisions are made as to where resources are to be allocated and which direction Professional development and training opportunities are going to take. A major shift over the past year was the importance of informing all teachers on the use of ELD Standards across the curriculum and having them addressed daily in their lessons. Additionally, professional development was delivered in a more pragmatic way with targeted instruction on E.L. Monitoring, Academic Conversations, Making Meaning Protocol, Save the Last Word Protocol, and necessary evidence and evaluation of practice. This shift in approach has resulted in a new teacher awareness of who their students are as well as effective delivery of instruction.

At VNHS, formative and summative assessments, as well as periodic assessments are used to guide instruction at the classroom level. Results are often discussed during department meetings and lead to collaboration on how to address areas in need of improvement or how to more effectively deliver instruction. Periodic assessments SBAC, embedded assessments, periodic assessments, AP scores, CELDT, drive instruction and placement in programs such as tutoring, Period 7 classes, and credit recovery. District guidelines also influence student placements. Formal and informal rubrics (for performances, projects, presentations, lab activities) drive the assessments. The data collected drives the instructional programs and professional development topics.

Single Plan

PD Plan / Schedule

Department Agendas

Intervention programs / rosters

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
In the evaluation of the process that the school utilized to review and assess the effectiveness of each program we find that our process is effective and has shown growth in the following areas.	
Administration checks individual teacher syllabi and grading/ homework policy each year to ensure that it is aligned to the District's guidelines.	**Binders of Syllabi in Counseling Office**
	Math Department Agendas

The administration and the Math Department members meet in subject alike groups to plan and review instruction and student progress. Math department is also currently discussing the use of a Community of Practice and research is being done to select a researched based approach in which to improve student achievement.

English Department Agendas

The administration and the English Department have worked to plan and develop a coherent vertical alignment of skills and expectations at each grade level. The English department is currently working on establishing a progressive model for a research paper. Student preparation will be addressed at each grade level and each year new skills will be built on the previous year culminating in an in depth research paper in the 12th grade.

Science Department Agendas

Social Studies Department Agendas

The administration and the Science Department have been working together to adopt, and implement Next Generation Science Standards as well as to increase the use of inquiry based labs.

PD Agendas

The Administration and the Social Studies department are currently working on differentiating its instruction. They are planning on providing clear and precise expectations for college prep, honors, AP. The department is also working on how to more efficiently and effectively implement group work into the social studies program.

Each of the smaller departments, Foreign Language, P.E., Art, etc., have also been focused on vertically aligning course work and implementing more effective group work.

Teaching and Learning Framework is a set of standard and rubrics that designate what should be taught and how to evaluate the teaching. The Administration has worked collaboratively with the staff on understanding what effective teaching looks like in each of the areas.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
As we evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments we have passed an audit last year with no findings. The Los Angeles Unified School District has a very strict process that we adhere to at Van Nuys High School. The principal must take and receive a certificate yearly on the process and procedures for maintaining the integrity of the exams. Materials will not be sent to the school without this initial clearance certificate. A test coordinator/s must be designated and training is mandatory for the Principal and Testing Coordinators. Every teacher must take a course and be certified on testing protocol and receive a certificate yearly. Those teachers who are proctoring receive training at the school sight each year. Test materials must be stored in a locked room and returned to that room daily. As stated previously, VNHS was audited last year and there were no findings.	**Principal Certificates** **Designated Coordinator Training** **Teacher Certificates** **Sign in for teacher training** **Designated location for tests**

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Van Nuys High School works diligently in reviewing the results from standardized, summative and formative assessments in order to inform the allocation of resources, delivery of effective instruction at all levels. The Governing counsels, the individual departments, and faculty at Van Nuys High School continually review and reflect upon our practices to ensure our focus areas are being addressed and that students are making adequate progress.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Van Nuys High School has coordinators, instructional coaches and an administrative team that are knowledgeable, collaborative, and willing to adapt to the needs of the students and the school.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Continue to build capacity with teachers who are not as confident with teaching Academic Conversations, ELD standards, and other research based pedagogy that address the unique needs of our student population.

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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
As we evaluate the strategies and processes for the regular involvement of the family, business industry, and the community in the learning process we find our strength in the following areas. Van Nuys high School actively encourages parent participation in school-wide committees such as SSC, ELAC, SBM, Magnet Parent Association, and Van Nuys High School Music Boosters. Van Nuys High School also encourages parent participation at Back to School Night, PHBAO Conferences, and Open House as well as quarterly LCAP meetings. The Translation Unit is present at all meetings to provide for our non-English speaking stakeholders.	**SSC, ELAC, SBM, MPA, LCAP Meeting Agendas** **School Calendar**
As a school we encourage open lines of communication through quarterly informational mailings, progress reports and report cards. The school also communicates via Connect-Ed. Teachers also communicate with parents through the use of Ed-line and email. In addition all written and oral communications are done in English and Spanish. The parent center is in regular communication with parents as well as community members. The Parent Liaison offers a multitude of parent workshops such as, Anger Management, Parenting, Computer Skills, English classes, Field trips to universities, and much more.	**Connect Ed transmission reports** **School Mailings** **Parent Center Calendar** **Parent Center Sign-ins**
Community organizations request Van Nuys High School participation in their events, such as Veterans Day	

celebrations in San Fernando, various events for Assemblyman Nazarian, Congressman Cardenas, and City Counsel-woman Martinez.

Many businesses in the area support our students learning through job shadowing events, career days and internships and scholarships.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school-wide learning outcomes.*

Findings	Supporting Evidence
Van Nuys High School has a large number of community partnerships that provide our students with real world applications and learning. For example, Community organizations regularly request Van Nuys High School groups to participate in their events, such as Veterans Day celebrations in San Fernando, various events for Assemblyman Nazarian, Congressman Cardenas, and City Counsel-woman Martinez. Congressman Cardenas currently is providing an internship for one of our students. Council people such as Nury Martinez, local businesses such as Keyes dealership, and non-profit organizations such as Friends of the Los Angeles River and Habitat for Humanity also provide educational opportunities and internships for VNHS students in various fields. The Haas corporation and the Van Nuys Airport offer our students tours and job shadowing. Our Technology Academy have close professional ties with local industry that lays out a foundation for career pathways for our students to follow into post high school careers. Students attend job fairs, field trips into the community, and lessons taught by a variety of guest speakers from institutions such as NASA, NAMI, and JPL. This April Kaiser Permanente will be coming to campus to provide a physician panel and all 11th grade students will be provided an opportunity to attend a college fair for medical programs. The Environmental Studies program sponsors a yearly Green Festival that showcases ecological real world applications. Several clubs introduce students to further real world experiences such as the United Nations Club, the Stove Club where students engage in water and humanitarian volunteer projects.	**Student activity calendar** **Interviews with program coordinators**

E2.   School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
At the beginning of each semester, Administration reviews with staff all district policies to ensure that the learning/work environment remains clean, orderly, safe and nurtures learning. All staff and students are provided acceptable use policies as they pertain to computer use and internet safety. All of these bulletins, reference guides, policies are posted on the school website for teachers to review on an as needed basis. Administration also reviews with staff when appropriate.	**Bulletins** **Opening Day Agenda** **Safety Assembly Agendas** **School Web Site**
VNHS was built in 1914 and sits on approximately 30 acres. Despite its age, the campus is clean and well maintained. Custodial staff continually works to ensure that the school stays in good repair as well as conducts all required state and district procedures. Budget reflects that custodial staff is provided overtime and an adequate supply to ensure the school is clean and safe for students and staff.	**Custodial cleaning and repair logs** **SSC Agendas, minutes** **Single Plan**
VNHS has a Safe School Plan, which is located in the main office at all times for review, which is updated annually. This plan is rehearsed with regularly scheduled drills. Teachers are encouraged to maintain an emergency folder with student rosters, missing person's log, and a map of emergency locations.	**Safe School Plan**
VNHS has several personnel on campus who work to create a safe environment such as a PSA counselor, a school psychologist, on campus and outsourced mental health service professionals for at risk students. A Restorative Justice coach	

organizes council circles to discuss psychosocial issues such as bullying, drug and alcohol abuse to help students create safe environments on campus and in their own lives. There is also a school-wide positive support system, progressive discipline system, and intervention system in place. A Safety Committee meets on a regular basis to review policies and discuss issues that jeopardize campus safety and health (online and in real time). The school hosts several assemblies which highlight safety concerns such as bullying, gang affiliation, drug use (at the prom and in general) and an LGBT GSA club which works to build tolerance on campus.

Restorative Justice logs

PSA logs

Rubric of Implementation

School Calendar

Club Lists

Supervision schedule

Campus aides are stationed at the main entrance to the campus, they greet visitors and ask them to sign a visitor's log and provide direction to any visiting guests to VNHS. Campus aides also circulate on campus throughout the day. These aides are budgeted through SSC. Our deans coordinate random searches to ensure the safety of our students and staff as per LAUSD policy.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
In order to create and support an atmosphere of caring, and high expectations for students individual differences VNHS has developed a strong Restorative Justice Program. Circles groups are used to address social emotional issues such as community building, substance abuse, and bullying. Each year VNHS hosts a Multicultural Day where the various religions, cultures, and ethnicities on campus share their special rituals, food, and customs with the school. To support high-risk students, VNHS and partnering organizations such as YPI and Educare offer after school programs in tutoring and extra-curricular options. Our discipline data shows that we have been able to teach correct behaviors rather than suspend. The data showed that the largest number of students referred to the dean's office was for profanity. We now have a "positive communication circles" which meets weekly to give students	**Rubric of Implementation** **Discipline Data** **Restorative Justice Circle List**

alternative ways to express themselves. In addition, VNHS has implemented a variety of positive behavior strategies such as in-house lottery tickets to students for displaying good behavior choices, a Crimson Club Honor Society, and a Student of the Month.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
VNHS hosts committees such as SBM, SSC, and LCAP where teachers, stakeholders, and members of the leadership team are not only voted in by staff, but openly and publically collaborate on policies, budgets, and systems within the school. Transparency leads to respect and collegiality and allows for team decisions to focus on the needs of the students. Additionally, teachers and leadership meet during weekly professional development workshops and comfortably collaborate on academic issues and initiatives as well as provide input into the design of the Single Plan. Additionally there is an instructional leadership team comprised of administration, department chairs and coordinators who work together to develop the instructional program together. All voices in this setting are heard and validated, with consensus guiding decisions that are then brought to staff. Based on the school survey a healthy percentage of stakeholders including parents experience a sense of involvement and belonging within the school community. VNHS staff members demonstrate a high level of professionalism and are very active in reaching out to students and colleagues. Most staff members feel comfortable asking for and receiving support and guidance from one another. Recognition is given for staff achievements during staff meetings. Administration recognizes and honors staff through Administrative Assistance Day celebrations, Teacher Appreciation Day acknowledgements, Attendance incentive rewards, faculty luncheons, end of the year BBQ, as well as morning P.A. announcements acknowledging teacher accomplishments.	**Agendas and minutes from SSC, SBM, LCAP** **ILT Agendas** **SARC** **Staff, parent and student interviews**

E3.   Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Van Nuys High School has a wide availability of effective academic and personal support services at the disposal of our students and their families. VNHS (SSC, SBM, etc.) has invested additional resources to increase the following services: 3 additional guidance counselors, 3.5 days of the school nurse, full time PSA counselor, and a School Psychologist to provide adequate physical and mental health support.	**SSC, SBM, Agendas** **Single Plan**
Van Nuys High School students have access to a guidance counselor who helps them create an individual academic plan for their four years of high school leading to either college or career readiness. In addition to a guidance counselor, students have access to a college counselor, a psychologist, and a nurse. The school also has a PSA counselor, a probation officer for behaviorally at-risk students, a librarian, and A – G Counselors.	**IGPs** **PSA Counseling Logs**
In addition to these above stated services, Van Nuys High School is host to many outside services that our students can take advantage of after being referred to by a counselor or nurse such as Sterling Behavioral Health, Valley Coordinated Children's Services	**A-G Counselor Logs** **District MOUs**

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Van Nuys high School Administration and staff implement effective strategies to develop and implement personalized approaches to learning and alternative instructional options. VNHS has instituted several alternative instructional programs such as a Ninth Grade Academy to provide a smaller, consistent learning community for first year high school students. Our Magnet programs (performing arts, medicine, and math and science) cater to specific learning styles that focus on specific fields of study. Honors and AP classes focus on the highly driven, college bound segment of the school population. The Technology Academy; and myriad electives such as JROTC, ACADECA, Automotive, Robotics, ROP classes, Machine, cooking, visual arts, computers, and filmmaking provide alternative and challenging approaches to learning that appeal to specific and smaller learning groups. Teachers and staff at Van Nuys High School routinely comply with the Individualized Education Plan for their special need students. We ensure that students specific needs and accommodations are met to ensure their academic success.	**Master Schedule**

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school-wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
At Van Nuys High School, students are accurately identified in a timely manner so that appropriate support and intervention can be provided. Currently enrolled students that may be struggling academically and/or emotionally are referred to the Student Success and Progress Team where they are evaluated and support services can be applied. Our	**SSPT Log** **SSPT Intervention plans**

students with IEPs are placed appropriately according to their IEPs. Student IEPs that are received through articulations between our school and our feeder schools are received and staff ensures that the appropriate services are in place and ready at the beginning of the school year. Students are serviced according to their IEP goals as well as serviced so they can achieve to their highest ability. Additionally, the grades of incoming 9th grade students are reviewed and analyzed by the 9th grade counselor and the 9th Grade Academy Coordinator. Students are then identified and placed into the 9th Grade Academy and/or the 7th period homework club in order to have a support system in place to help prevent a student from failing. EL Students records are reviewed prior to their arrival to our school to ensure that the appropriate levels of instruction and supports are in place and provided in an appropriate manner.   Upon the arrival to VNHS, newly enrolled students are assessed in order to determine if EL services are appropriate for the incoming child and at what level. The GATE coordinator runs a report each fall to determine if any new students qualify for High Achieving due to grades a, completes the paperwork so that students could receive the designation and orange folder. The Gate Coordinator also ensures that the students are programmed accordingly.

Each year teachers receive monitoring rosters in order to identify which students that they may have are either EL, RFEP, Special Ed., or Gifted. Teachers are also provided professional development on how to differentiate for these differing populations.

Master Schedule

Ad Hoc Reporting Dash Boards

Title III logs

Welligent Reports

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
The MISIS master scheduler is programmed to distribute students by gender when there are multiple sections. In addition, the counselors and APSCS look for disproportionate placement of students by gender within section. Within the	**Master Schedule** **Student schedule summary**

master schedule, courses are added to accommodate students who have failed, and there is class sequences developed to help students accelerate, specifically in math. The master schedule program will program EL and Special Education students first to ensure they receive their required classes per their IEPs.

report

Class enrollment report

Residential students and Magnet students have equitable access to the same classes and programs. For example, Magnet students can access Machine and Auto academy classes, and Residential students have access to Magnet AP classes.

All students have equal access to tutoring options regardless of student designation or program. School resources for student tutoring are provided through Title I, SSC and the Single Plan. In addition, individual teachers are often available during lunch and /or afterschool to assist students in need of extra assistance. Beyond the Bell afterschool programs provide tutoring and enrichment activities to all students through the following outside agencies: Educare and Youth Policy Institute.

SSC Agendas

Single Plan

Some classes are scheduled as a 0 period or as a 7th period in order to accommodate the needs of all students and to provide equal access to all students regardless of academic program.

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and school-wide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
The Administration and staff are committed to the belief that extracurricular activities add to the overall academic success of students. At Van Nuys High School the availability to participate and involve oneself in student curricular and co-curricular activities is widely evident. Students are engaged in various academic and Extra-curricular activities that prepare them for college, careers, or for personal enrichment. Such activities include Athletics, Performing Arts (Band, Dance, Music, Theatre, Plays, etc.), Teen Court, Skills USA, Careers through Culinary Arts Program, Robotics Club, over	**Master schedule** **Cub Lists**

25 ASB Clubs, Afterschool Tutoring, Science Bowl, Science Olympiad, Academic Decathlon, History Bowl, Junior Statesmen of America, and Credit Recovery, Educare and Youth Policy Institute. Each of these activities fulfills not only personal enrichment but better prepare our students to be career and college ready upon graduation.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The school culture at Van Nuys High School is supportive and reflective of all students and includes all stakeholders when developing the Single Plan for Student Achievement, student input for developing the master as well as teachers and parents. The whole student's development is important and is evident in the selection of programs and resources available to students. VNHS has programs for students who are not verbal, those who do not speak English to those who are excelling in college level classes. All students are appropriately placed and nurtured to be the best they can be.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The main strengths of our program is in the diversity of our student body and the varied programs in place to meet their needs. For example:

1. Restorative Justice,
2. Positive Behavior Supports,
3. Freshman Academy,
4. Special Education,
5. English Language Learner Program,
6. Homework Club,
7. Tutoring,
8. Sports teams,
9. Visual and Performing Arts,
10. Auto/Machine Shop,
11. Film and Video making,
12. Graphic Design,
13. Culinary Arts,
14. Over 25 clubs and many more.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Although we have much strength, there are still students who have needs that we do not have the resources to meet. We will continue to evaluate how money is spent and how we can add resources to include more and more student's specific needs.

Prioritized Areas of Growth Needs from Categories A through E

1. **Close the achievement Gap between Students with Special Needs and our highest achieving students.**

2. **Re-designation of English Learners in five years.**

3. **Increase math proficiency**
   a. Community of Practice

4. **ELD strategies across the curriculum**
   a. Academic Conversations
   b. Language Objectives
   c. EL monitoring

5. **Targeted Professional Development**

Chapter V: School-wide Action Plan

A.   Revise the single school-wide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B.   State any additional specific strategies to be used by staff within each subject area/support **program to support sections of the school-wide action plan.**

C.   Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the school-wide action plan.

1. **Goal :   Close the achievement Gap between Students with Special Need who are simultaneously Long Term English Learners and our highest achieving students.**

Action Plan

A.   Continue and expand the implementation of the research-based strategies from the book, "Academic Conversations," by Jeff Zweirs within the Special Education Department.

B.   Conduct classroom observations within the department.

C.   Continue the work on high level questioning.

Rationale For Goal

Van Nuys High School has a large Special Education Program. The staff must continue to put into practice the skills need for students to achieve across the curriculum. Students "Create" in conversations in order to generate new ideas about a topic; "Clarify" students converse in order to fine tune their ideas and make them more specific; "Fortify" students are conversing in order to support their argument; "Negotiate" students are conversing in order to come to a consensus or compromise.

2. **Goal 2:   Re-designation of English Learners in five years.**

Action Plan

A. Ensure that the Master Schedule has the flexibility to accommodate the needs of the EL students.

B. Program all EL students correctly to ensure maximum development.

C. Inform students and parents of re-designation requirements each semester.

D. Ensure that all teachers receive EL monitoring rosters each semester.

Rationale For Goal

Van Nuys High School has a large Special Education Program. The staff must continually monitor to ensure the highest level of rigor for all students. LAUSD has high goals for re-designation and we have already learned that this population has a difficult time re-designating. If we are to meet or come close to the yearly District goals, we must monitor the progress of these students closely.

3. Goal 3:   **Increase Math Proficiency**

Action Plan

A. The Math Department will create a Community of Practice that will adopt and implement a researched based strategy that addresses targeted needs of Van Nuys High School students

B. The Math, along with the Administration, will work to address a Growth Mindset with in math.

C. The school will work on building math capacity amongst the student population by incorporating Math skills across the curriculum.

Rationale For Goal

In the last two years, SBAC scores showed a 1% increase in mathematics proficiency while over the same period of time English Language Arts has shown a 10% increase in proficiency. While in comparison, math scores are above District levels, but the 28% gap with English Language Arts is not acceptable to our Stakeholders.

4. Goal 4:   **ELD strategies across the curriculum**

Action Plan

A. Van Nuys High School will continue to address the needs of its EL population with a focus on reading, writing, listening and speaking with an emphasis on speaking.

B. Continue and expand the implementation of the research-based strategies from the book, "Academic Conversations," by Jeff Zweirs school-wide.

C. Conduct peer classroom observations within departments.

D. Continue the work on high level questioning.

Rationale For Goal

EL students continue to be a focus of LAUSD. In addition to district focus, 75% of our student body lives in a household where a language other than English is spoken. We must continue to give our EL students an opportunity to use academic language daily. EL strategies are beneficial for both EL and EO students.

5. **Goal 5:**   **Targeted Professional Development**

Action Plan

A. Van Nuys High School will continue to conduct targeted, differentiated professional development that addresses the Single Plan for Student Achievement and the WASC Action Plan.

B. .Van Nuys High School faculty will continue to conduct differentiated professional development in a collaborative and collegial manner that addresses the needs of all stakeholders.

Rationale For Goal

In order to work towards the Action Plan goals, teachers will continue to learn new strategies that will enable us to better serve the student population at Van Nuys High School. Teachers will develop the needed pedagogy in order to achieve the goals laid out before them in the Single Plan as well as in the WASC Action Plan.

APPENDIX

Self-study process

2016 – 2017 WASC SELF STUDY FOCUS GROUPS

	A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	B: Standards-based Student Learning: Curriculum	C: Standards-based Student Learning: Instruction	D: Standards-based Student Learning: Assessment and Accountability	E: School Culture and Support for Student Personal and Academic Growth	Dept
Admin. & Leadership	Yolanda Gardea, Principal	P. Baer, Asst. Principal	Marc Strassner, Asst. Principal	Gary Kaloostian, Asst. Principal	J. Bakenhus, Asst. Principal	
	D. Levy	E. Martinez	C. Phillips	D. Brown	K. Mazin	
	R. Crosby	D. Sullivan	C. May	B. Margolin	R. Eisenhart	
	J. Song	E. Fidanza	S. Pollard	D. Coley	D. Fuhman	
WASC Team	J. Mitchell	E. Zekofsky	Patti Waggoner	A. Saunders	K. Byrne	
			K. Hayden		J. Trovatten	
counselors	J. Leigh	M. Burns	A. Keshishian	N. Kim	M. Charlton	
					M. Pellegrini	
Teachers	B. Sapir	S. Osman	R. Goins	P. Chase	J. Carr	ENG.
	A. Stell	J. Peterson	R. Tovar	T. Earp	L. Heuk	ENG.
	K. Kaufman	M. Yeghiazarian	E. Aldinlla	B. Furman		ENG.
		K. Glow	R. Wedeen			ENG.
	G. Del Real	J. Feldstedt	L. Sadighi	I. Kim	K. Martin	MATH
	Y. Dubova	S. Kang	E. Torres	K. Ta	X. Molina	MATH
					K. Saakyan	MATH
	C. Wilken	B. Austel	P. Nirmal	R. Manzano	J. Kim	SCI
	L. Garcia	D. Cooper	P. Shim	K. Osorio	B. Shano	SCI
	T. Kim	J. Macion		P. Surrette		SCI
	K. Price	C. Dominguez	J. Bingham	M. Watson	G. Ruppert	SOC. STU.
	D. Kayne	J. Neer	D. Klain	W. Moore		SOC. STU.
	T. Cintiago	A. Pakravin	G. Fraijun	C. Daddario	A. Bice	SPED
	B. Middleton	G. Aispuro	M. Lomeli	G. Sanchez	E. Stern	SPED
	D. Marler	C. Meza	S. Valadez	M. Vega	W.S. Campbell	SPED
	B. Arevalo	C. Brawner	T. Gennaro	D. Hula	T. Kirkpatrick	PA
	R. Olea	R. Partida				PA
	E. Azagra	N. Iusmen	E. Bernardez	Y. Donstova	M. Garcia	For. Lang
				A. Magana	G. Vasquez	For. Lang
			T. Rundall	A. Becerra	T. Ochoa	PE
	J. Agruso	J. Martinez	J. Castro	M. Kuromiya	A. Flynn	Electives
	K. Brooks	D. Tabain	J.V. Hirsch		D. Lopez	Electives

LOS ANGELES UNIFIED SCHOOL DISTRICT

Van Nuys High School
Interoffice Correspondence

To: All Teachers   **Date**: September 16, 2016

From: Marc Strassner, Assistant Principal

SUBJECT: **WASC FOCUS GROUP MEETINGS**

We will be starting our focus group meetings next week. We will be running them in a new and nontraditional way. We will be meeting with the groups on a given day, and the groups will be run period by period. You will attend the focus group during the conference period.

Attached to this memo you will find the questions and prompts for the focus groups that you have either been assigned to or self-selected to participate in. Please read through and think about the questions your focus group is responsible for. The questions have a space for you to write down your findings and what evidence we have that supports it. Please answer the questions to the best of your ability prior to your meeting time. Try to provide a response to the prompt that addresses: 1) how you as an individual teacher address the topic, 2) How your department addresses the topic, and 3) how the school addresses the topic. Your prepared responses will help facilitate and streamline the group discussions.

Thank you.

Monday 9/19/2016	Tuesday 9/20/2016	Wednesday 9/21/2016	Thursday 9/22/2016	Monday 9/26/2016
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	**B**: Standards-based Student Learning: Curriculum	**C**: Standards-based Student Learning: Instruction	**D**: Standards-based Student Learning: Assessment and Accountability	**E:** School Culture and Support for Student Personal and Academic Growth

LOS ANGELES UNIFIED SCHOOL DISTRICT

Van Nuys High School
Interoffice Correspondence

To: All Teachers   **Date**: October 20, 2016

From: Marc Strassner, Assistant Principal

SUBJECT: **WASC FOCUS GROUP MEETINGS**

We will be starting our **focus group meetings next week**. We will be running them in a new and nontraditional way. We will be meeting with the groups on a given day, and the groups will be run period by period. **You will attend the focus group during the conference period in the Principal's Conference Room.**

Attached to this memo you will find the focus group topics with indicators and prompts for the focus groups that you have either been assigned to or self-selected to participate in. Please read through and think about the indicators and prompts your focus group is responsible for. There is a space for you to write down your findings and what evidence you (we) have that supports it. **Please answer the questions to the best of your ability prior to your meeting time. Please provide a response to the prompts that addresses 1) How you as an individual teacher address the topic, 2) How your department addresses the topic, and 3) How the school addresses the topic.** Your input is vital for the self-study to be informative and successful. Your prepared responses will also help facilitate and streamline the group discussions.

Thank you.

MODIFIED SCHEDULE

Monday 10/24/2016	Tuesday 10/25/2016	Wednesday 10/26/2016	Thursday 10/27/2016	Monday 10/31/2016
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	**B**: Standards-based Student Learning: Curriculum	**C**: Standards-based Student Learning: Instruction	**D**: Standards-based Student Learning: Assessment and Accountability	**E:** School Culture and Support for Student Personal and Academic Growth

People with a 0 period or period 7 conference will be individually notified when to attend.

Van Nuys High School
2016-2017 Professional Development Days

FALL SEMESTER

Date		Type of Professional Development	Topic (subject to change)
August 15 (Mon.)		Faculty	Opening Business Departments
August 23	1	District Allocated P.D.	Big District, Local District, School Wide Priorities (FPM &WASC)
August 30	2	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
September 6 **	3	District Allocated P.D.	Instructional Priorities (FPM & WASC)
September 13	4	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
September 20	5	District Allocated P.D.	Instructional Priorities (FPM & WASC)
September 27	6	Faculty/Committee Meeting	
October 4 **	7	District Allocated P.D.	Instructional Priorities (FPM & WASC)
October 11	8	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
October 18	9	District Allocated P.D.	Instructional Priorities (FPM & WASC)
October 25	10	Faculty/Committee Meeting	Instructional Priorities (FPM & WASC)
November 1	11	District Allocated P.D.	Instructional Priorities (FPM & WASC)
November 8		**Voting Day**	
November 15	12	Faculty/Committee Meeting	FPM Parent/Teacher Comm. (FPM & WASC)
November 22			**No School**
November 29	13	District Allocated P.D.	Instructional Priorities (FPM & WASC)
December 6	14	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
December 13	15	District Allocated P.D	FPM Parent/Teacher Comm. (FPM & WASC)
December 20			**No School**
December 27			**No School**

SPRING SEMESTER

January 3			No School
January 10	16	District Allocated P.D	Instructional Priorities (FPM & WASC)
January 17 **	17	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
January 24	18	District Allocated P.D	Instructional Priorities (FPM & WASC)
January 31	19	Faculty/Committee Meeting	
February 7	20	District Allocated P.D	Instructional Priorities (FPM & WASC)
February 14	21	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
February 21 **	22	District Allocated P.D	Instructional Priorities (FPM & WASC)
February 28	23	Faculty/Committee Meeting	
March 7	24	District Allocated P.D	Instructional Priorities (FPM & WASC)
March 14	25	Department Meetings	Instructional Department Mtgs. (FPM & WASC)
March 21	26	Faculty/Committee Meeting	
March 28	27	District Allocated P.D	Instructional Priorities (FPM & WASC)
April 4			
April 11			
April 18			
April 25	28	Faculty/Committee Meeting	Operations (A.P. / SBAC)
May 2			
May 9	29	Faculty/Committee Meeting	Next steps 2017-18
May 16			
May 23			
May 30 **	30	Faculty	Closing Procedures, Textbooks

Results of student questionnaire/interviews
(Please refer to the SARC)

Results of parent/community questionnaire / interviews

(Please refer to the SARC)

Master schedule

		Teacher Name	0	1	2	3	4	5	6
ENG	704	KAUFMAN, KURT B		910203.52 CONF/PREP PER-TC Room: 704 0/0	230108.24 ENGLISH 9B-9GR Room: 704 26/33, 230108.3 ENGLISH 9B-9GRSP Room:	230110.17 ENGLISH 10B-RSP Room: 704 12/10, 230110.5 ENGLISH 10B- Room: 704	230108H.9 H ENGLISH 9B-9GR Room: 704 23/5	230108.10 ENGLISH 9B-9GR Room: 704 22/23, 230108.4 ENGLISH 9B-9GRSH Room:	230108.13 ENGLISH 9B-MPA Room: 704 34/38
ENG	703	SAPIR, BERNARD E		210521.23 OFC TECH - Room: 703 1/1, 230425.5 MODERN LIT-MTA12 Room: 703 35/42	230425.2 MODERN LIT-SH Room: 703 17/21, 230425.7 MODERN LIT- Room: 703		230201.16 CONTEMP COMP- Room: 703 16/16, 230201.4 CONTEMP COMP-AA11 Room	230110.6 ENGLISH 10B-MTA10 Room: 703 36/35	CONFERNECE
ENG	405	TOVAR, RAMON		230110H.1 H ENGLISH 10B- Room: 405 27/27, 230110H.11 H ENGLISH 10B-MTA10 Room	910203.98 CONF/PREP PER-TC Room: 405 0/0	210521.30 OFC TECH - Room: 405 1/1, 230425H.11 H MODERN LIT-MGH Room: 405 29/37	210521.35 OFC TECH - Room: 405 1/1, 230425H.18 H MODERN LIT- Room: 405 40/37	230425.3 MODERN LIT- Room: 405 32/42	230110.13 ENGLISH 10B-AA10 Room: 405 22/16, 230110.14 ENGLISH 10B-AMSH Room:
ENG		KIRKPATRICK - PER 1 OLEA PER 4 & 5		230201H.4 H CONTEMP COMP- Room: 606 27/28, 230201H.5 H CONTEMP COMP-RSP			230108H.1 H ENGLISH 9B-MPAH Room: 322 20/35	230108H.6 H ENGLISH 9B-MPAH Room: 322 26/35	
ENG	315	EARP, TANYA M			230201.13 CONTEMP COMP-RSP Room: 315 10/10, 230201.6 CONTEMP COMP- Room: 315	230110H.6 H ENGLISH 10B- Room: 315 33/36	230425.4 MODERN LIT- Room: 315 29/42	230201.15 CONTEMP COMP-SH Room: 315 8/15, 230201.7 CONTEMP COMP- Room: 315	230201.14 CONTEMP COMP-SH Room: 315 9/12, 230201.3 CONTEMP COMP- Room: 315
ENG	412	YEGHIAZARIAN, MARAL		230201H.7 H CONTEMP COMP- Room: 412 3/00, 230201H.9 H CONTEMP COMP-AA11	230108.14 ENGLISH 9B-9BL Room: 412 27/25, 230108.2 ENGLISH 9B-9BSH Room:	230108.1 ENGLISH 9B-9BSH Room: 412 10/10, 230108.19 ENGLISH 9B-9BL Room: 412	230201H.2 H CONTEMP COMP-MSH Room: 412 39/34		230108H.2 H ENGLISH 9B-9BL Room: 412 23/36
ENG MM	509	CARR, JANICE M		230110H.4 H ENGLISH 10B-MMH Room: 509 36/34	230108H.8 H ENGLISH 9B-MMH Room: 509 35/34	230110H.2 H ENGLISH 10B-MMH Room: 509 36/34	460604.6 LEADER SH B- Room: 509 44/45	910203.95 CONF/PREP PER-TC Room: 509 0/0	230108H.5 H ENGLISH 9B-MMH Room: 509 35/34
ENG MM	307	MAY, CHRISTOPHER S		230126.2 AP ENG LANG B- Room: 307 2/2, 230126.4 AP ENG LANG B-MAP Room:	230118.1 AP ENG LIT B-MAP Room: 307 33/40	230425H.12 H MODERN LIT-MGH Room: 307 29/37	910187.1 OTHER: DEPT CH- Room: 307 0/0	210521.33 OFC TECH - Room: 307 1/1, 230425H.13 H MODERN LIT-MGH Room: 307 30/37	910203.44 CONF/PREP PER-TC Room: 307 0/0
ENG MS	415	AIDINLLI HASA, ERNESTA		230110.1 ENGLISH 10B-MGSH Room: 415 33/34	230110.3 ENGLISH 10B-MGSH Room: 415 34/37	230110H.9 H ENGLISH 10B-MG Room: 415 38/34	230110.11 ENGLISH 10B- Room: 415 30/34	230201H.1 H CONTEMP COMP-MMH Room: 415 38/34	230110H.7 H ENGLISH 10B-MSH Room: 415 35/34
ENG MS	316	CHASE, PETER		230108H.7 H ENGLISH 9B-MSH Room: 316 36/34	230126.3 AP ENG LANG B-MAP Room: 316 32/34	230118.2 AP ENG LIT B-MAP Room: 316 18/34	210521.32 OFC TECH - Room: 316 1/1, 230108H.12 H ENGLISH 9B-MSH Room: 316 34/34	910203.83 CONF/PREP PER-TC Room: 316 0/0	230108H.4 H ENGLISH 9B-MSH Room: 316 29/34

		Teacher Name	0	1	2	3	4	5	6
ENG MS	411	FURMAN, BRANDON C		230110H.8 H ENGLISH 10B-MSH Room: 411 36/34	230110.8 ENGLISH 10B-MS Room: 411 23/30	230201.12 CONTEMP COMP-MGSH Room: 411 1/2, 230201.9 CONTEMP COMP-MS Room:	230110H.5 H ENGLISH 10B-MSH Room: 411 35/34	910203.101 CONF/PREP PER-TC Room: 411 0/0	230201H.3 H CONTEMP COMP-MSH Room: 411 33/37
ENG MS	538	STELL, AARON M		230425H.16 H MODERN LIT-MGH Room: 538 35/37, 230425H.17 H MODERN LIT- Room: 538	230108H.3 H ENGLISH 9B-MSH Room: 538 37/34	230108H.10 H ENGLISH 9B-MSH Room: 538 33/34	910203.28 CONF/PREP PER-TC Room: 538 0/0	230126.1 AP ENG LANG B-MAP Room: 538 38/39	230425.8 MODERN LIT-MG Room: 538 22/33
ENG PA	112	GOINS, RONALD L		230108.12 ENGLISH 9B-MGSH Room: 112 1/3, 230108.17 ENGLISH 9B-MS Room: 112	910203.18 CONF/PREP PER-TC Room: 112 0/0	230108.11 ENGLISH 9B-9YSH Room: 112 3/2, 230108.22 ENGLISH 9B-9YL Room: 112	230108H.11 H ENGLISH 9B-9YL Room: 112 31/34, 230108H.13 H ENGLISH 9B-9BRSP Room:	230504.1 JOURNALISM 1B-MG Room: 112 24/27, 230506.1 JOURNALISM 2B-MG Room:	230201.1 CONTEMP COMP-MPA Room: 112 35/39
ENG PA	523	PETERSON, JON J		230425.13 MODERN LIT-MG Room: 523 38/34	230110H.10 H ENGLISH 10B-MPAH Room: 523 39/34	230201H.8 H CONTEMP COMP-MPAH Room: 523 35/34	230425H.15 H MODERN LIT-MGH Room: 523 37/37	230110H.3 H ENGLISH 10B-MPAH Room: 523 36/34	910203.37 CONF/PREP PER-TC Room: 523 0/0
MATH	314	KIM, IHN		310712H.4 H PRECALC B-MPAH Room: 314 26/28, 310712H.6 H PRECALC B- Room: 314 7/6	310712H.1 H PRECALC B-MSH Room: 314 36/34	310712H.2 H PRECALC B-MSH Room: 314 31/28, 310712H.3 H PRECALC B- Room: 314 5/5	210521.18 OFC TECH - Room: 314 1/1, 310342.14 CC ALGEBRA 1-MS Room: 314 33/34	310344.3 CC ALGEBRA 2B-MPA Room: 314 35/35	910203.81 CONF/PREP PER-TC Room: 314 0/0
MATH	602	SAUNDERS, AMIRA		310342.16 CC ALGEBRA 1-9GSH Room: 602 5/5, 310342.17 CC ALGEBRA 1-9GRSH Room	310342.18 CC ALGEBRA 1-9GRSP Room: 602 2/6, 310342.5 CC ALGEBRA 1-9GR Room:	910203.11 CONF/PREP PER-TC Room: 602 0/0	210521.4 OFC TECH - Room: 602 1/1		310424.13 CC GEOMETRY B-MTA10 Room: 602 37/37
MATH	406	TA, KEVIN T		310424.23 CC GEOMETRY B- Room: 406 36/34	310424.4 CC GEOMETRY B-MPA Room: 406 34/35	310344.1 CC ALGEBRA 2B-AA11 Room: 406 36/36	310344.2 CC ALGEBRA 2B- Room: 406 29/0, 310344.8 CC ALGEBRA 2B-RSH Room:	310342.12 CC ALGEBRA 1- Room: 406 32/34	210521.27 OFC TECH - Room: 406 1/1, 310424.12 CC GEOMETRY B- Room: 406 27/25,
ELD MATH	404	FELDSTEDT, JESSICA D		310424.3 CC GEOMETRY B- Room: 404 15/15, 310424.9 CC GEOMETRY B-SH Room:	310344.6 CC ALGEBRA 2B- Room: 404 32/27, 310344.7 CC ALGEBRA 2B-SH Room:	310424.26 CC GEOMETRY B-MS Room: 404 30/34	173102.2 ESL MATH B-PL Room: 404 26/37	310424.10 CC GEOMETRY B-SH Room: 404 10/11, 310424.2 CC GEOMETRY B- Room: 404	310712.5 PRECALC B- Room: 404 36/26, 310712.6 PRECALC B-SH Room: 404 1/2
ELD MATH	402	DEL REAL, GABRIELA		310344.12 CC ALGEBRA 2B-PL Room: 402 1/1, 310344.4 CC ALGEBRA 2B-SH Room:	310342.1 CC ALGEBRA 1-PL Room: 402 18/36	173102.1 ESL MATH B-PL Room: 402 33/36	210521.29 OFC TECH - Room: 402 1/1, 310342.19 CC ALGEBRA 1-PL Room: 402 17/35	310342.31 CC ALGEBRA 1-PL Room: 402 30/30	
MATH	515	TRUONG, CHRISTINE T		310424.1 CC GEOMETRY B- Room: 515 16/14, 310424.8 CC GEOMETRY B-RSP Room:	310342.23 CC ALGEBRA 1-9BL Room: 515 23/25, 310342.26 CC ALGEBRA 1-9BSH Room:	310342.24 CC ALGEBRA 1-9BL Room: 515 24/30, 310342.25	910203.13 CONF/PREP PER-TC Room: 515 0/0	310342.7 CC ALGEBRA 1-9GR Room: 515 34/34	310342.2 CC ALGEBRA 1-9BL Room: 515 19/25, 310342.21 CC ALGEBRA 1-9BRSH Room

		Teacher Name	0	1	2	3	4	5	6
MATH MM	323	MARTIN, KYRIE K		910203.93 CONF/PREP PER-TC Room: 323 0/0	310342.39 CC ALGEBRA 1-MS Room: 323 35/34	310610.2 AP STATSTICS B-MAP Room: 323 25/34	310344.14 CC ALGEBRA 2B- Room: 323 38/40	310344.13 CC ALGEBRA 2B-MS Room: 323 29/35	310610.4 AP STATSTICS B-MAP Room: 323 29/40
MATH MM	115	SADIGHI, LYDIA A		310424.27 CC GEOMETRY B-MS Room: 115 35/34	310610.1 AP STATSTICS B-MAP Room: 115 23/20, 310610.3 AP STATSTICS B- Room: 115	310424.11 CC GEOMETRY B- Room: 115 19/18, 310424.22 CC GEOMETRY B-AA10 Room	310344H.3 H CC ALGEBRA 2B-MGH Room: 115 35/35	910203.64 CONF/PREP PER-TC Room: 115 0/0	310344.10 CC ALGEBRA 2B-RSP Room: 115 9/14, 310344.15 CC ALGEBRA 2B- Room: 115
MATH MS	113	DUBOVA, YULIYA S		310344H.2 H CC ALGEBRA 2B-MGH Room: 113 27/34	310702.5 AP CALCULUS B-MAP Room: 113 29/34	310424.32 CC GEOMETRY B- Room: 113 31/34	910203.61 CONF/PREP PER-TC Room: 113 0/0	310712.4 PRECALC B-MS Room: 113 20/37	310344.16 CC ALGEBRA 2B- Room: 113 27/34
MATH MS	111	KANG, SHERMAN D		310342.33 CC ALGEBRA 1-MPA Room: 111 28/34	310424.25 CC GEOMETRY B-MS Room: 111 22/22, 310424.6 CC GEOMETRY B-MPA Room	910203.35 CONF/PREP PER-TC Room: 111 0/0	310424.5 CC GEOMETRY B-MS Room: 111 38/34	310424.24 CC GEOMETRY B-MS Room: 111 37/34	310424.15 CC GEOMETRY B- Room: 111 35/34
MATH MS	321	MARGOLIN, BRADLEY L		310706.3 AP CALCULUS C-MAP Room: 321 34/34	310706.2 AP CALCULUS C-MAP Room: 321 33/34	310706.1 AP CALCULUS C-MAP Room: 321 31/34	910187.3 OTHER: DEPT CH- Room: 321 0/0	310342.37 CC ALGEBRA 1-MS Room: 321 34/34	910203.87 CONF/PREP PER-TC Room: 321 0/0
MATH MS	505	MOLINA, XOCHITL G		210521.17 OFC TECH.-P1 Room: 505 1/1, 310344H.5 H CC ALGEBRA 2B-MGH Room: 505 33/34	310712.3 PRECALC B- Room: 505 31/38	910203.43 CONF/PREP PER-TC Room: 505 0/0	310712.1 PRECALC B-RSP Room: 505 1/2, 310712.2 PRECALC B-MS Room: 505	310344H.1 H CC ALGEBRA 2B- Room: 505 8/9, 310344H.4 H CC ALGEBRA 2B-MGH	310342.4 CC ALGEBRA 1-MPA Room: 505 33/34
MATH MS	117	TORRES, ELIZABETH		910203.38 CONF/PREP PER-TC Room: 117 0/0	310344H.6 H CC ALGEBRA 2B-MG Room: 117 35/40	310701.1 AP CALCULUS A-MSH Room: 117 38/40	310344H.7 H CC ALGEBRA 2B-MG Room: 117 33/40	310342.3 CC ALGEBRA 1-9YL Room: 117 37/35	310342.36 CC ALGEBRA 1-9YSH Room: 117 5/7, 310342.38 CC ALGEBRA 1-9YL Room:
MATH PA	506	SAAKYAN, KRISTINA		310342.13 CC ALGEBRA 1-MS Room: 506 34/34	310344.11 CC ALGEBRA 2B- Room: 506 38/17	310702.2 AP CALCULUS B-MAP Room: 506 29/40, 310702.4 AP CALCULUS B- Room: 506	910203.73 CONF/PREP PER-TC Room: 506 0/0	310702.1 AP CALCULUS B-MAP Room: 506 29/40	310702.3 AP CALCULUS B-MAP Room: 506 17/40

		Teacher Name	0	1	2	3	4	5	6
SCI	201	GARCIA, LUCY A		360702H.14 H BIOLOGY B-9GR Room: 201 22/35	360504.1 ENV STU B-SH Room: 201 1/1, 360504.2 ENV STU B- Room: 201 34/26	910203.46 CONF/PREP PER-TC Room: 201 0/0	360702.11 BIOLOGY B- Room: 201 7/7, 360702.12 BIOLOGY B-MGSH Room: 201 3/1,	360122.19 INTCOOR SCI 1B-9GSH Room: 201 7/15, 360122.4 INTCOOR SCI 1B-9GR Room:	360122.15 INTCOOR SCI 1B-9GR Room: 201 15/34, 360122.16 INTCOOR SCI 1B-9GSH Room
ELD MATHSCI	507	OSORIO, KENNETH R		173102.3 ESL MATH B-PL Room: 507 28/37	360122.22 INTCOOR SCI 1B-9YSH Room: 507 3/1, 360122.6 INTCOOR SCI 1B-9YL Room:	360122.14 INTCOOR SCI 1B-PL Room: 507 36/38	360702.3 BIOLOGY B-PL Room: 507 31/38	360702.5 BIOLOGY B-PL Room: 507 31/0	360702H.10 H BIOLOGY B-9YL Room: 507 29/34
SCI	211	MACION, JOSEFINA A		360124.8 INTCOOR SCI 2B- Room: 211 39/34	360124.9 INTCOOR SCI 2B- Room: 211 37/40	361402.6 CHEMISTRY B-SH Room: 211 13/16, 361402.7 CHEMISTRY B- Room: 211	21052120 OFC TECH- Room: 211 1/1, 360124.10 INTCOOR SCI 2B- Room: 211 24/36	360124.7 INTCOOR SCI 2B-SH Room: 211 30/38	91020326 CONF/PREP PER-TC Room: 211 0/0
SCI	605	WILKEN, CHARLES		COMP TECH	COMP TECH	COMP TECH ICS 2	COMP TECH	ICS 2	ROBOTICS
SCI	604B	AUSTEL, BRANDON H		360702H.8 H BIOLOGY B-9BL Room: 604B 27/35	360122.17 INTCOOR SCI 1B-9BSH Room: 604B 7/5, 360122.7 INTCOOR SCI 1B-9BL Room:	360122.20 INTCOOR SCI 1B-9BSH Room: 604B 10/22, 360122.5 INTCOOR SCI 1B-9BL Room:	910203.12 CONF/PREP PER-TC Room: 604B 0/0	360122.21 INTCOOR SCI 1B-9BSH Room: 604B 12/22, 360122.8 INTCOOR SCI 1B-9BL Room:	360124.11 INTCOOR SCI 2B-SH Room: 604B 31/36
SCI MM	203	KIM, JENNIFER J		910203.85 CONF/PREP PER-TC Room: 203 0/0	361402H.8 H CHEMISTRY B-MMH Room: 203 38/34	360702H.3 H BIOLOGY B-MM9 Room: 203 34/34	360702H.5 H BIOLOGY B-MM9 Room: 203 35/34	360702H.11 H BIOLOGY B-MSH Room: 203 36/34	361402H.7 H CHEMISTRY B-MMH Room: 203 34/34
SCI MS	209	FUHRMAN, DIANA M		910203.72 CONF/PREP PER-TC Room: 209 0/0	361002H.7 H PHYSIOLOGY B-MGSH Room: 209 1/1, 361002H.9	361002H.4 H PHYSIOLOGY B-MSH Room: 209 20/25, 361002H.8 H PHYSIOLOGY B-MMH Room	910187.2 OTHER: DEPT CH- Room: 209 0/0	360508.1 AP ENV SCI B-MAP Room: 209 21/37	360508.2 AP ENV SCI B- Room: 209 2/5, 361002H.1 H PHYSIOLOGY B-MSH Room: 209 21/26,
SCI MS	220	KIM, TRACEY			910203.7 CONF/PREP PER-TC Room: 220 0/0	360708.2 AP BIO B-MAP Room: 220 28/37	360708.3 AP BIO B-MAP Room: 220 28/37	21052126 OFC TECH -P5 Room: 220 1/1, 361404.2 AP CHEMISTRY B-MAP Room: 220 30/35	361404.1 AP CHEMISTRY B-MAP Room: 220 34/35
SCI MS	213	NIRMAL, PRIYANKA		361402H.4 H CHEMISTRY B-MPAH Room: 213 38/35	361402H.6 H CHEMISTRY B-MSH Room: 213 37/35	361402H.10 H CHEMISTRY B-MPAH Room: 213 36/35	361402H.5 H CHEMISTRY B-MSH Room: 213 37/35	910203.51 CONF/PREP PER-TC Room: 213 0/0	361402H.9 H CHEMISTRY B-MSH Room: 213 36/34
SCI MM	218	SURRETTE, PAUL A		361402.2 CHEMISTRY B- Room: 218 12/5, 361402.8 CHEMISTRY B-MS Room: 218	361502.1 PHYSICS B- Room: 218 9/10, 361502.2 PHYSICS B-MG Room: 218 24/24	361402.4 CHEMISTRY B-MPA Room: 218 36/36	910203.30 CONF/PREP PER-TC Room: 218 0/0	361402H.1 H CHEMISTRY B- Room: 218 36/38, 361402H.2 H CHEMISTRY B-SH Room:	361402.3 CHEMISTRY B-AA10 Room: 218 1/1, 361402.5 CHEMISTRY B- Room: 218

		Teacher Name	0	1	2	3	4	5	6
SCI MS	530	COOPER, DAVID S		910203.63 CONF/PREP PER-TC Room: 530 0/0	360702.10 BIOLOGY B-MPA Room: 530 33/34	210521.2 OFC TECH - Room: 530 1/1, 360702H.12 H BIOLOGY B- Room: 530 30/34	361002H.2 H PHYSIOLOGY B- Room: 530 41/34	361002H.5 H PHYSIOLOGY B-MPAH Room: 530 28/34	360702.15 BIOLOGY B-MS Room: 530 30/34
SCI MS	508	MANZANO, RITCHE P		910203.56 CONF/PREP PER-TC Room: 508 0/0	361520.1 AP PHYSICS 1B-MAP Room: 508 19/22, 361520.3 AP PHYSICS 1B- Room: 508	361520.2 AP PHYSICS 1B- Room: 508 2/5, 361520.4 AP PHYSICS 1B-MAP Room:	361502H.4 H PHYSICS B-MSH Room: 508 38/37	361502H.1 H PHYSICS B-MPAH Room: 508 12/15, 361502H.2 H PHYSICS B-MSH Room:	361502H.5 H PHYSICS B-MSH Room: 508 33/37
SCI MS	603	SHANO, BRENT T		360702H.2 H BIOLOGY B-MSH Room: 603 34/34	910203.62 CONF/PREP PER-TC Room: 603 0/0	270435.5 EXP HLTH CAR 2- Room: 603 36/42	270435.6 EXP HLTH CAR 2- Room: 603 36/42	361002H.3 H PHYSIOLOGY B-MM/H Room: 603 34/34	360702H.1 H BIOLOGY B-MSH Room: 603 36/34
SCI MS	204	SHIM, PEGGY		360702H.9 H BIOLOGY B-MPAH Room: 204 34/34	910203.27 CONF/PREP PER-TC Room: 204 0/0	360702H.7 H BIOLOGY B-MSH Room: 204 36/34	360702H.13 H BIOLOGY B-MTA10 Room: 204 30/, 360702H.4 H BIOLOGY B-MSH Room:	360708.1 AP BIO B-MAP9 Room: 204 24/34	360708.4 AP BIO B-MAP Room: 204 29/34

		Teacher Name	0	1	2	3	4	5	6
SOC ST	401	BINGHAM, JENNILYN	910203.42 CONF/PREP PER-TC Room: 401 0/0	370128.2 WHG: MOD WLD B-AMSH Room: 401 2/2, 370128.3 WHG: MOD WLD B-MTA10	370130.1B US HIST 20TH B-SH Room: 401 10/15, 370130.8 US HIST 20TH B-SH Room:	370130.19 US HIST 20TH B- Room: 401 25/27, 370130.3 US HIST 20TH B-SH Room:	370128.19 WHG: MOD WLD B-SH Room: 401 13/14, 370128.20 WHG: MOD WLD B-	370128.14 WHG: MOD WLD B-MGSH Room: 401 32/35	370128.17 WHG: MOD WLD B-SH Room: 401 36/36
SOC ST	403	KAYNE, DOUGLAS S		370905H.3 H ECONOMICS- Room: 403 20/32, 370905H.9 H ECONOMICS-AA12 Room:	370905.5 ECONOMICS- Room: 403 40/43	370905.11 ECONOMICS-MG Room: 403 36/40	370130H.9 H US HIST 20TH B- Room: 403 37/34	370905.6 ECONOMICS- Room: 403 29/43	910203.91 CONF/PREP PER-TC Room: 403 0/0
SOC ST	522	KLAIN, DANIEL		US HISTORY	H US HISTORY	US HISTORY	US HISTORY	ECOMONICS	CONFERNECE
SOC ST	416	RUPPERT, GUY F		420322.1 AVID 1B-9YL Room: 416 16/35	910203.89 CONF/PREP PER-TC Room: 416 0/0	370128.12 WHG: MOD WLD B- Room: 416 21/22, 370128.5 WHG: MOD WLD B-SH Room:	370603.2 PRIN AM DEMOCR-MG Room: 416 38/35	370128H.3 H WHG: MOD WLD B- Room: 416 20/35	370603.1 PRIN AM DEMOCR- Room: 416 24/28, 370603.3 PRIN AM DEMOCR-SH Room:
SOC ST MM	27	CROSBY, ROBERT L		210521.3 OFC TECH - Room: 327 1/1, 370905H.1 H ECONOMICS-MAP Room: 327 29/30,	370112.13 AP US HIST B-MAP Room: 327 39/40	370112.14 AP US HIST B-MAP Room: 327 28/37	910187.11 OTHER: DEPT CH-MG Room: 327 0/0	370905H.4 H ECONOMICS-MAP Room: 327 22/35	910203.84 CONF/PREP PER-TC Room: 327 0/0
SOC ST MS	414	DOMINGUEZ, CARLOS M	910203.45 CONF/PREP PER-TC Room: 414 0/0	370418.16 AP PSYCHOLOG B-MG Room: 414 41/42	370130H.5 H US HIST 20TH B- Room: 414 32/34	370418.14 AP PSYCHOLOG B-MG Room: 414 41/42	370112.11 AP US HIST B-MG Room: 414 38/40	370112.12 AP US HIST B-MG Room: 414 29/37	370130.16 US HIST 20TH B-MGSH Room: 414 2/2, 370130.9 US HIST 20TH B-MS Room:
SOC ST MS	324	MOORE, WANDA B		370603H.1 H PRIN AM DEMOCR-MAP Room: 324 33/35	370905H.8 H ECONOMICS-MGH Room: 324 32/35	910203.92 CONF/PREP PER-TC Room: 324 0/0	370905H.10 H ECONOMICS- Room: 324 3/2, 370905H.7 H ECONOMICS-MGH Room:	370905H.6 H ECONOMICS-MGH Room: 324 35/35	370905H.5 H ECONOMICS-MGH Room: 324 32/35
ELD SOC ST	325	MITCHELL, JONATHAN S		200120.2 AP ART HIS B- Room: 325 28/15, 200120.3 AP ART HIS B-SH Room: 325	370128.11 WHG: MOD WLD B-PL Room: 325 36/37	200120.1 AP ART HIS B- Room: 325 28/30	460701.3 DECATHLON- Room: 325 18/20	370418.15 AP PSYCHOLOG B-MG Room: 325 39/42	230425H.14 H MODERN LIT-MGH Room: 325 0/10, 370418.13 AP PSYCHOLOG B-MG Room
SOC ST MS	524	NEER, JAMES E	910203.33 CONF/PREP PER-TC Room: 524 0/0	370134.11 AP WLD HIST B-MG Room: 524 36/37	370206.2 AP HUMAN GEO B-MG Room: 524 34/37	370128.1 WHG: MOD WLD B-AA10 Room: 524 19/20, 370128.7 WHG: MOD WLD B- Room:	210521.37 OFC TECH - Room: 524 1/1, 370134.13 AP WLD HIST B-MG Room: 524 28/37	370128H.8 H WHG: MOD WLD B-MSH Room: 524 27/35	370134.12 AP WLD HIST B-MG Room: 524 34/37
SOC ST PA	326	WATSON, MICHAEL J		370134.14 AP WLD HIST B-MG Room: 326 38/37	370134.15 AP WLD HIST B-MG Room: 326 31/37	370134.16 AP WLD HIST B-MG Room: 326 32/37	370128.6 WHG: MOD WLD B- Room: 326 37/34	370134.17 AP WLD HIST B-MG Room: 326 29/37	370128H.2 H WHG: MOD WLD B-MSH Room: 326 12/12, 370128H.7 H WHG: MOD WLD B-MMH

		Teacher Name	0	1	2	3	4	5	6
SOC STU MS	206	PRICE, KIMBERLEY Y		370130H.1 H US HIST 20TH B-MPAH Room : 206 12/6, 370130H.6 H US HIST 20TH B-MMH	210521.22 OFC TECH - Room : 206 1/1, 370128H.1 H WHG: MOD WLD B-AA10 Room : 206 5/4,	370130H.8 H US HIST 20TH B-MSH Room : 206 32/34	370128H.6 H WHG: MOD WLD B-MPAH Room : 206 33/35	370130.14 US HIST 20TH B- Room : 206 37/42	910203.17 CONF/PREP PER-TC Room : 206 0/0
SOCST DEAN	303	LOPEZ, DORA M					370128.18 WHG: MOD WLD B- Room : 303 22/22, 370128.4 WHG: MOD WLD B-SH Room :		

		Teacher Name	0	1	2	3	4	5	6
WLANG FR MM	516	DONTSOVA, YELENA		253516H.1 H FRENCH 3B-MGH Room: 516 28/37	253514.3 FRENCH 2B-MG Room: 516 36/37	910203.57 CONF/PREP PER-TC Room: 516 0/0	253514.1 FRENCH 2B- Room: 516 31/37	253512.4 FRENCH 1B-MG Room: 516 36/37	253512.5 FRENCH 1B- Room: 516 30/37
WLANG FR PA	527	IUSMEN, NARCISSA C		253512.3 FRENCH 1B- Room: 527 31/37	253512.2 FRENCH 1B-MG Room: 527 23/37	253516H.2 H FRENCH 3B- Room: 527 21/37	253512.1 FRENCH 1B-MG Room: 527 28/37	253514.2 FRENCH 2B-MG Room: 527 29/37	910203.74 CONF/PREP PER-TC Room: 527 0/0
WLANG SP	532	FIDANZA, ESTELLA M	910203.94 CONF/PREP PER-TC Room: 532 0/0	256032.3 SPAN SP 1B- Room: 532 41/40	256032.2 SPAN SP 1B- Room: 532 38/34	256032.1 SPAN SP 1B-SH Room: 532 9/10, 256032.4 SPAN SP 1B- Room: 532 23/26	210521.24 OFC TECH - Room: 532 1/1, 256012.1 SPANISH 1B-SH Room: 532 6/10,	256012.3 SPANISH 1B- Room: 532 35/40	256032.5 SPAN SP 1B-SH Room: 532 41/40
WLANG SP	534	GARCIA, MARICELA C	910203.49 CONF/PREP PER-TC Room: 534 0/0	210521.21 OFC TECH - Room: 534 1/1, 256034.2 SPAN SP 2B-MG Room: 534 32/40	256034.3 SPAN SP 2B- Room: 534 16/18, 256034.4 SPAN SP 2B-SH Room: 534	256024.2 AP SPAN LNG B-MAP Room: 534 31/34	256024.1 AP SPAN LNG B- Room: 534 22/26, 256024.3 AP SPAN LNG B-SH Room:	256034.1 SPAN SP 2B-SH Room: 534 40/40	256012.2 SPANISH 1B- Room: 534 40/42
WLANG SP	528	BERNARDEZ, EVELYN M		910203.100 CONF/PREP PER-TC Room: 528 0/0	256014.3 SPANISH 2B-SH Room: 528 25/37	256016H.1 H SPANISH 3B-MGH Room: 528 24/37	256016H.3 H SPANISH 3B-MGH Room: 528 40/40	256014.11 SPANISH 2B-SH Room: 528 4/5, 256014.2 SPANISH 2B- Room: 528 35/31	256014.8 SPANISH 2B-SH Room: 528 33/37
WLANG SP MM	526	VASQUEZ, GLADYS P		256012.4 SPANISH 1B-MG Room: 526 39/40	256016H.2 H SPANISH 3B-MGH Room: 526 36/40	256012.5 SPANISH 1B-MG Room: 526 43/40	256014.10 SPANISH 2B-MG Room: 526 29/38	256012.10 SPANISH 1B-MG Room: 526 42/40	256012.6 SPANISH 1B-MG Room: 526 34/34
WLANG SP MS	533	AZAGRA, MARIA EUGENIA		910203.2 CONF/PREP PER- Room: 533 0/0	256014.1 SPANISH 2B-MG Room: 533 37/40	256014.7 SPANISH 2B-MGSH Room: 533 36/40	256014.9 SPANISH 2B-MGSH Room: 533 33/40	256016H.5 H SPANISH 3B-MGH Room: 533 32/39	256016H.4 H SPANISH 3B-MGH Room: 533 28/39
WLANG SP MS	521	MAGANA, ANA B		910203.66 CONF/PREP PER-TC Room: 521 0/0	256012.8 SPANISH 1B-MG Room: 521 43/40	256014.6 SPANISH 2B- Room: 521 39/40	256012.7 SPANISH 1B-MG Room: 521 42/41	256014.4 SPANISH 2B-MG Room: 521 39/39	256014.5 SPANISH 2B-MG Room: 521 38/40

		Teacher Name	0	1	2	3	4	5	6
HEALTH	301	COLEY, DION C			420107.13 LIFE SKLS 21ST- Room: 301 21/34	260103.31 HEALTH SH- Room: 301 29/34	210521.36 OFC TECH - Room: 301 1/1, 260103.32 HEALTH SH- Room: 301 35/34		330205.8 ADV COND-P6 Room: PEDC 29/45
PE	301	RUNDALL, TIMOTHY C		260103.30 HEALTH SH- Room: 301 34/32	330106.22 ADV PE 1B-SH Room: PERN 17/10, 330122.19 ADV PE 2B- Room: PERN	330106.16 ADV PE 1B-MG Room: PERN 33/55, 330122.20 ADV PE 2B-MG Room: PERN	330106.11 ADV PE 1B- Room: PERN 24/55, 330106.27 ADV PE 1B-SH Room: PERN	330106.12 ADV PE 1B- Room: PERN 21/55, 330106.23 ADV PE 1B-SH Room: PERN	910203.55 CONF/PREP PER-TC Room: PERN 0/0
PE		SO, MIN WOO F		330122.1 ADV PE 2B- Room: PESO 37/0, 330122.14 ADV PE 2B-SH Room: PESO	910203.78 CONF/PREP PER-TC Room: PESO 0/0	330106.10 ADV PE 1B- Room: PESO 29/55, 330106.28 ADV PE 1B-SH Room: PESO	330122.5 ADV PE 2B- Room: PESO 25/65, 330124.3 ADV PE FT 2B-FT Room:	330122.11 ADV PE 1B-SH Room: PESO 18/19, 330122.4 ADV PE 2B- Room: PESO	ADV PE 2B-SH Room: PESO 18/19, 330122.6 ADV PE 2B- Room: PESO 27/13
PE		BECERRA, ALEJANDRO	330122.23 ADV PE 2B-SH Room: PEBC 27/20, 330124.6 ADV PE FT 2B-SH Room:	330106.26 ADV PE 1B-SH Room: PEBC 26/25, 330106.8 ADV PE 1B-SH Room: PEBC	330122.10 ADV PE 2B-SH Room: PEBC 9/0, 330122.2 ADV PE 2B-SH Room: PEBC	330122.12 ADV PE 2B-SH Room: PEBC 4/19, 330122.3 ADV PE 2B-SH Room: PEBC	330106.21 ADV PE 1B-SH Room: PEBC 26/30, 330122.15 ADV PE 2B-SH Room: PEBC	910203.19 CONF/PREP PER-TC Room: PEBC 0/0	330911.1 CROSS C, FR/SO-SH Room: PEBC 50/50, 330935.2 TRK & FLD, VAR-SH Room:
PE PA		OCHOA, PATRICIA L		330106.14 ADV PE 1B-MG Room: PEOC 30/0, 330122.24 ADV PE 2B-MG Room: PEOC	330106.15 ADV PE 1B-MG Room: PEOC 40/0, 330106.9 ADV PE 1B- Room: PEOC 7/0	910203.9 CONF/PREP PER-TC Room: PEOC 0/0	330106.17 ADV PE 1B-MG Room: PEOC 36/55, 330122.21 ADV PE 2B-MG Room: PEOC	330106.18 ADV PE 1B-MG Room: PEOC 45/46, 330122.18 ADV PE 2B-MG Room: PEOC	ADV PE 1B-SH Room: PEOC 25/13, 330122.25
PE JROTC	512	FLYNN, ANDREW R	330126.1 ADV PE 1B ROTC-P0 Room: 512 6/37, 330128.6 ADV PE 2B ROTC-P0 Room:	330126.2 ADV PE 1B ROTC- Room: 512 15/37, 330128.5 ADV PE 2B ROTC- Room: 512	330126.6 ADV PE 1B ROTC- Room: 512 11/15, 330128.4 ADV PE 2B ROTC- Room: 512	330126.5 ADV PE 1B ROTC- Room: 512 8/15, 330128.3 ADV PE 2B ROTC- Room: 512	910203.8 CONF/PREP PER- Room: 512 0/0	330126.4 ADV PE 1B ROTC- Room: 512 7/10, 330128.2 ADV PE 2B ROTC- Room: 512	330126.3 ADV PE 1B ROTC- Room: 512 12/15, 330128.1 ADV PE 2B ROTC- Room: 512
PE JROTC	513	MARTINEZ, JORGE I		440106.1 JROTC ARM 3B- Room: 512 6/15, 440108.2 JROTC ARM 4B- Room: 512	440106.2 JROTC ARM 3B- Room: 512 2/15, 440108.3 JROTC ARM 4B- Room: 512	440106.4 JROTC ARM 3B- Room: 512 3/15, 440108.4 JROTC ARM 4B- Room: 512	910203.20 CONF/PREP PER-TC Room: 512 0/0	440106.6 JROTC ARM 3B- Room: 512 5/15, 440108.5 JROTC ARM 4B- Room: 512	440106.5 JROTC ARM 3B- Room: 512 6/15, 440108.6 JROTC ARM 4B- Room: 512

		Teacher Name	0	1	2	3	4	5	6
ELD	413	STERLING, ELIZABETH A		170306.2 ELD 3B-LD Room: 413 20/37	230108.15 ENGLISH 9B-LD Room: 413 36/37	CONFERENCE	230110.12 ENGLISH 10B- Room: 413 17/20, 230110.19 ENGLISH 10B-SH Room: 413	ELD1	EL1
ELD	317	SWIHART, LINDA S		170302.1 ELD 1B-LD1 Room: 317 36/40	170302.2 ELD 1B-LD2 Room: 317 36/40	170304.4 ELD 2B-LD1 Room: 317 22/40	170304.2 ELD 2B-LD2 Room: 317 22/40	170308.1 ELD 4B-LD Room: 317 32/37	910203.99 CONF/PREP PER-TC Room: 317 0/0
ELD ENG	313	CASHIER, ARLAN		170304.3 ELD 2B-LD1 Room: 313 33/40	170304.1 ELD 2B-LD2 Room: 313 33/40	170302.5 WEDEEN ELD 1B-LD1 Room: 313 36/37	170302.6 ELD 1B-LD2 Room: 313 36/37	170302.3 ELD 1B-LD2 Room: 313 35/0	170302.4 ELD 1B-LD1 Room: 313 35/0
ELD ENG	520	WAGGONER, PATRICIA A		170408.1 L & L EL SH B-SH Room: 520 14/35	170408.2 L & L EL SH B-SH Room: 520 13/20	170508.3 ADV ELD SH B-SH Room: 520 11/12, 170512.3 ADV ELD SH 2B-SH Room:		170508.1 ADV ELD SH B-SH Room: 520 18/12, 170512.1 ADV ELD SH 2B-SH Room:	170508.2 ADV ELD SH B-SH Room: 520 17/12, 170512.2 ADV ELD SH 2B-SH Room:
ELD MATH	404	FELDSTEDT, JESSICA D					173102.2 ESL MATH B-PL Room: 404 26/37	310424.10 CC GEOMETRY B-SH Room: 404 10/11, 310424.2 CC GEOMETRY B- Room: 404	
ELD MATH	402	DEL REAL, GABRIELA			310342.1 CC ALGEBRA 1-PL Room: 402 18/36	173102.1 ESL MATH B-PL Room: 402 33/36	210521.29 OFC TECH - Room: 402 1/1, 310342.19 CC ALGEBRA 1-PL Room: 402 17/35	310342.31 CC ALGEBRA 1-PL Room: 402 30/30	
ELD MATHSCI	507	OSORIO, KENNETH R		173102.3 ESL MATH B-PL Room: 507 28/37		360122.14 INTCOOR SCI 1B-PL Room: 507 36/38	360702.3 BIOLOGY B-PL Room: 507 31/38	360702.5 BIOLOGY B-PL Room: 507 31/0	
ELD SOC ST	325	MITCHELL, JONATHAN S			370128.11 WHG: MOD WLD B-PL Room: 325 36/37				

	Room	Teacher Name	0	1	2	3	4	5	6
SPED AUT ALT	420	BICE, AMY E		492340.2 PRACT ENG B-AAM Room : 420 1/2, 492340.3 PRACT ENG B-AAMSH Room :	493108.3 PRACT MATH B-AAMSH Room : 420 6/8, 493108.4 PRACT MATH B-AAM Room :	910203.39 CONF/PREP PER-TC Room : 420 0/0		493608.5 PRACT SCIENC B-AAMSH Room : 420 5/10, 493608.6 PRACT SCIENC B-AAM Room :	493506.2 ELD ALT CUR B-ALASH Room : 420 4/5, 493728.1 PRACT SOC ST B-AAMSH
SPED AUT ALT	514	MARLER, DANISE M		492340.1 PRACT ENG B-ALA Room : 514 6/5, 492346.2 COMM RES B-ALA Room : 514	493108.5 PRACT MATH B-ALA Room : 514 4/5, 493108.6 PRACT MATH B-ALA Room :		493506.1 ELD ALT CUR B-ALASH Room : 514 4/3, 493608.3 PRACT SCIENC B-ALASH	910203.69 CONF/PREP PER-TC Room : 514 0/0	493728.4 PRACT SOC ST B-ALA Room : 514 3/5, 493728.5 PRACT SOC ST B-ALA Room :
SPED AUT COR	707	BYRNE, KARIN L		310342.35 CC ALGEBRA 1-AC Room : 707 2/37, 312618.14 CC ALG 2 TUT LAB B- Room :	312614.3 CC ALG 1 TUT LAB B-AC Room : 707 7/4, 910203.53 CONF/PREP PER-TC Room :	260103.12 HEALTH SH-AC Room : 707 1/1, 370130.15 US HIST 20TH B-AC Room :	230108.5 ENGLISH 9B-AC Room : 707 2/3, 230201.2 CONTEMP COMP-AC Room :	360122.18 INTCOOR SCI 1B-AC Room : 707 1/3, 360124.4 INTCOOR SCI 2B-AC Room :	
SPED ED	305	STERN, ELLEN M		310342.32 CC ALGEBRA 1-ED Room : 305 1/10, 310424.18 CC GEOMETRY B-ED Room :	910203.21 CONF/PREP PER-TC Room : 305 0/0	230108.16 ENGLISH 9B-ED Room : 305 1/10, 230110.4 ENGLISH 10B-ED Room : 305		360122.1 INTCOOR SCI 1B-ED Room : 305 2/10	370128.15 WHG: MOD WLD B-ED Room : 305 1/10, 370905.12 ECONOMICS-ED Room : 305
SPED IDM	421	VALADEZ, SUSANNA		492340.4 PRACT ENG B-IDSH Room : 421 3/3, 492344.2 COMM ENG B-ID Room : 421	492344.4 COMM ENG B-ID Room : 421 1/1, 493608.1 PRACT SCIENC B-ID Room :	910203.34 CONF/PREP PER-TC Room : 421 0/0		493108.1 PRACT MATH B-ID Room : 421 3/4, 493108.2 PRACT MATH B-IDSH Room :	493506.3 ELD ALT CUR B-IDSH Room : 421 4/5, 493728.3 PRACT SOC ST B-ID Room :
SPED PE		MAY, CATHERINE M				330301.2 ADAP PHYS ED-SH Room : PECM 8/20	330301.1 ADAP PHYS ED-SH Room : PECM 15/20		
SPED RSP	513	DADDARIO, COREY L		310128.1 DEV MATH SH B-RSP Room : 513 9/15, 310128.10 DEV MATH SH B-RSH Room :	310128.11 DEV MATH SH B-RSH Room : 513 3/3, 310128.2 DEV MATH SH B-RSP Room :	910203.16 CONF/PREP PER-RSP Room : 513 0/0			
SPED RSP	513	LONG HAYDEN, KELLIE M		910203.23 CONF/PREP PER-RSP Room : 513 0/0					
SPED RSP	513	PAKRAVAN, AVITAL				310128.12 DEV MATH SH B-RSH Room : 513 2/3, 310128.3 DEV MATH SH B-RSP Room :			
SPED RSP	513	TROVATTEN, JEFFREY S			910203.22 CONF/PREP PER-RSP Room : 513 0/0		310128.4 DEV MATH SH B-RSP Room : 513 10/15, 310128.7 DEV MATH SH B-RSH Room :	310128.5 DEV MATH SH B-RSP Room : 513 4/15, 310128.8 DEV MATH SH B-RSH Room :	310128.6 DEV MATH SH B-RSP Room : 513 3/15, 310128.9 DEV MATH SH B-RSH Room :

SPED SDC	Room	Teacher Name	0	1	2	3	4	5	6
SPED SDC	529	AISPURO, GLORIA A		310424.19 CC GEOMETRY B-SDC Room: 529 6/16, 310424.31 CC GEOMETRY B-SDSH	312614.4 CC ALG 1 TUT LAB B-SDSH Room: 529 14/20	312614.6 CC ALG 1 TUT LAB B-SDC Room: 529 6/10, 312618.13 CC ALG 2 TUT LAB B-SDSH	310424.14 CC GEOMETRY B-SDSH Room: 529 3/12, 310424.16 CC GEOMETRY B-SDC Room	910203.31 CONF/PREP PER-TC Room: 529 0/0	310424.20 CC GEOMETRY B-SDC Room: 529 4/16, 310424.30 CC GEOMETRY B-SDSH
SPED SDC	531	BECERRA, DANNY		260103.10 HEALTH SH-SDSH Room: 531 7/12	260103.4 HEALTH SH-SDSH Room: 531 8/8, 260103.6 HEALTH SH-SDSH Room: 531	360122.11 INTCOOR SCI 1B-SDSH Room: 531 5/15, 360122.12 INTCOOR SCI 1B-SDC Room:	360122.10 INTCOOR SCI 1B-SDSH Room: 531 7/15, 360122.3 INTCOOR SCI 1B-SDSH Room:	360122.2 INTCOOR SCI 1B-SDC Room: 531 5/15, 360122.9 INTCOOR SCI 1B-SDSH Room	910203.4 CONF/PREP PER- Room: 531 0/0
SPED SDC	604C	CINTIGO, TANIA I		360702.7 BIOLOGY B-SDSH Room: 604C 6/15, 360702.9	360702.6 BIOLOGY B-SDSH Room: 604C 2/15, 360702.8 BIOLOGY B-SDC Room: 604C	910203.71 CONF/PREP PER-TC Room: 604C 0/0	360124.1 INTCOOR SCI 2B-SDSH Room: 604C 3/15, 360124.3 INTCOOR SCI 2B-SDC Room:	360124.2 INTCOOR SCI 2B-SDC Room: 604C 3/5	360122.13 INTCOOR SCI 1B-SDC Room: 604C 4/10
SPED SDC	519	FRAIGUN, GARY D		370905.10 ECONOMICS-SDC Room: 519 10/0, 370905.7 ECONOMICS-SDSH Room:		310424.17 CC GEOMETRY B-SDC Room 519 7/17, 310424.29 CC GEOMETRY B-SDSH	370905.2 ECONOMICS-SDC Room: 519 6/10	370905.8 ECONOMICS-SDSH Room: 519 1/15, 370905.9 ECONOMICS-SDC Room: 519	910203.54 CONF/PREP PER-TC Room: 519 0/0
SPED SDC	535	LOPEZ, MARK A		910203.15 CONF/PREP PER-TC Room: 535 0/0	230425.11 MODERN LIT-SDSH Room: 535 4/10, 230425.19 MODERN LIT-SDC Room: 535	230201.5 CONTEMP COMP-SDC Room: 535 8/10	230425.1 MODERN LIT-SDC Room: 535 7/12, 230425.17 MODERN LIT-SDCAM Room:	230201.11 CONTEMP COMP-SDSH Room: 535 9/0, 230201.8 CONTEMP COMP-SDC Room:	230201.10 CONTEMP COMP-SDC Room: 535 8/15
SPED SDC	540	MEZA, CINDY R		370130.1 US HIST 20TH B-SDC Room: 540 10/15, 370130.6 US HIST 20TH B-SDSH Room:	370130.10 US HIST 20TH B-SDC Room: 540 7/15, 370130.7	910203.68 CONF/PREP PER-TC Room: 540 0/0	370130.4 US HIST 20TH B-SDSH Room: 540 1/15, 370130.5 US HIST 20TH B-SDC Room:	230110.7 ENGLISH 10B-SDSH Room: 540 5/0, 230110.9 ENGLISH 10B-SDC Room:	230110.10 ENGLISH 10B-SDC Room: 540 7/7, 230110.20 ENGLISH 10B-SDSH Room:
SPED SDC	541	MIDDLETON, BENJAMIN F		370128.9 WHG: MOD WLD B-SDC Room: 541 5/15	260103.13 HEALTH SH-SDC Room: 541 6/10	370905.1 ECONOMICS-SDC Room: 541 9/10	210521.25 OFC TECH- Room: 541 1/1, 370128.13 WHG: MOD WLD B-SDSH Room: 541 4/0,	370128.10 WHG: MOD WLD B-SDSH Room: 541 6/10, 370128.8 WHG: MOD WLD B-SDC	910203.1 CONF/PREP PER- Room: 541 0/0
SPED SDC	518	SANCHEZ, GUADALUPE		910203.40 CONF/PREP PER-TC Room: 518 0/0	310342.20 CC ALGEBRA 1-SDC Room: 518 6/12	360702.2 BIOLOGY B-SDC Room: 518 4/15, 360702.4 BIOLOGY B-SDSH Room: 518	360124.13 INTCOOR SCI 2B-SDSH Room: 518 5/10, 360702.1 BIOLOGY B-SDC Room: 518	310342.30 CC ALGEBRA 1-SDSH Room: 518 6/6, 310342.42 CC ALGEBRA 1-SDC Room:	310342.40 CC ALGEBRA 1-SDSH Room: 518 7/6, 310342.41
SPED SDC	525	SULLIVAN, DEBORAH S		230108.20 ENGLISH 9B-SDSH Room: 525 7/7, 230108.21 ENGLISH 9B-SDC Room: 525	910203.80 CONF/PREP PER-TC Room: 525 0/0	230142.1 STRATGC LIT 1B-SDSH Room: 525 8/7, 230142.2 STRATGC LIT 1B-SH Room:	230108.18 ENGLISH 9B-SDSH Room: 525 7/7, 230108.23 ENGLISH 9B-SDC Room: 525	230425.6 MODERN LIT-SDC Room: 525 6/12, 230425.9 MODERN LIT-SDSH Room:	230425.10 MODERN LIT-SDC Room: 525 11/12, 230425.12 MODERN LIT-SDSH Room:

Category	Room	Teacher Name	0	1	2	3	4	5	6
CHOICE	311	SONG, JENNELLE J		910203.76 CONF/PREP PER-TC Room: 311 0/0	200124.3 AP ST ART DR B-MG Room: 311 17/25	200606.2 CART/ANIMAT B- Room: 311 42/42	200316.1 CALLIGRAPHY B- Room: 311 41/0	200316.2 CALLIGRAPHY B- Room: 311 37/0, 200316.3 CALLIGRAPHY B-SH Room:	200606.1 CART/ANIMAT B- Room: 311 42/42, 210521.19 OFC TECH -P6 Room: 311 1/1
CHOICE	306	TABAIN, DEBRA L		240510.1 FLOR B- Room: 306 43/42	240512.1 HORT 1B-SH Room: 306 7/5, 240512.2 HORT 1B- Room: 306 36/35	200602.1 DRAWING B- Room: 306 43/36	910203.79 CONF/PREP PER-TC Room: 306 0/0	200602.2 DRAWING B- Room: 306 38/36, 200602.4 DRAWING B-SH Room: 306	200602.3 DRAWING B- Room: 306 43/42
CHOICE	312	KUROMIYA, MIYA R		200322.4 DIG IMAG SH 1B- Room: 312 35/34	910203.48 CONF/PREP PER-TC Room: 312 0/0	200322.1 DIG IMAG SH 1B- Room: 312 30/29, 200324.1 DIG IMAG SH 2B- Room: 312	200322.5 DIG IMAG SH 1B- Room: 312 35/34	200322.3 DIG IMAG SH 1B- Room: 312 35/34, 200324.3 DIG IMAG SH 2B- Room: 312	200322.2 DIG IMAG SH 1B-SH Room: 312 3/3, 200322.6 DIG IMAG SH 1B- Room: 312
CHOICE/MATH	114	GROYSLAYT, SOFYA		180103.18 INTRO COMP- Room: 301 34/21	910203.6 CONF/PREP PER- Room: 114 0/0	310342.15 CC ALGEBRA 1-RSP Room: 114 4/9, 310342.28 CC ALGEBRA 1-CRC Room:	310342.10 CC ALGEBRA 1-MTA10 Room: 114 4/5, 310342.11 CC ALGEBRA 1-AMSH Room:	180110.1 COMP SCI 1B-MS Room: 114 34/34	180103.2 INTRO COMP- Room: 114 34/34
CHOICE PA	328	GENNARO, ANTONIO G		321208.1 ADV ORCH B-MPA Room: 328 31/65	320806.5 INSTRUMENTS B-MDM Room: 426 27/35, 320806.6 INSTRUMENTS B-SH Room:	320806.4 INSTRUMENTS B-MST Room: 426 23/0, 320806.7 INSTRUMENTS B-SH Room:	320806.1 INSTRUMENTS B-MGBD Room: 328 6/40, 330511.1 DRILL TEAM-MG Room: 328	910203.65 CONF/PREP PER-TC Room: 426 0/0	321108.1 ADV BAND B-MGBD Room: 426 20/40
CHOICE PA	425	AREVALO, BRIANNE M		321304.2 KEYBOARD 1B-MGSH Room: 425 31/30	321304.1 KEYBOARD 1B- Room: 425 28/30, 321304.3 KEYBOARD 1B-SH Room: 425	320510.1 CHORUS SH B-SH Room: 425 53/40	320302.1 HARMONY 1B-MPA Room: 425 31/40	320516.1 VOC ENSEMBLE B-MGVN Room: 425 16/60	910203.59 CONF/PREP PER-TC Room: 425 0/0
CHOICE PA	118	BRAWNER, CHRISTINA L		200511.20 FILMMAKING 1A- Room: 118 29/30, 200512.6 FILMMAKING 1B- Room: 118	200514.1 FILMMAKING 2B- Room: 118 5/7, 200514.2 FILMMAKING 2B-MPA Room:	292608.1 FUND VIDEO PROD B DM-MPA Room: 118 7/15, 292614.1 VID PRD 3B IM-MPA Room:	910203.36 CONF/PREP PER-TC Room: 118 0/0	200512.7 FILMMAKING 1B- Room: 118 32/35	200512.8 FILMMAKING 1B-SH Room: 118 33/35
CHOICE PA	328	EISENHART, ROBERT L		320306.1 MUSIC TECH B- Room: 426 14/0, 320306.2 MUSIC TECH B-SH Room:	320112.1 AP MUSIC THY B-MAP Room: 328 84/0	910203.82 CONF/PREP PER-TC Room: 328 0/0	320806.2 INSTRUMENTS B- Room: 426 30/30, 320806.3 INSTRUMENTS B-SH Room:	321110.3 JAZZ ENS B- Room: 426 29/37	321108.2 ADV BAND B-MGBD Room: 328 32/40
CHOICE PA	427	HULA, DIANE F		190514.1 BEG BALLE SH B- Room: 427 5/5, 190514.2 BEG BALLE SH B-MPA Room:	330106.2 ADV PE 1B-MGDN Room: 427 19/20, 330122.31 ADV PE 2B-MGDN Room: 427	330106.5 ADV PE 1B-MGDN Room: 427 40/35	910203.25 CONF/PREP PER-TC Room: 427 0/0	190414.3 JAZZ DN SH 1B-MPA Room: 427 8/10, 330106.3 ADV PE 1B-MGDN Room: 427	190126.1 DANCE COMPAN B-MPA Room: 427 0/25, 190412.15 DANCE B-MGSH Room: 427
CHOICE PA	606	KIRKPATRICK, THOMAS C		230201H.4 H CONTEMP COMP- Room: 606 27/28, 230201H.5 H CONTEMP COMP-RSP	200312.5 STAGE DES B- Room: 606 6/2, 294112.3 STAGE 1B-MPA Room: 606 26/32	294122.8 STAGE 2B- Room: 606 26/37	200312.1 STAGE DES B- Room: 606 31/26	910203.96 CONF/PREP PER-TC Room: 606 0/0	200312.4 STAGE DES B-MPA Room: 606 33/35

		Teacher Name	0	1	2	3	4	5	6
CHOICE PA	322	OLEA, RANDOLPH M			380502.1 THEA ENSMB B- Room: 322 31/32	380502.2 THEA ENSMB B- Room: 322 29/28, 380502.3 THEA ENSMB B-SH Room:	230108H.1 H ENGLISH 9B-MPAH Room: 322 20/35	230108H.6 H ENGLISH 9B-MPAH Room: 322 26/35	910203.29 CONF/PREP PER-TC Room: 322 0/0
CHOICE PA	424	PARTIDA, REESA A		190214.1 MOD DANC SH 1B- Room: 424 10/20, 190222.1 CONTEMP DANC B- Room:	190412.3 DANCE B-MGDN Room: 424 11/19, 330122.32 ADV PE 2B-MGDN Room: 424	190412.1 DANCE B-MGDN Room: 424 1/1, 190414.1 JAZZ DN SH 1B-MPA Room:	190412.2 DANCE B-MPINT Room: 424 12/14, 190412.4 DANCE B-MPBEG Room: 424	910203.97 CONF/PREP PER-TC Room: 424 0/0	330122.17 ADV PE 2B-MPA Room: 424 3/5, 380304.1 THEA MUS PRD B-MPA Room
CHOICE ROP	601	AGRUSO, JOSEPH G		699083.2 TECH1 AUTO SYS-AMSH Room: 601 32/35	699083.1 TECH1 AUTO SYS-AMSH Room: 601 19/37	699083.3 TECH1 AUTO SYS-AMSH Room: 601 25/35	210521.34 OFC TECH -AMSH Room: 601 1/1, 699073.1 AUTO TEC ENGRP-AMSH	699077.1 AUTO TEC MTRAN-AMSH Room: 601 36/35	699061.1 AUTO TEC E&E/1-AMSH Room: 601 17/30
CHOICE ROP	302	BROOKS, KAREN E		671580.1 CULART CATERIN-SH Room: 302 36/36	671580.2 CULART CATERIN- Room: 302 37/36	671580.3 CULART CATERIN-SH Room: 302 35/35	671580.4 CULART CATERIN- Room: 302 39/36	671580.6 CULART CATERIN-SH Room: 302 31/31, 671580.7 CULART CATERIN-SH Room:	671580.5 CULART CATERIN-SH Room: 302 39/37
CHOICE ROP	607	CASTRO, JOSE R		699550.1 MACHINIST FUND- Room: 607 32/35, 699550.2 MACHINIST FUND-SH Room:	642580.1 CAD MECHANICAL- Room: 607 18/37	678560.2 MACHINIST 2-MTA10 Room: 607 24/35	678560.1 MACHINIST 2-MTA10 Room: 607 36/37	678560.3 MACHINIST 2-MTA11 Room: 607 9/35, 699550.3 MACHINIST FUND- Room:	699570.1 MACHINST CNC-MTA12 Room: 607 29/35
CHOICE ROP	708	COY, MARQUE G							200312.2 STAGE DES B-P6 Room: 608 4/10, 294112.1 STAGE 1B-P6 Room: 608 2/10.
CHOICE ROP	708	HEUCK, LINDA A	239711.13 CC ENG 9A EDGP- Room: 708 0/5, 239712.9 CC ENG 9B EDGP- Room:	239711.12 CC ENG 9A EDGP- Room: 708 1/4, 239712.8 CC ENG 9B EDGP- Room:	239711.14 CC ENG 9A EDGP- Room: 708 1/5, 239712.10 CC ENG 9B EDGP- Room:	281213.6 CHILD DEV 1- Room: 708 27/21, 281214.4 CHILD DEV 2- Room: 708 0/0	281213.7 CHILD DEV 1- Room: 707 32/35, 281214.5 CHILD DEV 2- Room: 707 0/0	281214.1 CHILD DEV 2- Room: 708 23/35	722560.5 EDUC/2 ELEM ED- Room: 708 5/23

Approved AP course list

PBAER   VAN NUYS HIGH SCHOOL   3/2/2017
                                      2016-2017 APPROVED AP CLASSES

APPROVED AP COURSES

AP EUROPEAN HISTORY

AP GOVERNMENT AND POLITICS

AP HUMAN GEOGRAPHY

AP UNITED STATES HISTORY

AP WORLD HISTORY

AP ENGLISH LANGUAGE AND COMPOSITION

AP ENGLISH LITERATURE AND COMPOSITION

AP CALCULUS AB

AP CALCULUS BC

AP STATISTICS

AP BIOLOGY

AP CHEMISTRY

AP ENVIROMENTAL SCIENCE

AP PHYSICS 1

AP SPANISH LANGAUGE AND CULTURE

AP ART HISTORY

AP MUSIC THEORY

AP STUDIO ART: DRAWING

AP COMPUTER SCIENCE

AP MACROECONOMICS

AP MICROECONOMICS

AP PSYCHOLOGY

UC a–g approved course list

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OF   Course List
CALIFORNIA

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UC/CSU - Approved Course List

Van Nuys High School

Los Angeles Unified School District - Secondary Counseling

Location: Van Nuys, CA

Website: www.lausd.k12.ca.us/vnhs
(http://www.lausd.k12.ca.us/vnhs)

Course List Manager: Phyllis Baer
Course List Manager Phone: (818) 778-6888

College Board Code: 053635

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

Note: (LAUSD) Trad; Magnet 1: Math Science;
Magnet 2: Medical; Magnet 3: Performing Arts
(Courses taught at magnets as noted.)

School accredited through 2017

Course list for 2016-17   *Updated as of Oct 20th, 2016*

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP European History *Adopted from: The College Board Advanced Placement Program*	AP EUR HIS	World History / Cultures / Historical Geography	AP	

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Government and Politics United States *Adopted from: The College Board Advanced Placement Program*	**AP GOVT & POL**	**Civics / American Government**	**AP**	
AP Human Geography	**AP HUMAN GEO AB**	**World History / Cultures / Historical Geography**	**AP**	
AP United States History *Adopted from: Edgenuity, Inc (formerly Education2020)*	**AP USHI A/B EDGL**	**U.S. History**	**AP**	Online
AP United States History *Adopted from: The College Board Advanced Placement Program*	**AP US HIST AB**	**U.S. History**	**AP**	
AP World History *Adopted from: The College Board Advanced Placement Program*	**AP WLD HIST AB**	**World History / Cultures / Historical Geography**	**AP**	
H Principles of Amer. Democracy	**H PRIN AM DEMO**	**Civics / American Government**	**Honors**	
H US History 20th Century AB	**H US HIST 20 AB**	**U.S. History**	**Honors**	
H World History, Cult, Geog: Modern World AB	**H WHG: MOD WLD AB**	**World History / Cultures / Historical Geography**		
Principles of American Democracy *Adopted from: Edgenuity, Inc (formerly Education2020)*	**PRIN AM DEM EDG PRIN AM DEM EDGL PRIN AM DEM EDGP**	**Civics / American Government**		Online
Principles of American Democracy	**PRIN AM DEMOCR**	**Civics / American Government**		
U.S. History and Geography *Adopted from: Edgenuity, Inc (formerly Education2020)*	**US HIST AB EDG US HIST AB EDGL US HIST AB EDGP**	**U.S. History**		Online
US History 20th Century AB	**US HIST 20TH AB**	**U.S. History**		

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
World History *Adopted from: APEX Learning*	WHG M A/B APXP	World History / Cultures / Historical Geography		Online
World History since the Renaissance (2015) *Adopted from: APEX Learning*	WLD HIST RENAIS AB APX WLD HIST RENAIS AB APXL WLD HIST RENAIS AB APXP	World History / Cultures / Historical Geography		Online
World History, Culture Geography: Mod World AB	WHG: MOD WLD AB	World History / Cultures / Historical Geography		
World History, Culture, and Geography *Adopted from: Edgenuity, Inc (formerly Education2020)*	WLD HIST AB EDG WLD HIST AB EDGL WLD HIST AB EDGP	World History / Cultures / Historical Geography		Online

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced English Language Development	ADV ELD HS 2AB ADV ELD SH AB	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
American Literature Composition	AM LIT COMP	English		

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition *Adopted from: The College Board Advanced Placement Program*	**AP ENG LANG AB**	**English**	**AP**	
AP English Literature and Composition *Adopted from: The College Board Advanced Placement Program*	**AP ENG LIT AB**	**English**	**AP**	
British Literature *Adopted from: Edgenuity, Inc (formerly Education2020)*	**BRITISH LIT EDG** **BRITISH LIT EDGL** **BRITISH LIT EDGP**	**English**		Online
Contemporary Composition	**CONTEMP COMP**	**English**		
English 10 Common Core *Adopted from: APEX Learning*	**CC ENG 10A/B APX** **CC ENG 10A/B APXL** **CC ENG 10A/B APXP**	**English**		Online
English 10AB	**ENGLISH 10 AB** **H ENGLISH 10 AB**	**English**		
English 11 Common Core *Adopted from: APEX Learning*	**CC ENG 11A/B APXL** **CC ENG 11AB APX** **CC ENG 11AB APXP**	**English**		Online
English 9 AB	**ENGLISH 9 AB**	**English**		
English 9 Common Core *Adopted from: APEX Learning*	**CC ENG 9AB APX** **CC ENG 9AB APXL** **CC ENG 9AB APXP**	**English**		Online
English I *Adopted from: APEX Learning*	**ENG 9AB APX** **ENG 9AB APXL** **ENG 9AB APXP**	**English**		

University of California A-G Course List						Page 5 of 14

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
English Language Arts 10 *Adopted from: Edgenuity, Inc (formerly Education2020)*	**CC ENG 10AB EDG CC ENG 10AB EDGL CC ENG 10AB EDGP**	**English**		**Online**
English Language Arts 11 *Adopted from: Edgenuity, Inc (formerly Education2020)*	**CC ENG 11AB EDG CC ENG 11AB EDGL CC ENG 11AB EDGP**	**English**		**Online**
English Language Arts 12 *Adopted from: Edgenuity, Inc (formerly Education2020)*	**CC ENG 12AB EDG CC ENG 12AB EDGL CC ENG 12AB EDGP**	**English**		**Online**
English Language Arts 9 *Adopted from: Edgenuity, Inc (formerly Education2020)*	**CC ENG 9AB EDG CC ENG 9AB EDGL CC ENG 9AB EDGP**	**English**		**Online**
Expository Composition	**EXPOS COMP**	**English**		
Expository Reading and Writing *Adopted from: Edgenuity, Inc (formerly Education2020)*	**ERW AB EDG ERW AB EDGL ERW AB EDGP**	**English**		**Online**
H Advanced Composition	**H ADV COMP**	**English**		
H American Literature Composition	**H AM LIT COMP**	**English**	**Honors**	
H Contemporary Composition	**H CONTEMP COMP**	**English**	**Honors**	
H English 9AB	**H ENGLISH 9 AB**	**English**		
H Expository Composition	**H EXPOS COMP**	**English**		
H LITERARY ANALYSIS	**H LIT ANALYSIS AB**	**English**		

University of California A-G Course List   Page 6 of 14

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
H Modern Literature	H MODERN LIT	English		
Literacy and Language	L & L EL HS 2AB L & L EL SH AB	English as a Second Language (ESL) / English Language Development (ELD)		Allow max. of 1 unit for ESL/ELD courses
Modern Literature	MODERN LIT	English		

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Mathematics	ADV MATH	Advanced Mathematics		
Algebra 1	ALGEBRA 1 ALGEBRA 1AB H ALGEBRA 1AB	Algebra I		
Algebra 2AB	ALGEBRA 2AB H ALGEBRA 2AB	Algebra II		
Algebra I *Adopted from: Edgenuity, Inc (formerly Education2000)*	ALG 1AB EDG	Algebra I		Online
Algebra I *Adopted from: APEX Learning*	CC ALG 1A/B APX CC ALG 1A/B APXL CC ALG 1A/B APXP	Algebra I		Online

University of California A-G Course List

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra II *Adopted from: Edgenuity, Inc (formerly Education2020)*	**ALG 2AB EDG**	**Algebra II**		
Algebra II Common Core *Adopted from: APEX Learning*	**CC ALG 2A/B APX** **CC ALG 2A/B APXL** **CC ALG 2A/B APXP**	**Algebra II**		Online
AP Calculus AB *Adopted from: The College Board Advanced Placement Program*	**AP CALCULUS AB**	**Calculus**	**AP**	
AP Calculus BC *Adopted from: The College Board Advanced Placement Program*	**AP CALCULUS BC**	**Calculus**	**AP**	
AP Statistics *Adopted from: The College Board Advanced Placement Program*	**AP STATSTICS AB**	**Statistics**	**AP**	
Common Core Algebra 1	**ACC CC ALG 1 AB** **CC ALG 1**	**Algebra I**		
Common Core Algebra 2 AB	**CC Algebra 2AB**	**Algebra II**		
Common Core Geometry AB	**CC GEOMETRY AB**	**Geometry**		
Geometry *Adopted from: Edgenuity, Inc (formerly Education2020)*	**GEOMET AB EDG**	**Geometry**		Online
Geometry *Adopted from: APEX Learning*	**GEOMET AB APX** **GEOMET AB APXL**	**Geometry**		
Geometry AB	**GEOMETRY AB**	**Geometry**		
Geometry Common Core *Adopted from: APEX Learning*	**CC GEOM A/B APX** **CC GEOM A/B APXL** **CC GEOM A/B APXP**	**Geometry**		Online
H Advanced Math AB	**H ADV MATH AB**	**Advanced Mathematics**	**Honors**	

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
H PreCalculus AB	H PRECALC AB	Advanced Mathematics	Honors	
PreCalculus	PRECALC AB	Advanced Mathematics		
Pre-Calculus *Adopted from: Edgenuity, Inc (formerly Education2020)*	CC PRECALC A/B EDG CC PRECALC A/B EDGP	Advanced Mathematics		Online

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Biology *Adopted from: The College Board Advanced Placement Program*	AP BIO AB	Biology / Life Sciences	AP	
AP Chemistry *Adopted from: The College Board Advanced Placement Program*	AP CHEMISTRY AB	Chemistry	AP	
AP Environmental Science *Adopted from: The College Board Advanced Placement Program*	AP ENV SCI AB	Interdisciplinary Sciences	AP	
AP Physics 1 *Adopted from: The College Board Advanced Placement Program*	AP PHYSICS 1AB	Physics	AP	
Biology AB	BIOLOGY AB	Biology / Life Sciences		

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Biology with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)*	**BIOLOGY A/B EDGP**	**Biology / Life Sciences**		**Online**
Chemistry AB	**CHEMISTRY AB**	**Chemistry**		
Chemistry with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)*	**CHEM A/B EDGP**	**Chemistry**		**Online**
H Biology AB	**H BIOLOGY AB**	**Biology / Life Sciences**		
H Chemistry AB	**H CHEMISTRY AB**	**Chemistry**	**Honors**	
H Physics AB	**H PHYSICS AB**	**Physics**	**Honors**	
H Physiology A B	**H PHYSIOLOGY AB**	**Biology / Life Sciences**	**Honors**	
Integrated/Coordinated Science 2AB	**INTCOOR SCI 2AB**	**Integrated Science**		
Physics AB	**PHYSICS AB**	**Physics**		
Physiology AB	**PHYSIOLOGY AB**	**Biology / Life Sciences**		

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Spanish Language and Culture *Adopted from: The College Board Advanced Placement Program*	**AP SPAN LNG AB**	**LOTE Level 4+**	**AP**	

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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
French 1AB	FRENCH 1AB	LOTE Level 1		
French 2AB	FRENCH 2AB H FRENCH 2AB	LOTE Level 2		
French 3AB	French 3AB	LOTE Level 3		
French III *Adopted from: Edgenuity, Inc (formerly Education2020)*	FRENCH 3A/B EDG	LOTE Level 3		Online
H French 3AB	H FRENCH 3AB	LOTE Level 3	Honors	
H Spanish 3AB	H SPANISH 3AB	LOTE Level 3	Honors	
Latin I *Adopted from: Edgenuity, Inc (formerly Education2020)*	LATIN 1A/B EDGL	LOTE Level 1		Online
Latin II *Adopted from: Edgenuity, Inc (formerly Education2020)*	LATIN 2A/B EDGL	LOTE Level 2		Online
Spanish 1AB	H SPAN 1AB SPANISH 1AB	LOTE Level 1		
Spanish 2AB	H SPANISH 2AB SPANISH 2AB	LOTE Level 2		
Spanish 3AB	SPANISH 3AB	LOTE Level 3		
Spanish for Spanish Speakers 1AB	SPAN SP 1AB	LOTE Level 2		
Spanish for Spanish Speakers 2AB	SPAN SP 2AB	LOTE Level 3		
Spanish III *Adopted from: Edgenuity, Inc (formerly Education2020)*	SPANISH 3AB EDG	LOTE Level 3		Online

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Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Band AB	**ADV BAND AB**	**Music**		
Advanced Orchestra AB	**AD ORCH AB**	**Music**		
AP Art History *Adopted from: The College Board Advanced Placement Program*	**AP ART HIS AB**	**Visual Arts**	**AP**	
AP Music Theory *Adopted from: The College Board Advanced Placement Program*	**AP MUSIC THY AB**	**Music**	**AP**	
AP Studio Art: Drawing *Adopted from: The College Board Advanced Placement Program*	**AP ST ART DR AB**	**Visual Arts**	**AP**	
Beginning Ballet SH AB	**BEG BALLE SH AB**	**Dance**		
Calligraphy AB	**CALLIGRAPHY AB**	**Visual Arts**		
Cartoon Animation AB	**CART/ANIMAT AB**	**Visual Arts**		
Choir AB	**CHOIR SH AB**	**Music**		
Chorus AB	**CHORUS SH AB**	**Music**		
Dance AB	**DANCE AB**	**Dance**		
Digital Imaging 1AB	**DIG IMAG SH 1AB**	**Visual Arts**		
Drawing AB	**DRAWING AB**	**Visual Arts**		
Filmmaking 1AB	**FILMMAKING 1AB**	**Theater**		
Filmmaking 2AB	**FILMMAKING 2AB**	**Theater**		
Filmmaking Production A B	**FILM PROD AB**	**Theater**		
Instruments AB	**INSTRUMENTS AB**	**Music**		

https://hs-articulation.ucop.edu/agcourselist   3/2/2017

University of California A-G Course List   Page 12 of 14

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Jazz Ensemble AB	JAZZ ENS AB	Music		
Keyboard 1AB	KEYBOARD 1AB	Music		
Modern Dance SH IAB	MOD DANC SH 1AB	Dance		
Music Technology A B	MUSIC TECH AB	Music		
Photography 2 AB	PHOTO 2AB	Visual Arts		
Stage Design A B	Stage Design AB	Theater		
Theatre Design Workshop SH AB	TH DSN WKSP AB	Theater		
Theatre Ensemble SH	THEA ENSMB AB	Theater		
Theatre Production SH	THEA PROD AB	Theater		
Theatre: Musical Production SH	THEA MUS PRD AB	Theater		
Vocal Ensemble AB	VOC ENSEMBLE AB	Music		

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Computer Science A *Adopted from: The College Board Advanced Placement Program*	AP COMP SC A A/A B	Mathematics - Computer Science	AP	
AP Macroeconomics *Adopted from: The College Board Advanced Placement Program*	AP MACRO ECONO	History / Social Science	AP	

University of California A-G Course List   Page 13 of 14

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Microeconomics *Adopted from: The College Board Advanced Placement Program*	**AP MICRO ECONO**	**History / Social Science**	**AP**	
AP Psychology *Adopted from: The College Board Advanced Placement Program*	**AP PSYCHOLOG AB**	**History / Social Science**	**AP**	
Automotive Engineering	**AUTO ENGINEERING AB**	**Interdisciplinary**		
Child Development 1: Foundations	**CHILD DEV 1**	**History / Social Science**		
Child Development 2: Curriculum	**CHILD DEV 2**	**Interdisciplinary**		
Child Development: Principles and Practice	**CHILD DEV/PRIN PRAC AB**	**Interdisciplinary**		
Creative Writing *Adopted from: APEX Learning*	**CREATIVE WRIT APX** **CREATIVE WRIT APXL**	**English**		Online
DIGITAL PHOTO DESIGN	**DIG PHOTO DES AB**	**Interdisciplinary**		
Economics	**ECONOMICS**	**History / Social Science**		
Economics *Adopted from: Edgenuity, Inc (formerly Education2020)*	**ECONOMICS EDG** **ECONOMICS EDGL** **ECONOMICS EDGP**	**History / Social Science**		Online
Education 1: Foundations	**EDF1**	**Interdisciplinary**		
Ethnic Studies	**ETHNIC STUDIES**	**History / Social Science**		

University of California A-G Course List   Page 14 of 14

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Exploring Computer Science AB	**EXP COMP SCI AB CTE** **EXPLOR COMP SCI AB**	**Mathematics - Computer Science**		
Geography and World Cultures *Adopted from: APEX Learning*	**GEOGRAPHY APX** **GEOGRAPHY APXL**	**History / Social Science**		**Online**
H Economics	**H ECONOMICS**	**History / Social Science**	**Honors**	
Integrated/Coordinated Science 1AB	**INTCOOR SCI 1AB**	**Laboratory Science – Integrated Science**		
Journalism 1AB	**JOURN 1AB**	**English**		
Journalism 2AB	**JOURNALISM 2AB**	**English**		
Psychology *Adopted from: APEX Learning*	**PSYCHOLOGY APX** **PSYCHOLOGY APXL**	**History / Social Science**		**Online**
Science Technology & Research 1AB	**SCI TCH & R 1AB**	**Laboratory Science – Physical Sciences**		
Sociology *Adopted from: APEX Learning*	**SOCIOLOGY APX** **SOCIOLOGY APXL**	**History / Social Science**		**Online**
U.S. and Global Economics Core *Adopted from: APEX Learning*	**ECONOMICS**	**History / Social Science**		

https://hs-articulation.ucop.edu/agcourselist   3/2/2017

Additional details of school programs, e.g., online instruction, college and career, academies, IB, AVID

PROGRAM	PROGRAM DETAILS
A-G Counselors	Our A-G counselors are placed at VNHS by LAUSD to support students who are not on target to graduate with their class. Students are either a primary, or secondary in their standing concering being behind target to graduate on time. Mallissa and Greg meet with students individually, in assemblies and in classrooms. They have done a great job of informing all students at Van Nuys High about the graduation requirements. They have also been very helpful in assisting students who need to enroll in a continuaiton or opportunity school becasue they are very much behind on credits.
AP (students, teachers, classes)	AP - Advanced Placement - College Board Approved Courses. VNHS offers 22 AP courses this year. VNHS offers multiple periods of 12 AP courses. The AP courses are in the Magnet program with the exception of 2 course taught by redisential teachers (AP Studio Art, AP Spanish Lang & Culture). However, residential students have a right to access any AP course offered at VNHS. Counselors carefully schedule students who are prepared for these rigorius classes.
Auto Academy	Auto part of the ROP / CTE Auto-Machine Academy in the residential school Mr. Agruso teacher. The Auto Academy is part of Regional Occupational Program (LAUSD) and the CTE program on campus. Students are cohorted with with other auto students with specific teachers. Mr. Agruso teaches a zero period class and a 7th period class.
AVID	AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.
C-CAP	C-CAP's mission is to promote and provide career opportunities in the foodservice industry for underserved youth through culinary arts education and employment. Ms. Brooks works with students to prepare them for the C-CAP competition.
CTE	California Technical Education - programs that receive funds from the state CTE to colloaborate and coordinate programs with the Valley college System and CSUs. *Auto, Machine, Filmaking, Digital Design, Culinary, ????*
EDGEUNITY	Edgeunity is the on-line credit recovery program used at VNHS. Classes meet after school on Monday, Thursday and Saturday mornings. Students are given benchmarks to guide progress toward completion by May 25, 2017
JROTC-Army	Junior Reserve Officer Training Corps (JROTC) is the Department of Defense's (DOD) Largest Youth Development Program: JROTC serves as a character and leadership development program for our nation's high school students. High school students enrolled inJROTC are called "Cadets." JROTC are a vital
Machine Academy	Machine - part of the ROP / CTE Auto- Machine Academy in the residential school Mr. Castro teacher
Math Science Magnet (MS)	One of Three manget program at VNHS that requires studenets to

	take one math and one science class every semester.
Medical Magnet (MM)	One of three manget programs at VNHS that requires student to take one Math and one Science class every semester. Medical Magnet students also do 100 hours of voluteter work in the medial field and a research paper in the 11th-12th grade.
Newcomer Program	Courses set-up for students new to California/ Los Angeles and who do not speak English. *ELD 1 (2 periods) + 1 math class + 1 other academic class Science, Social Studies or World Languages (LAPL, Spanish Speakers 1,2)*
Performing Arts Magnet (PA)	One of three magnet programs at VNHS that requires that PA students take one PA class every semester.
Project Steps	Federal grant to provide support a class of students to create a college going culture. Project steps started with our current Seniors at Van Nuys Middle School in 2011 when they were 6th graders. Project Steps serves all Seniors. This is the last year of the current grant.
Restorative Justice - RJ	LAUSD mandated approach to problematic student behavior and a system of incentives, recognition and encouragnent to students to support appropriate behavior and good citizsenship.
ROP	Regional Occupational Program - Disrtict program for occupational classes and programs - *Machine - Auto - Live Concert Production - Child Development - Culinary*
SkillsUSA	**SkillsUSA** is a partnership of students, teachers & industry working together to ensure America has a skilled workforce. **SkillsUSA** helps each student excel. VNHS students compete in San Diego each year in the areas of Auto, Machine, Robitics,
Student of the Month	Teacher and staff nominate a student each month that has shown growth or exemplary behavior during the previous month. Students are recognized and rewarded with a special lunch event.
Special educaiotn	At Van Nuys High School we offer 6 special education programs. List: Resource, Special Day- SLD, Emotional Distrubance, Autism - Core, Autism- Alternative, Intelectually Disabled Moderate. We have 18 special eduation teachers on campus. There are 27 special education aids and one Adaptive Pe teacher and a Department of Transtitioin teacher and several service providers (DHH, Speech, OT, PT, etc) serving our special eduation students.

School Quality Snapshot (see cde.ca.gov)

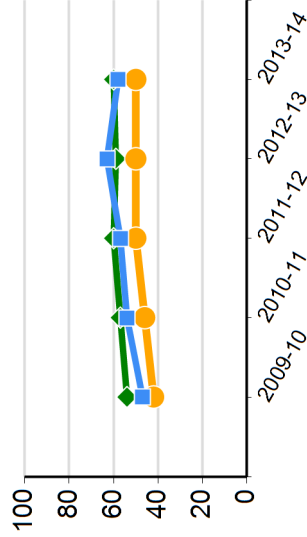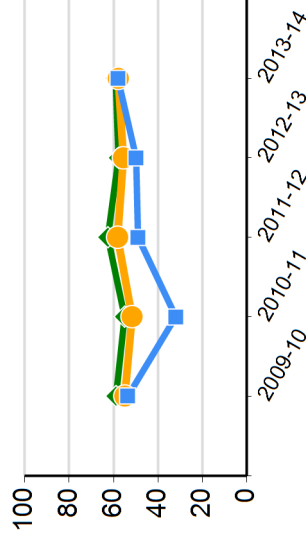# 2013-14 School Quality Snapshot

Van Nuys Senior High

Los Angeles Unified

6535 Cedros Ave., Van Nuys, CA 91411

Grades Offered: 9 - 12
Enrollment: 2,719
Charter: No
Title I Funded: Yes
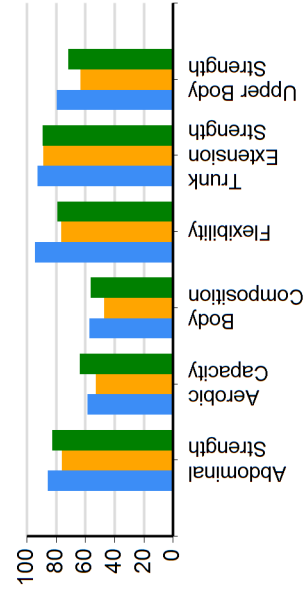CDS Code: 19-64733-1938968

2013-14 Enrollment by Race/Ethnicity

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Filipino
- Hispanic or Latino
- African American or Black
- White
- Two or More Races
- Not Reported

2013-14 Subgroup Enrollment

English Learners	15%
Socioeconomically Disadvantaged	75%
Students with Disabilities	11%

Percentage of Students Redesignated to Fluent-English Proficient

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

California's Academic Performance Index (API)

2013 Growth API	767
Growth from Prior to Current Year	5
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2013 Growth API State Rank	6
2013 Growth API Similar Schools Rank	7

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	Yes	-7
Filipino	Yes	-5
Hispanic or Latino	Yes	9
Native Hawaiian or Pacific Islander	--	--
White	Yes	-6
Two or More Races	--	--
English Learners	No	-93
Socioeconomically Disadvantaged	Yes	32
Students with Disabilities	No	2

Green = Student group met target
Red = Student group did not meet target
-- = Student group is not numerically significant

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.
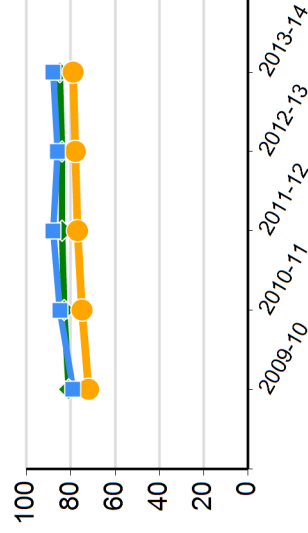
Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

California Department of Education
Report (v2.a) Generated: March 8, 2017

2013-14 School Quality Snapshot

Van Nuys Senior High

Los Angeles Unified

6535 Cedros Ave., Van Nuys, CA 91411

Grades Offered: 9 - 12
Enrollment: 2,719
Charter: No
Title I Funded: Yes
CDS Code: 19-64733-1938968

CST Science Results (percent proficient and above)

2012-13 Average SAT Score

Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements
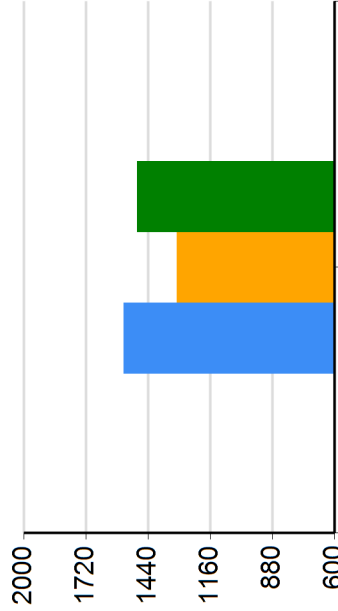
CAHSEE English-Language Arts Grade 10 Passing Rate

Percentage of English Learners Making Progress in Learning English

Cohort Graduation Rate*
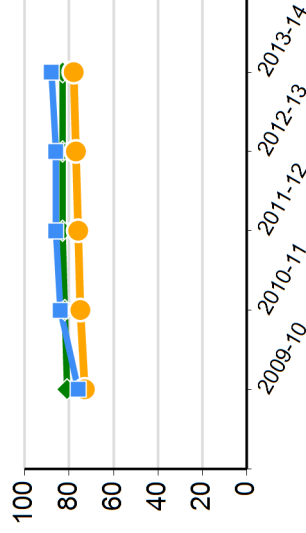
CAHSEE Mathematics Grade 10 Passing Rate

Percentage of Students in the Healthy Fitness Zone in 2012-13

Upper Body Strength, Trunk Extension Strength, Flexibility, Body Composition, Aerobic Capacity, Abdominal Strength

2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

CHART LEGEND:
SCHOOL   DISTRICT   STATE

* Only four years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

School accountability report card (SARC 2015-2016)

LOS ANGELES UNIFIED SCHOOL DISTRICT
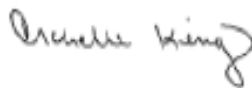
SCHOOL REPORTCARD

2015-2016

Dear Parent or Guardian,

I am proud to offer the 2015-2016 School Report Card. It shows useful information about each LAUSD school. It shows how well our schools and students are meeting the District's goals:

✓ 100% Graduation
✓ Proficiency for All Students
✓ 100% Attendance
✓ Parent, Community, and Student Engagement
✓ School Safety

The School Report Card also has resources you can use to stay informed and involved in your school community. This booklet has facts from many sources including what you told us in the School Experience Survey. It also includes school-level metrics from the LAUSD Local Control and Accountability Plan, which measures progress for three student subgroups across multiple performance indicators. These subgroups are English learners, socioeconomically disadvantaged students, and foster youth.

The School Report Card helps us to direct our attention, efforts, and celebrations. Take the School Report Card to your student's school to discuss with other parents, guardians, and school staff. Please ask questions and make suggestions to your student's principal. You are our partner in the very important work of educating your child.

Michelle King
Superintendent
213-241-7000

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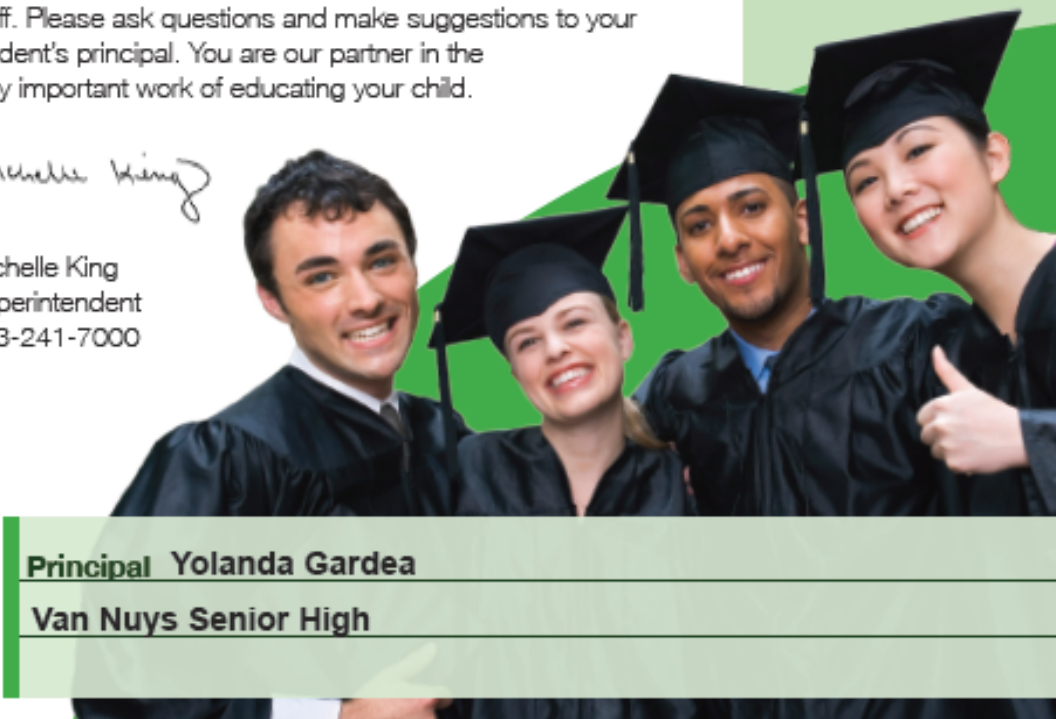
Principal   Yolanda Gardea

Van Nuys Senior High

GOAL 1: 100% GRADUATION

Are all students moving toward high school graduation?

How many students...	2014-15	2015-16	LAUSD Average
...graduate in four years?	86%	81%	75%

Are all students demonstrating college and career readiness?
Success in Advanced Placement (AP) courses improves college readiness.

How many students...	2014-15	2015-16	LAUSD Average
...are on track to pass all A-G courses with a 'C' or better?	53%	52%	48%
...are enrolled in at least one AP course?	28%	32%	25%
...earn a qualifying score of '3' or higher on an AP exam?	71%	67%	38%

Do adults at this school talk to students about the future and have high expectations for their success?

Students who...	Percent Agreement:	
...know which A-G courses they need to take to get into college		79%
...know current progress toward meeting A-G requirements		72%
...feel most adults at this school expect them to go to college		72%

What is the highest level of education students PLAN to complete?

Students responding:			
High school	9%	4-year college degree or higher	78%
Technical/vocational school/2-year college	7%	Unsure of plans	7%

Note: On all pages, data are not shown when the number of respondents is 10 or fewer to protect privacy (displayed as " - - ") or when data are not available (displayed as " * ").

1

GOAL 2: PROFICIENCY FOR ALL

Are students ready to move on to the next level of school?

This page shows whether students are learning what they need to succeed, are ready to progress to the next schooling level, and are on track to graduate from high school college and career ready. The Smarter Balanced assessments are computer-based tests that measure students' knowledge of California's English Language Arts/Literacy and Mathematics standards. Results are shown by subgroups identified in the District's Local Control and Accountability Plan (LCAP).

You can find school test results for the Smarter Balanced assessments at: http://caaspp.cde.ca.gov/sb2016/Search.

How many students graduate in four years by subgroup?	2014-15
English Learners	55%
Socioeconomically Disadvantaged	86%
Students with Disabilities	66%

Note: The California Department of Education does not produce graduation rates for foster youth at the school level.

How many students are on track to pass all A-G with a 'C' or better by subgroup?	2014-15	2015-16	LAUSD Average
English Learners	10%	12%	16%
Reclassified Fluent English Proficient (RFEP)	51%	51%	54%
Socioeconomically Disadvantaged	53%	48%	48%
Foster Youth	45%	- -	37%
Students with Disabilities	29%	28%	25%
How many 11th graders exceed college readiness standards on the Early Assessment Program (EAP) in English Language Arts (ELA)?			
All Students	20%	23%	20%
How many 11th graders exceed college readiness standards on the EAP in Math?			
All Students	14%	13%	7%
How many 10th graders score Proficient or Advanced on the California Standards Test (CST) in Science?			
All Students	50%	50%	36%

How many students with disabilities on the alternate curriculum earned a certificate of completion or diploma by age 22?

_76%_ , _29_ out of _38_ students

2

GOAL 2: PROFICIENCY FOR ALL

Who are the students at this school?

Total number of students enrolled: 2,594

Percentage of students enrolled who are...

African American	4%	Gifted and Talented	29%
American Indian	0%	Students with Disabilities	11%
Asian	13%	English Learners	12%
Filipino	8%	Reclassified Fluent English Proficient	44%
Latino	63%	Socioeconomically Disadvantaged	77%
Pacific Islander	0%	Foster Youth	1%
White	11%		

Are English learners making progress toward reclassification as Fluent English Proficient (RFEP)?

English learners who...	2014–15	2015–16	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	40%	32%	34%
...have not yet reclassified in 5 years (Long-Term English Learners - LTELS)	51%	45%	59%
...have reclassified as Fluent English Proficient (RFEP)	21%	14%	12%

Students must meet all three criteria listed below for reclassification:

English learners who...	2014–15	2015–16	LAUSD Average
...score Early Advanced or Advanced on the California English Language Development Test	24%	17%	22%
...pass English Language Arts (ELA) with 'C' or better	42%	47%	54%
...score at Basic or higher on the Scholastic Reading Inventory (SRI)	12%	14%	15%

Do Students with Disabilities get access to general education?

Students age 6-22 with mild to moderate disabilities who...	2014–15	2015–16	LAUSD Average
...participate in the General Education Program at least 80% of the school day	34%	33%	65%

3

GOAL 3: 100% ATTENDANCE

Do staff and students have high attendance?

	2014-15	2015-16	LAUSD Average
Staff with 96% or higher attendance	71%	70%	74%
Students with 96% or higher attendance	75%	72%	70%
Students with chronic absence	15%	14%	16%

96% attendance is equal to 7 days absent and chronic absence is equal to 16 days absent

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

How many parents, students and staff participated on the annual School Experience Survey?

Many of the items on the School Report Card come from the School Experience Survey. We use this information to make the school a better place.

School Experience Survey participation by:	2014-15	2015-16	LAUSD Average
Parents	32%	44%	38%
Students	80%	2%	77%
Staff	52%	50%	74%

Are students engaged at this school?

Students:	Percent Agreement:
I come to class prepared.	95%
I feel like I am part of this school.	64%
I am happy to be at this school.	66%

4

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

How much do parents feel welcomed?

Parents:	Percent Agreement:
I feel welcome to participate at this school.	93%
This school encourages me to participate in organized parent groups.	86%
I am a partner with this school in decisions made about my child's education.	82%
The parent center provides useful resources (information, classes) to help me support my child's education.	88%

Staff:	Percent Agreement:
At this school, parents are partners with the school in decisions made about their children's education.	85%

Did this school offer at least four workshops on academic initiatives to parents? __Yes__

What is it like to be at this school?

Students:	Percent Agreement:
Teachers go out of their way to help students.	60%
The teachers at this school treat students fairly.	70%
My teachers work hard to help me with my school work when I need it.	72%
Adults at this school treat all students with respect.	70%

Parents:	Percent Agreement:
My child's teachers let me know about my child's progress.	56%

Staff:	Percent Agreement:
This school is a supportive and inviting place for students to learn.	96%
At this school, decisions are made based on students' needs and interests.	88%
I get the help I need to communicate with parents.	92%

5

GOAL 5: SCHOOL SAFETY

What is the discipline and safety climate at this school?

	Targeted	Partial	Fully	LAUSD % Fully
Has the school fully implemented the Discipline Foundation Policy?			✓	61%

What did parents, students and staff say about discipline and safety at this school?

Students:	Percent Agreement:
This school makes it clear how students are expected to act.	81%

Parents:	Percent Agreement:
This school clearly informs students what would happen if they break school rules.	95%

Staff:	Percent Agreement:
This school effectively handles student discipline and behavioral problems.	82%

Percent Agreement:	Students	Parents	Staff
School grounds are safe.	64%	91%	96%
Adults at this school respond to bullying.	72%	89%	100%

How many...	2014-15	2015-16	LAUSD Average
...students were suspended one or more times?	0.3%	0.4%	0.7%
...instructional days were lost to suspension?	13	23	*
...students were expelled?	0%	0.1%	0%

What was this school's health and safety rating?

The LAUSD Office of Environmental Health and Safety conducts regular inspections to ensure that school sites are meeting requirements. The inspection also identifies potential health, safety, and environmental risks. After the inspection, each school is given a rating, which indicates the degree to which the site meets standards.

Poor	Fair	Good
	✓	

Find updated information about your school's rating including corrective action notices and repair schedules at http://achieve.lausd.net/oehs or (213) 241-3199.

School Facility Good Repair Status (15-16)				LAUSD% Exemplary
Poor	Fair	Good	Exemplary	
			✓	83%

GET INVOLVED

What you can do as a parent...

As a parent, you play a large role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school: Yolanda Gardea
The school phone number: (818) 778-6800

Also take advantage of LAUSD's support through our Parent and Community Engagement (PACE) Center Teams.

Your PACE administrator is: Antonio Reveles
Your PACE administrator's phone number is: (818) 252-5466

Get more involved...

For resources like guidelines on how to help your child succeed in school, how to support your child's school, back to school tips, information about volunteering, school governance, parent centers, and advisory committees contact:

Parent, Community and Student Services
(866) 669-7272
http://achieve.lausd.net/Page/9651

Support a positive school climate...

To obtain information related to creating and maintaining peaceful and safe classrooms and school sites, visit the Human Relations, Diversity, and Equity office. Resources related to preventing bullying, harassment, online safety, and fair treatment can be found at: **http://humanrelations.lausd.net**

Local District	Board District 6
Northeast	Mónica Ratliff
(818) 252-5400	(213) 241-6388

School Report Cards for all schools can be found at: http://reportcard.lausd.net

School accountability report card (SARC 2014-2015)

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL REPORTCARD

2014-2015

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✔ Proficiency for All Students
✔ 100% Attendance
✔ Parent, Community and Student Engagement
✔ School Safety

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Ramon C. Cortines
Superintendent
213-241-7000

Principal **Gardea, Yolanda**

High School Name **Van Nuys Senior High**

GOAL 1: 100% GRADUATION

Are all students moving toward high school graduation?

How many students...	2013-14	2014-15	LAUSD Average
...graduate in four years?	87%	86%	74%
...have an annual Individual Graduation Plan?	*	*	*

Are all students demonstrating college and career readiness?
Success in Advanced Placement (AP) courses improves college readiness.

How many students...	2013-14	2014-15	LAUSD Average
...are on track to pass all A-G courses with a 'C' or better?	43%	50%	46%
...are enrolled in at least one AP course?	27%	28%	22%
...earn a qualifying score of '3' or higher on an AP exam?	72%	71%	41%
...in 12th grade complete the Free Application for Federal Student Aid (FAFSA)?	66%	75%	71%

Do adults at this school talk to students about the future and have high expectations for their success?

Students who...	Percent Agreement:
...know which A-G courses they need to take to get into college.	73%
...know current progress toward meeting A-G requirements	71%
...feel most adults at this school expect them to go to college	72%

What is the highest level of education students PLAN to complete?

Students responding:			
High school	8%	4-year college degree or higher	74%
Technical/vocational school/2-year college	6%	Unsure of plans	11%

Note: On all pages, data are not shown when the number of respondents is 10 or fewer to protect privacy (displayed as " - - ") or when data are not available (displayed as " * ").

GOAL 2: PROFICIENCY FOR ALL

Are students ready to move on to the next level of school?

This page shows whether students are learning what they need to succeed, are ready to progress to the next schooling level, and are on track to graduate from high school college and career ready. Results are shown by subgroups identified in the District's Local Control and Accountability Plan (LCAP).

How many students graduate in four years by subgroup?	2013–14	2014–15	LAUSD Average
English Learners	73%	*	*
Reclassified Fluent English Proficient (RFEP)	*	*	*
Socioeconomically Disadvantaged	87%	*	*
Foster Youth	*	*	*
Students with Disabilities	71%	*	*
How many students are on track to pass all A-G courses with a 'C' or better by subgroup?			
English Learners	6%	8%	15%
Reclassified Fluent English Proficient (RFEP)	43%	48%	51%
Socioeconomically Disadvantaged	54%	50%	46%
Foster Youth	8%	23%	25%
Students with Disabilities	11%	40%	23%
How many 10th graders score Proficient or Advanced on the California Standards Test (CST) in Science?			
All Students	58%	50%	40%

What are the Smarter Balanced assessments?

The Smarter Balanced assessments are new computer-based tests that measure students' knowledge of California's English Language Arts/Literacy and Mathematics standards. Because 2014-2015 was the first year students took these tests, scores will not be used to evaluate schools and are not shown on the School Report Cards. You can find school test results at: http://caaspp.cde.ca.gov/sb2015/Search.

2

GOAL 2: PROFICIENCY FOR ALL

Who are the students at this school?

Total number of students enrolled: 2,662

Percentage of students enrolled who are...

African American	4%	Gifted and Talented	38%
American Indian	0%	Students with Disabilities	12%
Asian	13%	English Learners	14%
Filipino	8%	Reclassified Fluent English Proficient	42%
Latino	63%	Socioeconomically Disadvantaged	74%
Pacific Islander	0%	Foster Youth	1%
White	11%		

Are English learners making progress toward reclassification as Fluent English Proficient (RFEP)?

English learners who...	2013-14	2014-15	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	56%	53%	48%
...have not yet reclassified in 5 years (Long-Term English Learners - LTELS)	54%	51%	66%

Students must meet all three criteria listed below for reclassification:

English learners who...	2013-14	2014-15	LAUSD Average
...score Early Advanced or Advanced on the California English Language Development Test	31%	31%	31%
...pass English Language Arts (ELA) with 'C' or better	69%	69%	67%
...score at Basic or higher on the Scholastic Reading Inventory (SRI) or passed the ELA section of the CAHSEE (the SRI will be used for grades 9-12 moving forward)	31%	12%	14%

Do Students with Disabilities get access to general education and are Foster Youth receiving services?

Students age 6-22 with mild to moderate disabilities who...	2013-14	2014-15	LAUSD Average
...participate in the General Education Program at least 80% of the school day	39%	34%	60%

Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment	2013-14	2014-15	LAUSD Average
Foster Youth	*	65%	68%

3

GOAL 3: 100% ATTENDANCE

Do staff and students have high attendance?

	2013-14	2014-15	LAUSD Average
Staff with 96% or higher attendance	69%	70%	73%
Students with 96% or higher attendance	76%	75%	73%
Students with chronic absence	13%	15%	14%

96% attendance is equal to 7 days absent and chronic absence is equal to 16 days absent

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

How many parents, students and staff participated on the annual School Experience Survey?

Many of the items on the School Report Card come from the School Experience Survey. We use this information to make the school a better place.

School Experience Survey participation by:	2013-14	2014-15	LAUSD Average
Parents	15%	32%	26%
Students	77%	80%	73%
Staff	3%	52%	57%

Are students engaged at this school?

Students:	Percent Agreement:
I come to class prepared.	86%
I feel like I am part of this school.	50%
I am happy to be at this school.	58%

4

GOAL 4: PARENT, STUDENT, AND COMMUNITY ENGAGEMENT

How much do parents feel welcomed?

Parents:	Percent Agreement:	
I feel welcome to participate at this school.		79%
This school encourages me to participate in organized parent groups.		66%
I am a partner with this school in decisions made about my child's education.		59%
The parent center provides useful resources (information, classes) to help me support my child's education.		49%

Staff:	Percent Agreement:	
At this school, parents are partners with the school in decisions made about their children's education.		55%

Did this school offer at least four workshops on academic initiatives to parents? Yes

What is it like to be at this school?

Students:	Percent Agreement:	
Teachers go out of their way to help students.		50%
The teachers at this school treat students fairly.		51%
My teachers work hard to help me with my school work when I need it.		61%
Adults at this school treat all students with respect.		55%
I have had a meeting this year with someone on the school staff to discuss my *Individual Graduation Plan*.		48%

Parents:	Percent Agreement:	
My child's teachers let me know about my child's progress.		55%
I have had a meeting with someone on the school staff to discuss my child's *Individual Graduation Plan*.		32%

Staff:	Percent Agreement:	
This school is a supportive and inviting place for students to learn.		88%
At this school, decisions are made based on students' needs and interests.		72%
I get the help I need to communicate with parents.		75%

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GOAL 5: SCHOOL SAFETY

What is the discipline and safety climate at this school?

	Targeted	Partial	Fully	LAUSD % Fully
Has the school fully implemented the Discipline Foundation Policy?			✔	56%

What did parents, students and staff say about discipline and safety at this school?

Students:	Percent Agreement:
This school makes it clear how students are expected to act.	66%

Parents:	Percent Agreement:
This school clearly informs students what would happen if they break school rules.	85%

Staff:	Percent Agreement:
This school effectively handles student discipline and behavioral problems.	53%

Percent Agreement:	Students	Parents	Staff
School grounds are safe.	51%	70%	83%
Adults at this school respond to bullying.	62%	56%	94%

How many...	2013-14	2014-15	LAUSD Average
...students were suspended one or more times?	2.0%	0.3%	0.7%
...instructional days were lost to suspension?	68	13	*
...students were expelled?	0%	0%	0%

What was this school's health and safety rating?

The LAUSD Office of Environmental Health and Safety conducts regular inspections to ensure that school sites are meeting requirements. The inspection also identifies potential health, safety, and environmental risks. After the inspection, each school is given a rating, which indicates the degree to which the site meets standards.

Poor	Fair	Good
	✔	

Find updated information about your school's rating including corrective action notices and repair schedules at http://achieve.lausd.net/oehs or (213) 241-3199.

School Facility Good Repair Status (14-15)				LAUSD% Exemplary
Poor	Fair	Good	Exemplary	
			✔	92%

GET INVOLVED

What you can do as a parent...

As a parent, you play a large role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school: Gardea, Yolanda
The school phone number: (818) 778-6800

Also take advantage of LAUSD's support through our Parent and Community Engagement (PACE) Center Teams.

Your PACE administrator is: Antonio Reveles
Your PACE administrator's phone number is: (818) 252-5466

Get more involved...

For resources like guidelines on how to help your child succeed in school, how to support your child's school, back to school tips, information about volunteering, school governance, parent centers, and advisory committees contact:

Parent, Community and Student Services
(866) 669-7272
http://achieve.lausd.net/families

Support a positive school climate...

To obtain information related to creating and maintaining peaceful and safe classrooms and school sites, visit the Human Relations, Diversity, and Equity office. Resources related to preventing bullying, harassment, online safety, and fair treatment can be found at: **http://humanrelations.lausd.net**

Local District	Board District 6
Northeast	Mónica Ratliff
(818) 252-5400	(213) 241-6388

School Report Cards for all schools can be found at: http://reportcard.lausd.net

N. CBEDS school information form
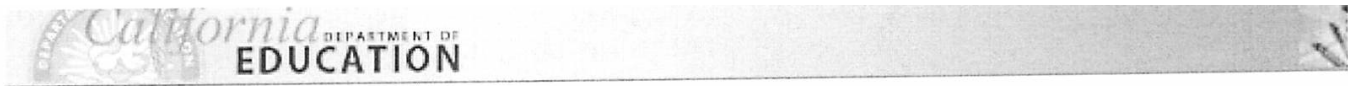
California School Directory

School: Van Nuys Senior High

County	Los Angeles
District	Los Angeles Unified
School	Van Nuys Senior High
CDS Code	19 64733 1938968
Low Grade	9
High Grade	12
Web site	
School Email	
Phone Number	(818) 778-6800
Fax Number	(818) 781-5181
Charter	No
NCES/Federal School ID	03424
School Address	6535 Cedros Ave. Van Nuys, CA 91411-1506 Google Map
Mailing Address	6535 Cedros Ave. Van Nuys, CA 91411-1506
Administrator(s)	Yolanda Gardea Principal ygardea@lausd.net
Status	Active
Open Date	1980-07-01
School Type	High Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Kathleen Tyler 213-241-2450 E-mail Update Request

O. Graduation requirements

**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT A

Comparison Chart of LAUSD High School Graduation Requirements and CSU, UC, Private and Community Colleges					
Subject	**LAUSD HIGH SCHOOL GRADUATION** (Grade of "D" or better is required)	**CALIFORNIA STATE UNIVERSITY** (Grade of "C" or better is required)	**UNIVERSITY OF CALIFORNIA** (Grade of "C" or better is required)	**PRIVATE COLLEGES** (Grade of "C" or better is required)	**COMMUNITY COLLEGES**
"A" Social Sciences	3 years: World History AB US History AB Principles Am Democracy Economics	2 years: 1 year – World Hist., Geog. Culture from "A" or "G" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years: 1 year – World History, Geog. Culture from "A" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2-3 years: World History US History Prin. Am Dem	No Subject Requirements
"B" English	4 years English 9AB English 10AB Am Lit/Cont. Comp ERWC AB or Expo Comp/English Elective	4 years	4 years	4 years	Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate
"C" Mathematics	3 years Algebra 1 Geometry AB Algebra 2AB (In addition to middle school math, students must enroll in math in Grades 9-11)	3 years Algebra 1 Geometry AB Algebra 2AB *Validation rules apply**	3 years Algebra 1 Geometry AB Algebra 2AB *Validation rules apply** *Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement*	3-4 years College Preparatory mathematics each school year	
"D" Science	2 years 1 year – Biological 1 year – Physical	2 years 1 year – Biological from "D" or "G" 1 year – Physical from "D" or "G"	2 years 2 out of the 3 categories of Biology, Chemistry and Physics	3-4 years Lab Sciences	Students are most successful when they continue to take college preparatory courses.
"E" Language other than English (LOTE)	2 years Same language *Validation rules apply**	2 years Same language *Validation rules apply**	2 years Same language *Validation rules apply**	3-4 years Same language	
"F" Visual & Performing Arts (VPA)	1 year Same discipline	1 year Same discipline	1 year Same discipline and in sequence	VPA courses may count as electives	Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses
"G" College Prep Elective	1 year No introductory courses	1 year No introductory courses	1 year No introductory courses	College preparatory courses in area of interest	
Physical Education	2 years				
Health	1 semester				
Service Learning Project	Verified and recorded in MiSiS				
Career Pathway Selection	Verified and recorded in MiSiS				
Total Credits	210				
Additional requirements		Min GPA: 2.0 SAT or ACT EPT/MPT	Min GPA: 3.0 SAT or ACT SAT Subject Tests	Min GPA: varies SAT or ACT SAT Subject Tests	

*Validation applies only with marks of "C" or better

(Left vertical label: Subject Requirements and Non-Course Requirements)

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Classes of 2016-2019

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
History/ Social Science		World History and Geography: Modern World AB **or** AP World History AB *("A" Requirement)*	US History AB **or** AP US History AB *("A" Requirement)*	Principles of American Democracy **or** AP Government & Politics *("A" Requirement)* Economics **or** AP Economics *("G" Requirement)*
English	English 9 AB *("B" Requirement)*	English 10 AB *("B" Requirement)*	American Literature & Contemporary Composition **or** AP English Language & Composition AB *("B" Requirement)*	One semester Expository Composition **or** Advanced Composition and one semester approved literature course **or** Expository Reading & Writing AB **or** AP English Literature & Composition AB **or** AP English Language & Composition AB *("B" Requirement)*
Mathematics	CC Algebra 1 AB **or** CC Geometry AB **or** CC Algebra 2 AB *("C" Requirement)*	CC Geometry AB **or** CC Algebra 2 AB **or** PreCalculus *("C" Requirement)*	CC Algebra 2 AB **or** PreCalculus **or** Statistics AB (If CC Geometry and CC Algebra 2 have been taken and passed) AP Calculus AB or BC AP Statistics AB *("C" Requirement and CST Requirement)*	PreCalculus AB AP Calculus AB or BC **or** AP Statistics AB *("C" Requirement)*
Science	Integrated/Coordinated Science 1AB *("G" Requirement)* **or** Biology AB *("D" Requirement)*	Biology AB **or** AP Biology AB Chemistry AB **or** AP Chemistry AB **or** Integrated/Coordinated Science 2AB *("D" Requirement)*	Chemistry AB **or** AP Chemistry AB Physics AB **or** AP Physics AB **or** Integrated/Coordinated Science 3AB *("D" Requirement and CST Requirement)*	AP Biology AB **or** Chemistry AB **or** AP Chemistry AB Physics AB **or** AP Physics AB **or** AP Physics BC **or** Integrated/Coordinated Science 3AB *("D" Requirement)*

**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

ATTACHMENT F

Model of High School Schedule to Meet Graduation Requirements for the Graduating Classes of 2016-2019
(Continued)

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
World Languages	World Language courses (minimum 2 years, level 1 - AP) *("E" Requirement)*	←		→
Visual and Performing Arts	Visual and Performing Arts courses (minimum 1 year, AP available) *("F" Requirement)*	←		→
Health	Health *(LAUSD Requirement)* Requirement may be met using one of the approved options.	←		→
Physical Education	Advanced Physical Education 1AB *(LAUSD Requirement)*	Advanced Physical Education 2AB *(LAUSD Requirement)*	If *Fitnessgram* is not passed, student must enroll in a Physical Education course *(LAUSD Requirement)*	If *Fitnessgram* is not passed, student must enroll in a Physical Education course *(LAUSD Requirement)*
		If *Fitnessgram* is passed, Advanced Physical Education 2AB can be taken in Grades 10, 11 or 12	←	→
Additional Requirements	Service Learning completed Career Pathway identified	←		→

P. Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement

Van Nuys High School

Los Angeles Unified School District

Single Plan for Student Achievement

2016-2017
Implementation
Van Nuys High School

Final Version:
161711012015

Van Nuys High School

TABLE OF CONTENTS

Van Nuys High School

SCHOOL IDENTIFICATION

School Name: Van Nuys High School   Location Code: 8893   Local District: Northeast

CDS	**C**ounty			**D**istrict				**S**chool					
Code	1	9	6	4	7	3	3	1	9	3	8	9	6	3

For additional information on our school programs contact the following:

Principal: Yolanda Gardea   E-mail address: ygardea@lausd.net

SPSA Designee: Dan Levy   Position: Title 1 Coordinator   E-mail address: dxl7944@lausd.net

School Address: 6535 Cedros Ave Van Nuys, CA 91411   School Telephone Number: 818-778-6800

The District Governing Board approved this Single Plan for Student Achievement on:

I have reviewed the Single Plan for Student Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

_____   _____
Lynda Schwarz

Typed name of Local District Director   Signature of Local District Director   Date

1

Van Nuys High School

SPSA APPROVALS LOCAL DISTRICT REVIEWERS

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

☐ Approved by Local District English Learner Coordinator:

N/A
_____   _____
[Typed name of Local District English Learner Coordinator]   Date

☒ Approved by Local District PACE Administrator:

Antonio Reveles   4/7/16
_____   _____
[Typed name of Local District PACE Administrator]   Date

☒ Approved by Local District Title I Coordinator:

Sue Florindez   4/7/16
_____   _____
[Typed name of Local District Title I Coordinator]   Date

Note: The SPSA will be forwarded to the Local District Director for review and authorization only after approvals have been provided by all Local District reviewers above.

☒ Approved by Local District Director:

Lynda Schwarz   4/7/16
_____   _____
[Typed name of Local District Director]   Date

Van Nuys High School

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC)	2-18-16	Maria De La Luz Garcia Gutierrez	
Other (list) UTLA Chairperson	3-29-16	Robert Crosby	

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

This school plan was adopted by the School Site Council on the following date: 3/29/16
School plan approval appears in SSC Minutes.   Date

Attested:

Douglas Kayne	3/29/16
Typed name of SSC chairperson	Signature of SSC chairperson Date
Yolanda Gardea	3/29/16
Typed name of school principal	Signature of school principal Date

Van Nuys High School

2016-2017 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

(Delete funding sources from this list for which the school does not receive an allocation.)

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (7S046)   Amount: $ 1,312,168
Purpose: To upgrade the entire educational program of the school.

Title I: Targeted Assistance Program (70S46)   Amount: $ _____
Purpose: To help educationally disadvantaged students achieve grade-level proficiency.

Title I: Parent Involvement Allocation (7E046)   Amount: $ 21,164
Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Title III: English Language Development (7S176)   Amount: $ _____
Purpose: To provide professional development to teachers, administrators, and other school support staff
to improve Designated and Integrated ELD instruction for English Learners.

School Improvement Grant (SIG)   Amount: $ _____
Purpose: To assist selected schools in closing the achievement gap by providing funds for innovative programs to
help at-risk students achieve grade-level proficiency.

Other Federal Funds (list and describe):   Amount: $ _____

Total amount of categorical funds allocated to this school: $ 1,333,332

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Van Nuys High School

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

• Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

• Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

• Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

• Increasing English Language Development through implementation of the California English Language Development Standards

• Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

  – Structured English Immersion

  – Mainstream English Instructional Program

  – Dual Language Two-Way Immersion

  – Transitional Bilingual Education Program

  – Maintenance Bilingual Education Program

  – Accelerated Learning Program for Long Term English Learner Program

  – Secondary English Learner Newcomer Program

• Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

• Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

• Promoting parent and family involvement in EL programs at the central, Local District, and school site level

• Enhancing the quality of language instruction in the District's EL programs

• Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

• Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

• Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

• Providing effective professional development to teachers in Focus, Priority and Reward schools

• Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

• Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

• Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

• Regularly assessing the effectiveness of professional development delivered throughout the District

• Supporting professional needs of teachers of English Learners through Title III support coaches

• Using the research base to design professional development topics and implementation

• Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

• The California Department of Education no longer requires that this goal be addressed in the LEA plan

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

• Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

• Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

• Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

Van Nuys High School

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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

Van Nuys High School

SCHOOL MISSION, VISION, AND PROFILE DESCRIPTION

School Mission

Personal Development

Students will be active citizens acquiring the attitudes, knowledge, and interpersonal skills to understand and respect themselves, others, and the environment from both a local and global perspective.

Students will develop an understanding of the arts, culture, and human diversity.

Academic Achievement

Students will be proficient or above in all core academic areas-demonstrating growth in language, mathematics, and writing across the curriculum.

Cultural Awareness

Students will be able to express themselves effectively, both orally and in writing.

Students will understand the value of collaboration and cooperation by working together in clubs, classes, and groups.

Technology Proficiency

Students will be prepared to use technology to enhance learning and pursue career and educational goals.

Students will be prepared to participate in the ever-evolving technological world.

School Vision

Van Nuys High School is committed to creating a secure, safe, and healthy environment where students will become self-sufficient, academically successful individuals, effective communicators, critical thinkers, and responsible citizens. Van Nuys High School strives to assist all students to meet the highest academic and personal standards possible through high expectations, academic and social supports and challenging standards-based curriculum. VNHS Faculty collaborates to create a student-centered school that appreciates honors and attends to the diverse learning styles, developmental assets and needs of students and their families. Van Nuys High School believes that successful education is an endeavor that "takes a village" and therefore the educational process requires students and faculty, administration and staff, parents and guardians, and the community to work together.

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School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base:
   The following websites contain useful date: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/

   The current population in Van Nuys is 24,537 with the average home value at $456,400. There is an average of 2.63 people per household making an average of $44,570. The population background by ethnicity is as follows: White 15,217, African American 1,699, Hispanic 12,699, Asian 1,917, American Indian 376, Hawaiian 69, other 6598. There are 12,495 males with an average age of 32.8 and 12,133 females with an average age of 34.9.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

   Grades 9 through 12, traditional school calendar

3. Indicate student enrollment figures:

   Enrollment figures are as follows: Residential school is at 1,283, Medical Magnet is at 268, Math/Science magnet is at 643, and Performing Arts magnet is at 410

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

   2015-16 percentage of low income students is 79.58%

5. Identify language, racial and ethnic make-up of the student body:

   The school consists of the following: Latino 62%, White 11%, Asian 22%, African American 4%

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

   Van Nuys High School sends out information by mail, phone, and parent conferences in the language the parent's understand. If needed, interpreters are provided for the parents.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- [X] Title I Schoolwide Program (SWP)
- [ ] Title I Targeted Assistance School (TAS)
- [ ] Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- [ ] School Improvement Grant
- [ ] Extended School-Based Management Model (ESBMM)
- [ ] Local Initiative School (LIS)
- [ ] Pilot School

- [ ] Public School Choice (PSC)
- [ ] L.A.'s Promise
- [ ] Partnership for Los Angeles Schools (PLAS)
- [ ] Reed
- [ ] Professional Learning Community
- [ ] Small Learning Community
- [ ] Other: _____

CORE Waiver Status
(Electronic links at http://bit.ly/1KPJY4e and http://coredistricts.org/ connect to information regarding the CORE Waiver.)

Directions: Check the box(es) next to the CORE Waiver designation(s) applicable to the school.

- [ ] Priority (SIG)

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- [ ] Priority (non-SIG) (complete 7 Turnaround Principles report)
- [X] Focus (complete Communities of Practice report)
- [ ] Support (complete Communities of Practice report)
- [ ] Reward
- [ ] Collaborative Partner
- [ ] Other Title I Schools

Other important characteristics of the school:

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Van Nuys High School

IMPACT OF THE PREVIOUS YEAR'S SPSA
SPSA EVALUATION

Directions: Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

100% Graduation – Did the school meet the School's Goal last year?	[X] **Yes** [ ] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

In order to insure more students graduate, support was given to all students identified as at-risk based on MyData alerts and progress in ELA and Math courses. Support was given in intervention classes that focused on ELA and Math skills sets but differentiated for students based on content strands needs, grade level and proficiency level during and beyond the school day.

- Title I Coordinator, Counselors, teachers and Title III Coach analyzed data identifying students needing Tier 2 intervention and enrolled them into support classes on Saturdays and after school tutoring programs.
- Coordinators and Counselors held meetings for parents on graduation requirements and the interventions offered to assist students.
- ST Math was used for math support and Achieve 3000 and Vantage was used for ELA support.
- Teachers provided various and targeted interventions after school and on Saturdays in ELA and Math to prevent student's risk of not scoring a C or better in A-G courses.
- Title I Coordinator provided assistance to the teachers for the intervention programs targeted to at risk students during after school hours and on Saturdays.

Counselors, coordinators, Title III Coach, and administration provided training for all staff, held meetings with students, and coordinated parent meetings required for matriculation and graduation.

- Counselors, coordinators, and teachers analyzed data to determine student needs, at-risk factors for graduation, and program students in appropriate A-G courses and intervention opportunities.
- Administration planned informational assemblies for graduation requirements and supports offered at the school.
- College counselor held college nights for various grade levels on informing students and families of post-secondary opportunities and preparation.
- Pamphlets, letters, and other documentation on graduation, college requirements and opportunities, and other workshops and meetings were disseminated to families in a language they can understand.
- The PSA implemented close monitoring and case management of potential dropouts, grad risk, and at-risk students of not meeting grade level mastery.
- Counselors, APSCS, ensured that all students had access to A-G courses
- Counselors developed and implemented individual student graduation plans and met with students on a one-on-one basis throughout the school year to go over the plan and note progress and risk factors.
- Clerical staff made direct phone calls to parents for information, parent participation to focus on graduation rates as well as intervention opportunities to aide students falling behind.
- The Instructional Coach collaboratively planned and conducted demonstration lessons with the classroom teacher that emphasized good first teaching that focused on at-risk students.
- The Instructional Coach met with teachers after school to design lessons and discuss student progress and ways to improve basic skills.
- The Data Coordinator provided students with data on their performance. The coordinator trained teachers how to read and interpret data, had "data chats" with students, and helped them set realistic improvement goals.
- The Office Techs provided clerical services to assist in the office with parents and students' attendance, grades, answer phones, and other clerical duties to support the Categorical Programs.
- Teachers engaged in professional development that enhanced good first teaching strategies that engaged at risk students, EL students as well as the student population.

Teachers delivered rigorous instruction addressing the shift to common core methodologies and approaches in an attempt to prepare students for 21st century skills making students college and career ready.

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English Language Arts – Did the school meet the School's Goal last year?   [X] **Yes**   [ ] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

The English Language Arts proficiency and advanced goal for the 2014-15 school year was 67%. At Van Nuys High School the achieved Proficiency and advanced rate was 57.4%. The goal for 2016-17 school year is 65%. One barrier to our students not achieving the school's goal was that we were only able to provide intervention in the spring semester. The inability to provide intervention until after students were failing proved to be detrimental to both test scores as well as A –G class pass rates for the year. Teachers in the English Department had limited professional development and staff collaboration time to address student needs. Students entering high school were not prepared with basic writing skills that enabled them to be able to succeed in high school level English classes.

Mathematics – Did the school meet the School's Goal last year?   [ ] **Yes**   [X] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

The Math proficiency and advanced goal for the 2014-15 school year was 42.7%. At Van Nuys High School the achieved Proficiency and advanced rate was 37%. The goal for 2016-17 school year is 45%. One barrier to our students not achieving the school's goal was that we were only able to provide intervention in the spring semester. The inability to provide intervention until after students were failing proved to be detrimental to both test scores as well as A –G class pass rates for the year. Teachers in the Math Department had limited professional development and staff collaboration time to address student needs.   Students entering high school were not prepared with basic skills that enabled them to be able to succeed in advanced level math classes.

English Learner Programs – Did the school meet the School's Goal last year?   [ ] **Yes**   [X] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

22% reclassification rate, Title III coach, lesson studies, peer coaching, collaboration, LTEL curricular, intervention, Saturday school, Achieve 3000, Vantage, boot camp, recognition and PBS, Bilingual TA's, Bilingual Lab, tutoring, meta-cognitive student goal sheets, ongoing individual data chats with students and parents of LTEL's

Student, Staff, Parent and Community Engagement – Did the school meet the School's Goal last year?   [X] **Yes**   [ ] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

This question was no longer asked on the school experience survey. However, based on the survey 75% of parents agree that they have been informed of the changes and expectations of the A-G courses as opposed to 71% in LAUSD. Also, communication and expectations was reported by parents as
Well above the district average and over 80% in terms of having high expectations for their children to attend college or a post high school education.
Success in this area has been the following:
1. Modules created for principals and school teams to present at parent meetings focusing on A-G or building capacity
2. Parent Center Hours and meetings with parents modified to allow for both morning and evening families
3. Professional Development topics on communicating with parents and working with parents as equal partners.

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Goal last year?   [X] **Yes**   [ ] **No**

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

Students at the 96% attendance rate went from 75% in 2014-15 to 83.1% in 2015-16. A major strategy this year was to supplement our PSA Counseling staff. We purchased a full-time PSA counselor to focus on grades 9, 10 (an area where student attendance has been historically low). The PSA counselor organized and facilitated parent meetings on attendance issues, worked with administration, the counselors, deans and teachers to monitor students that were at-risk of not meeting the attendance goal starting in September, and organized an incentive program to promote good attendance.

Van Nuys High School

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG) ☐

WASC Recommendations ☒ **WASC Accreditation Results:** __6__ **years**

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:
Bridging the achievement gap for all students, especially low-performing, EL and ninth grade students, will become more effective academically.
Strengthening student achievement-all students will increase reading and writing, and math literacy across the curriculum.
Increase the participation of all students in challenging learning activities.
Increase the variety of instructional strategies, and experiences that actively engage students, emphasize higher order thinking skills, and help all students succeed at high levels.

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COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)

- School Accountability Report Card

- School Experience Survey

- School Quality Improvement Index (SQII) Report Card

- School Report Card

- Smarter Balanced Assessment Criteria (SBAC) Examination

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COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
☒ School Site Council	Discussed all parts of the plan and how to improve parent involvement as well as if we need to add anything to the plan.	10/29/15 11/19/15 12/10/15 2/11/16 3/17/16 3/29/16
☒ Departments	Decided on what would benefit the students in the subject matter and how to implement it.	11/4/15 12/2/15 2/3/16
☐ English Learner Advisory Committee		
☐ Grade Level Teams		
☐ Professional Learning Community (PLC)		
☐ Small Learning Community (SLC)		
☐ Vertical Teams		
☐ WASC Focus Groups		
☒ Other: ___Faculty Meeting, SBM___	Discussed and went over the plan for input and any ideas we can add or take off the plan.	1/12/16, 2/9/16, 3/17/16

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Van Nuys High School

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal:	All students will graduate from high school.

I. Indicate all data reviewed to address this Academic Goal:

☐ CELDT / AMAOs	[X] Student Grades	☐ School Accountability Report Card (SARC)	☐ Interim Assessment Blocks (IAB)
[X] School Report Card	☐ IEP Goals Data	☐ School Quality Improvement Index Report Card	☐ School Experience Survey
[X] MyData	☐ DIBELS Math	☐ Smarter Balanced Assessment Criteria (SBAC)	☐ Publisher's Assessments
	☐ DIBELS	☐ Interim Comprehensive Assessment (ICA)	☐ Scholastic Reading Inventory (SRI)
			☐ Other _____

II. Based upon the data reviewed, summarize the issues affecting graduation rates at your school:

86% of students are on pace to graduate in 4 years.
Some students need to repeat A-G classes in order to meet district guidelines for graduation, and as a result are unable to complete graduation requirements in four years. 9th and 10th grade students have been put into cohorts and assigned to grade level academies for extra academic support including a seventh period, intervention programs and recognition ceremonies resulting in higher numbers of students meeting grade level requirements at the appropriate benchmark. This is increasing the retention of students and the increasing of the sizes of upper level grades.

III. State the School's Measurable Objective*: By the end of the 2017 spring semester, the four-year graduation rate will increase by 4% from 86% to 90% as measured by the school report card.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). *The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.*	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson planning, Data Analysis, and Professional Development	Counselors, coordinators, Title III Coach, and administration will provide training for all staff, hold meetings with students, and coordinate parent meetings required for matriculation and graduation. • Counselors, coordinators, and teachers will analyze data to determine student needs, at-risk factors for graduation, and program students in appropriate A-G courses and intervention opportunities. • Administration will plan informational assemblies for	7/1/2016-6/30/2017	Principal will monitor workshops and meeting agendas, sign-ins, and presentations.	Categorical Program Advisor	117360	$113,405	1.0	7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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	Action Steps	Monitoring	Timeline	Position	Code	Cost	FTE	Funding
	- graduation requirements and supports offered at the school. - College counselor will hold college nights for various grade levels on informing students and families of post-secondary opportunities and preparation. - Pamphlets, letters, and other documentation on graduation, college opportunities, and other workshops and meetings will be disseminated to families in a language they can understand. - Clerical staff will make direct phone calls to parents, both during regular assignment or on an unassigned day, to provide information to parents focusing on graduation rates.			Clerical Relief				
Effective Classroom Instruction	The PSA will implement monitoring and case management of potential dropouts, grad risk, and at-risk students of not meeting grade level mastery. - Counselors, APSCS, will ensure that all students have access to A-G courses - Counselors will develop and implement individual student graduation plans and meets with students on a one-on-one basis throughout the school year to go over the plan and note progress and risk factors. - The Instructional Coach will collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasizes good first teaching that focuses on at-risk students. - The Instructional Coach will meet with teachers after school to design lessons and discuss student progress and ways to improve basic skills. - The Data Coordinator will provide students with data on their performance. The coordinator will train teachers how to read the data and they will have "data chats" with students and help them set realistic improvement goals. The Office Techs will provide clerical services to assist in the office with parents and students' attendance, grades, answer phones, and other clerical duties to support the Categorical Programs.	APSCS will monitor counselors ratio and ensure that 4 year plan meetings are being held at a minimum of the beginning of the first semester and towards the end of the second semester Reevaluating second semester classes based on final marks of the first semester The CPA will monitor logs for classified support	7/1/2016-6/30/2017	PSA Counselor Secondary Counselor Office Technician	110161 26288	$226,810 $129,032	2.0 2.0	7S046 7S046
Interventions Beyond the Regular School Day and Other Supports	In order to insure more students graduate, support is given to all students identified as at-risk based on MyData alerts and progress in ELA and Math courses. Support will be given in intervention classes that focus on ELA and Math skills sets but differentiated for students based on content strands needs, grade level and proficiency level during and beyond the school day. (832.25 hrs. x $80)	Administration, coordinators, and counselors will analyze student data, set student growth targets, and create action plans	7/1/2016-6/30/2017	Teacher X Time Direct Tutor Teacher X-Time	10373	$66,580		7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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		Title I Coordinator, Counselors, teachers and Title III Coach will analyze data for students needing Tier 2 intervention in support classes on Saturdays and after school tutoring programs. Coordinators and Counselors will hold meetings for parents on graduation requirements and the interventions offered to assist students. IXL program will be used for math support and Achieve 3000 and Vantage will be used for ELA support. Teachers will provide intervention after school and Saturday in ELA and Math to at-risk students to prevent student's risk of not scoring a C or better in A-G courses. Title I Coordinator will provide assistance to the teachers for the intervention programs targeted to at risk students during after school hours and on Saturdays.	Monitor and evaluate intervention program goals and objectives quarterly and annually, determine if goals and objectives are being met.	CPA Differential CPA X/Z Time Indirect CPA X/Z Time Direct	11681 11267 11262	$1,488 $500 $3,300	7S046 7S046 7S046
Building Parent Capacity and Partnership to Support the Academic Goal	7/1/2016-6/30/2017	The school will offer customized parent workshops in order to: • Provide parents and guardians the tools they need to help their children improve their reading and writing skills at home, so that they can partner with the school in their child's progress. • Quest speakers • Financial Aid Parent support staff, such as the TSP Advisor and Title I coordinator, provide regular update reports on student progress to ELAC and SSC Parent Center Representative holds monthly training for parents to help parents support learning at home and at school	Title 1 Coordinator and Parent Representative will monitor parent participation in workshops, and continue to evaluate strategies for recruiting parents to participate in future workshops. Title 1 Coordinator and Parent Representative will then examine the data of the children of workshop attendees to evaluate whether a correlation exists between parent workshop attendance and student academic achievement.	Contracted Instructional Services	50002	$1,000	7E046

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Van Nuys High School

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

I. Indicate all data reviewed to address this Academic Goal:

☐ CELDT / AMAOs	☒ Student Grades	☐ Interim Assessment Blocks (IAB)
☒ School Report Card	☐ IEP Goals Data	☐ School Experience Survey
☒ MyData	☐ DIBELS Math	☐ Publisher's Assessments
	☐ DIBELS	☐ Scholastic Reading Inventory (SRI)
	☒ School Accountability Report Card (SARC)	☐ Other _____
	☐ School Quality Improvement Index Report Card	
	☐ Smarter Balanced Assessment Criteria (SBAC)	
	☐ Interim Comprehensive Assessment (ICA)	

II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:

The English Language Arts proficiency and advanced goal for the 2014-15 school year was 67%. At Van Nuys High School the achieved Proficiency and advanced rate was 57.4%. The goal for 2016-17 school year is 65%. One barrier to our students not achieving the school's goal was that we were only able to provide intervention in the spring semester. The inability to provide intervention until after students were failing proved to be detrimental to both test scores as well as A –G class pass rates for the year. Teachers in the English Department had limited professional development and staff collaboration time to address student needs. Students entering high school were not prepared with basic writing skills that enabled them to be able to succeed in high school level English classes.

III. State the School's Measurable Objective*:

To move us closer to our ultimate goal of having all students grades 9 -11 score proficient and above in ELA, we will increase our proficiency percentage by 10% from 67.4% in 2015-16 to 77.4% by the end of the 2017 spring semester as measured by the school report card.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). *The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.*	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the Budget Item No.?	What is the school buying?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson planning, Data Analysis, and Professional Development	Teachers will attend professional development, both during and outside the regular assignment, in order to: • Consistently implement strategies to accelerate the academic language development for ELA. • Consistently implement critical thinking strategies to enhance ELA lessons and instruction. • Analyze student data, review student work, identify	7/1/2016-6/30/2017	**Teacher Actions** The administration will monitor the degree to which instructional strategies learned in professional development and		Teacher X-Time Direct Teacher Release Day			

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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Actions	Persons responsible	Funding
student needs, discuss best practices, and plan differentiated instruction for ELA. • Participate in lesson studies in which teachers engage in action research about student skill levels, and collaboratively design instruction to increase these skill levels. Department Chairperson will facilitate ELA Teacher Meetings in order to: • Facilitate the analysis of student data, the review of student work, the identification of student needs, the discussion of best practices, and the planning of differentiated instruction for ELA in their course alike groups. • Facilitate lesson studies that allow teachers to engage in action research about student skill levels, and design, pilot, and reflectively modify lessons geared towards increasing these skill levels.	lesson studies settings are manifested in classroom practices. Persons responsible: Administration PSA Counselors Title 1 Coordinator Department Chairs Instructional Coach Teachers	Staff Training Rate
Provide professional development, to all stakeholders, which support ELA. Professional Development Teacher X-time will be used to provide initial training for teachers outside of their regular assignments for implementation of instructional strategies, including SDAIE that meet the needs of at-risk students, including English learners. • Work with departments to include text dependent questions into teacher's lessons. • Receive training in computer software, Achieve 3000, Vantage to implement in the intervention program. • Receive training on how to enhance instruction in English 9 and English 10 to provide opportunities for engaged student discussion with effective question and discussion techniques.		PD Teacher X-Time
Provide professional development to all teachers during banked time Tuesday's to acquire strategies to better implement lessons. Teacher Release Days will release teachers will be for data analysis. • Department meetings to identify students struggling in ELA, develop common assessments, and monitor student progress. • English teachers will meet during Professional Development days to review and analyze student		Teacher Release Day

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Goal	Action/Strategy	Timeline	Monitoring	Item	Code	Cost	FTE	Funding
	data. The data will be used to modify and focus instruction according to student needs and performance. Provide teachers with the opportunity to attend conferences that focus on instructional strategies. Funds to pay registration and other expenses for teachers attending conferences. Conferences to be determined based on school need and availability			Staff Conference Attendance				
Effective Classroom Instruction	Teachers will attend professional development in order to: • Consistently implement strategies for ELA instruction to accelerate the academic language skills. • Consistently implement critical strategies in ELA to enhance existing lessons and instruction. ELA teachers will use the periodic assessments and/or create departmental benchmark assessments to inform instruction and align curriculum. Teachers will come together to grade students constructed responses using rubrics.	7/1/2016-6/30/2017	The principal will be in charge of monitoring the Periodic Assessments, Teachers' formative assessment, Student work, and Grades at least twice a year.					
	Other non-instructional contracts for copiers to provide copies of teacher created materials and student work to supplement instruction for at-risk students in language arts. 2 eStudio 656 in library, 2 eStudio 656 in back of Lecture Hall, 1 eStudio 656 in main office. 1 e Studio 456 in main office, 1 e Studio 456 attendance office, 1 e Studio 456 counseling office		Copy codes will be assigned and machines monitored for appropriate use by admin Duplo's will be monitored and maintained for appropriate use	Other non-instructional Contracts (Toshiba)				
	SIM to purchase supplemental instructional materials including visual aids, manipulative, kits, other hands-on equipment, realia, high interest reading materials, alternative delivery materials, pedagogical and content-related books, site licenses, classroom technology: software, multimedia resources, published resources, licenses for web-based software, paper, to support tiered intervention services in ELA and Math.		Use of SIM will be evident through administrative observations of classroom visits	SIM	40269	$3,813		7S046
	Reduce class size so teachers can implement instructional strategies that focus on individual student academic needs personalization, differentiation and timely feedback on student learning and assessments in 9-12 English classes		APSCS will ensure appropriate class sizes	CSR Teacher	13641	$109,447		7S046
				CSR Benefited Absences	10562	$960		7S046
	Provide service and maintenance for the technology through a microcomputer technician and outside repairs. Provide funds for appropriate service plans Provide classroom support using technology to advance the core instructional program and student learning through the		Maintenance of tech. devices will be monitored and logged by IT Teachers and students will be	Microcomputer Support Assistant	25690	$67,195	1.0	7S046

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*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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	use of: LCD projectors, laptops, document cameras, Smart-boards/mimeos.		applying classroom technologies to learning activities and presentations				
	A teacher will teach one additional class period each day in English Language Arts for at-risk students in grades 9 & 10.			Auxiliary Teacher			
	The teacher librarian will provide supplementary instructional media specialist services.						
	Maintenance and supplies for copy machines and duplos to support the school's instructional program.						
	The paraprofessional will work under the direct supervision of credentialed teachers in classrooms with at-risk students to provide primary language support, access to curriculum, reinforcement and support of instruction low performing students.		Paraprofessionals will be required to sign in and out of main office. They will be individually monitored by teacher of the class they are servicing and observed and evaluated by administration	Teacher Assistant	107762	$32,506	7S046
	The Ed Aide II will provide clerical services to assist in the office with parents and students' progress, grades, answer phones, and other clerical duties to support the at-risk students.			Ed Aide 3 Avid	22601	$10,346	7S046
	The Aide Ed 3 will work under the direct supervision of a teacher providing instructional reinforcement activities with students in the Advancement Via Individual Determination (AVID) Program.						
	Curricular trips will supplement the instructional program to improve oral and written language by providing real life experiences to empower students to make connections with grade level standards in English Language Arts. Trips to be determined based on teacher requests and availability.		Trips will be applied for, and LAUSD field trip policies will be followed and adhered to by administration.	Curricular Trips			
Interventions Beyond the Regular School Day and Other Supports	Implementing ELA Intervention program and conduct ongoing student evaluations to determine student outcomes and inform ongoing program needs: • Provide additional ELA intervention for below basic and far below basic and English Learners- beginning/intermediate CELDT level students • Use instructional strategies, including SDAIE, in the classrooms on a daily basis. Use Teacher X-Time to pay teachers to conduct after school and Saturday School intervention. • Students performing below grade level in English will attend after school and Saturday school Intervention.	7/1/2016-6/30/2017	The Intervention Teachers will conduct pre- and post- assessments of student's skills in both of these interventions. The Title 1 Coordinator and administration will collaboratively analyze the data of the students who	Teacher X-Time Direct			

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

	Strategy / Action	Timeline	Persons Responsible / Evaluation	Funding
	• Use Achieve 3000 and Vantage as an English intervention program. • Teacher Assistants will provide translation services during parent conferences and assist in after school or Saturday Intervention Programs to at-risk students. • Use Edgenuity online blended classes for credit recovery.		regularly attended these interventions, in order to determine if additional intervention is needed. After each of these assessments the same team will analyze the results and evaluate the extent to which these results correlate the type of intervention provided. Persons responsible: Intervention Teacher, Title 1 Coordinator, and administration	
Building Parent Capacity and Partnership to Support the Academic Goal	The school will offer customized parent workshops in order to: • Provide parents and guardians the tools they need to help their children improve their reading and writing skills at home, so that they can partner with the school in their child's progress. • Quest speakers • Financial Aid Parent support staff, such as the TSP Advisor and Title I coordinator, provide regular update reports on student progress to ELAC and SSC Parent Center Representative holds monthly training for parents to help parents support learning at home and at school	7/1/2016-6/30/2017	Title 1 Coordinator and Parent Representative will monitor parent participation in workshops, and continue to evaluate strategies for recruiting parents to participate in future workshops. Title 1 Coordinator and Parent Representative will then examine the data of the children of workshop attendees to evaluate whether a correlation exists between parent workshop attendance and student academic achievement.	Contracted Instructional Services

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*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

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

I. Indicate all data reviewed to address this Academic Goal:

[ ] CELDT / AMAOs	[X] Student Grades	[ ] School Accountability Report Card (SARC)	[ ] Interim Assessment Blocks (IAB)
[X] School Report Card	[ ] IEP Goals Data	[X] School Quality Improvement Index Report Card	[ ] School Experience Survey
[X] MyData	[ ] DIBELS Math	[ ] Smarter Balanced Assessment Criteria (SBAC)	[ ] Publisher's Assessments
	[ ] DIBELS	[ ] Interim Comprehensive Assessment (ICA)	[ ] Scholastic Reading Inventory (SRI)
			[ ] Other _____

II. Based upon the data reviewed, summarize the issues affecting student proficiency in mathematics:

The Math proficiency and advanced goal for the 2014-15 school year was 42.7%. At Van Nuys High School the achieved Proficiency and advanced rate was 37%. The goal for 2016-17 school year is 45%. One barrier to our students not achieving the school's goal was that we were only able to provide intervention in the spring semester. The inability to provide intervention until after students were failing proved to be detrimental to both test scores as well as A –G class pass rates for the year. Staff had limited professional development and staff collaboration time to address student needs. Students entering high school were not prepared with basic skills that enabled them to be able to succeed in advanced level math classes.

III. State the School's Measurable Objective*:

To move us closer to our ultimate goal of having all students grades 9-11 score proficient and above in Math, we will increase our proficiency percentage by 10% from 42.7% in 2015-16 to 52.7% by the end of the 2017 spring semester as measured by the school report card.

IV. Focus Areas	**Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).** *The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.*	**On what dates will the Actions begin and end?** **[mm/dd/yy to mm/dd/yy]**	**How will the school measure the effectiveness of each Action?** **Identify the title/position of staff responsible.**	**What is the school buying?**	**What is the Budget Item No.?**	**How much does it cost?**	**What is the FTE?**	**What is the program funding source?**
Lesson planning, Data Analysis, and Professional Development	Professional Development Teacher X-time will be used to provide initial training for teachers outside of their regular assignments for implementation of instructional strategies, including SDAIE that meet the needs of at-risk students, including English learners. • Provide professional development to all teachers during banked time Tuesday's and outside the regular assignment to acquire strategies to better implement lessons.	7/1/2016-6/30/2017	Principal will have weekly department chairperson meetings to monitor student progress	Teacher X Time Direct Staff Training Rate				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

	Actions	Timeline	Monitoring	Resource		Amount	Code
	• Work with departments to develop standards based projects and assignment's which include text dependent questions. . • Receive training in computer software, IXL, etc. to implement in the intervention program. • Receive training on how to enhance instruction in Algebra 1 and Geometry. Teachers will be released for data analysis. • Department meetings to identify students struggling in math, develop common assessments, and monitor student progress. • Math teachers will meet during Professional Development days to review and analyze student data. The data will be used to modify and focus instruction according to student needs and performance. Provide teachers with the opportunity to attend conferences that focus on instructional strategies. Teacher conferences to be determined based on availability and student/teacher need. Funds to pay registration and other expenses for teachers attending conferences.		Will observe teachers in PD applying data to their instructional practice Teachers will share their conference attendance information with other teachers for classroom strategies.	Teacher Release Day Staff Conference Attendance			
Effective Classroom Instruction	Math teachers will use the periodic assessments and/or create departmental benchmark assessments to inform instruction and align curriculum. Teachers will come together to grade students constructed responses using rubrics. Reduce class size so teachers can implement instructional strategies that focus on individual student academic needs personalization, differentiation and timely feedback on student learning and assessments in Algebra 1, 2 and Geometry. Provide classroom support using technology to advance the core instructional program and student learning through the use of: LCD projectors, laptops, document cameras, Smart-boards/mimeos. Other non-instructional contracts for copiers to provide copies of teacher created materials and student work to supplement instruction for at-risk students in language arts. 2 eStudio 656 in library, 2 eStudio 656 in back of Lecture Hall, 1 eStudio 656 in main office. 1 e Studio 456 in main office, 1 e Studio 456 attendance office, 1 e Studio 456 counseling office.	7/1/2016-6/30/2017	The principal will monitor the following at least twice a year: Periodic Assessments Teachers' formative assessment Student work Grades Copy codes will be assigned and machines monitored for appropriate use by administration in order for teachers to create supplemental materials	CSR Teacher CSR Benefited Absences Other Non-Instructional Services (Toshiba)	13644 10562	$218,894 $1,920	7S046 7S046

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*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

	Description	Monitoring	Resource/Person	Date
	Provide service and maintenance for the technology through a microcomputer technician and outside repairs. Provide funds for appropriate service plans.	Maintenance of tech. devices will be monitored and logged by IT Teachers and students will be applying classroom technologies to learning activities and presentations	Microcomputer Support Assistant	
	A teacher will teach one additional class period each day in Mathematics for at-risk students in grades 9-12.		Auxiliary Teacher	
	The paraprofessional will work with credentialed teachers in classrooms with at-risk students to provide primary language support, access to curriculum, reinforcement and support of instruction low performing students.	Paraprofessionals will be required to sign in and out of main office. They will be individually monitored by teacher of the class they are servicing and observed and evaluated by administration	Teacher Assistant	
	The Ed Aide II will provide clerical services to assist in the office with parents and students' progress, grades, answer phones, and other clerical duties to support the at-risk students.		Ed Aide II	
	The teacher librarian will provide supplementary instructional media specialist services.			
	Maintenance and supplies for copy machines and duplo to support the school's instructional program.			
	Purchase supplemental instructional materials including visual aids, manipulative, kits, other hands-on equipment, regalia, high interest reading materials, alternative delivery materials, pedagogical and content-related books, DVDs, site licenses, classroom technology: software, multimedia resources, published resources, licenses for web-based software to support tiered intervention services in Math.	Use of SIM will be evident through administrative observations of classroom visits	SIM	
	Curricular trips will supplement the instructional program to improve oral and written language by providing real life experiences to empower students to make connections with grade level standards in mathematics.		Curricular Trips	
Interventions Beyond the Regular School Day and Other Supports	Use Teacher X-Time to pay teachers to conduct after school and Saturday School intervention. • Students performing below grade level in Math will attend after school and Saturday school Intervention. • Use IXL as a math intervention program with a pre-test and post-test.	Principal will monitor and evaluate the intervention program goals and objectives; determine if the goals and objectives are	Teacher X-Time Direct	7/1/2016-6/30/2017

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

	• Use Achieve 3000 for English with a pre-test and post-test. • Use Edgenuity online blended classes for credit recovery Teacher Assistants will provide translation services during parent conferences and assist in after school or Saturday Intervention Programs to at-risk students.		being met	Software Licenses Maintenance Teacher Assistant Relief
Building Parent Capacity and Partnership to Support the Academic Goal	The school will offer customized parent workshops in order to: • Provide parents and guardians the tools they need to help their children improve their reading and writing skills at home, so that they can partner with the school in their child's progress. • Quest speakers • Financial Aid Parent support staff, such as the TSP Advisor and Title I coordinator, provide regular update reports on student progress to ELAC and SSC Parent Center Representative holds monthly training for parents to help parents support learning at home and at school	7/1/2016-6/30/2017	Title 1 Coordinator and Parent Representative will monitor parent participation in workshops, and continue to evaluate strategies for recruiting parents to participate in future workshops. Title 1 Coordinator and Parent Representative will then examine the data of the children of workshop attendees to evaluate whether a correlation exists between parent workshop attendance and student academic achievement.	Contracted Instructional Services

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Van Nuys High School

ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)

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

I. Indicate all data reviewed to address this Academic Goal:

- [X] CELDT / AMAOs
- [ ] School Report Card
- [X] MyData

- [ ] Student Grades
- [ ] IEP Goals Data
- [ ] DIBELS Math
- [ ] DIBELS

- [ ] School Accountability Report Card (SARC)
- [ ] School Quality Improvement Index Report Card
- [X] Smarter Balanced Assessment Criteria (SBAC)
- [ ] Interim Comprehensive Assessment (ICA)

- [ ] Interim Assessment Blocks (IAB)
- [ ] School Experience Survey
- [ ] Publisher's Assessments
- [X] Scholastic Reading Inventory (SRI)
- [X] Other ___LTEL Course Rosters___

II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:

Van Nuys HS receives a district funded Title III Coach

Our data analysis revealed that of the 145 LTELs who are not in an Alternate Curriculum, 95 have IEPs, indicating that 66% of our LTELs are simultaneously Students with Disabilities. Of the 50 LTEL students remaining who do not have an IEP, 19 students, or 38%, are entering ninth graders. Of the remaining 31 students, 15, or 48%, are not on track for graduation. With respect to the SRI, 34 out of 345 English Learners, or 10%, passed the Fall 2015 administration. Of those 34, 53% are LTELs. 50% of SRI scores increased. For the reading portion of the CELDT, 52% of students scored in the Early Intermediate or Beginning bands. Only 20% of ELs scored at the Advanced and Early Advanced bands in Reading. The percentages of students in the passing score bands were much higher for the other three domains: writing, listening, and speaking. Only 36% of students whose overall CELDT score from the prior year was Beginning met their growth target, in comparison to much larger growth percentages in the other score bands. With respect to the SBAC, 86% of English Learners who took the exam did not meet the standard for ELA. Upon analyzing the student data we discovered that 43% of the English Learners who took the exam during the 2014-2015 school year were simultaneously students with disabilities. 39% of the ELs who took the exam were newcomers who had been in the United States for less than 5 years. Only 18% of the ELs who took the SBAC during the 2015-2016 school year, 45% are simultaneously Students with Disabilities, 42.5% are Newcomers of less than five years, and only 12.5% are neither Special Education students nor Newcomers. The above data analysis indicates that our two main foci with respect to our English Learners should be the following: a) English Learner Students with Disabilities (in the Reading domain), and b) ELD 1 students, who do not make enough adequate yearly progress in their English Language Development as measured by the CELDT.

III. State the School's Measurable Objective*:	Priority 1: During the 2016-2017 school year, we will increase the SRI pass rate of English Learners with disabilities by 5%. Priority 2: During the 2016-2017 school year, we will increase CELDT Proficiency (AMAO 2) of English Learners with disabilities by 5%. Priority 3: During the 2016-2017 school year, we will increase CELDT growth (AMAO 1) for ELD 1 students by 10%. Priority 4: During the 2016-2017 school year, we will increase the number of EL students scoring in the "Met Standard" band for the ELA SBAC by 5%.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions	How will the school measure the effectiveness of each Action?	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

	The school's narrative must identify and address English Learners' needs. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.	begin and end? [mm/dd/yy to mm/dd/yy]	Identify the title/position of staff responsible.		source?
Lesson planning, Data Analysis, and Professional Development	Teachers will attend professional development in order to: • Consistently implement strategies during Integrated ELD to accelerate the academic language development of English Learners and implement the strategies specified in the IEPs of English Learners with disabilities. • Consistently implement critical strategies in all levels of Designated ELD to enhance existing lessons and instruction, both for ELs with disabilities and for ELs in our Newcomer Program. Teachers will collaborate in Professional Learning Communities (LTEL Teachers, SDC Sheltered ELA Teachers, and ELD 1 Teachers) in order to: • Analyze student data, review student work, identify student needs, discuss best practices, and plan differentiated instruction for the English Learners in their course alike groups. • Participate in lesson studies in which they both engage in action research about student skill levels, and collaboratively design instruction to increase these skill levels. Title III Coach will facilitate LTEL Teacher and SDC Sheltered ELA Teacher PLC Meetings in order to: • Facilitate the analysis of student data, the review of student work, the identification of student needs, the discussion of best practices, and the planning of differentiated instruction for the English Learners in their course alike groups. • Facilitate lesson studies that allow teachers to engage in action research about student skill levels, and design, pilot, and reflectively modify lessons geared towards increasing these skill levels. Title III Coach will cognitively coach Designated ELD Teachers and Integrated ELD Teachers, in addition to facilitating PLC Groups. The TSP Advisor will: • Provide instructional support for teachers regarding effective strategies for English Learners.	7/1/2016- 6/30/2017	**Teacher Actions** The administration will monitor the degree to which instructional strategies learned in professional development and lesson studies settings are manifested in classroom practice in both Integrated and Designated ELD settings. Persons responsible: Administration The TSP Advisor and Title III Coach will analyze SRI, CELDT, classroom marks, reclassification, and SBAC data to determine the degree to which teacher strategies are affecting student outcomes. Persons responsible: TSP Advisor, Title III Coach **Title III Coach Actions** The Title III Coach, TSP Advisor, administration, and MMED Personnel will monitor a) the extent to which these actions, as verified via work logs and artifacts, result in positive changes in classroom practice, and b) the extent to which the actions of the Title III Coach are	Teacher X-Time Direct Teacher Release Days TSP Advisor TSP Differential TSP X-time	

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Van Nuys High School

	Facilitate department/EL/Language Acquisition Team Meetings to analyze student data, review student work, identify student needs, discuss best practices, and plan differentiated instruction for English Learners. Provide professional development, to all stakeholders, which support the English Learner Master Plan Program implementation. Counselors will ensure that all students have access to A-G courses. Counselors will develop and implement individual student graduation plans and meets with students on a one-on-one basis throughout the school year to go over the plan and note progress and risk factors.	correlated with increases in SRI, CELDT, student marks, reclassification, and SBAC. Persons responsible: Title III Coach, TSP Advisor, Administration, and MMED Personnel **TSP Advisor Actions** The Title III Coach, TSP Advisor, and the administration will a) monitor via Online Accountability System and artifacts that these actions took place, and b)evaluate the correlation between these actions and data from SRI, CELDT, student marks, reclassification, and SBAC. Persons responsible: Title III Coach, TSP Advisor, and administration	Couns Sec Enroll-Z-Days-Cnslr
Effective Classroom Instruction	Teachers will attend professional development in order to: • Consistently implement strategies during Integrated ELD to accelerate the academic language development of English Learners and implement the strategies specified in the IEPs of English Learners with disabilities. • Consistently implement critical strategies in all levels of Designated ELD to enhance existing lessons and instruction, both for ELs with disabilities and for ELs in our Newcomer Program. Title III Coach will: • Facilitate lesson studies that allow teachers to engage in action research about student skill levels, and design, pilot, and reflectively modify lessons geared towards increasing these skill levels. • Cognitively coach Designated ELD Teachers and	7/1/2016-6/30/2017	**Teacher Actions** The administration will monitor the degree to which instructional strategies learned in professional development and lesson studies settings are manifested in classroom practice in both Integrated and Designated ELD settings. Persons responsible: Administration The TSP Advisor and Title III Coach will analyze SRI, CELDT, classroom marks,	Teacher X-Time Direct Teacher Release Days

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*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

	Description	Date	Monitoring / Actions	Resources
	Integrated ELD Teachers in addition to facilitating PLC Groups. The Office Tech will provide clerical services to assist in the office with parents and students' attendance, grades, answer phones, and other clerical duties to support the Categorical Programs Other non-instructional contracts for copiers to provide copies of teacher created materials and student work to supplement instruction for at-risk students in language arts. 2 eStudio 656 in library, 2 eStudio 656 in back of Lecture Hall, 1 eStudio 656 in main office. 1 e Studio 456 in main office, 1 e Studio 456 attendance office, 1 e Studio 456 counseling office General Supplies to provide materials for the classroom like paper & pens A teacher will teach one additional class period each day in math and English for at-risk students in 9th grade.		reclassification, and SBAC data to determine the degree to which teacher strategies are affecting student outcomes. Persons responsible: TSP Advisor, Title III Coach **Title III Coach Actions** The Title III Coach, TSP Advisor, administration, and MMED Personnel will monitor a) the extent to which these actions, as verified via work logs and artifacts, result in positive changes in classroom practice, and b) the extent to which the actions of the Title III Coach are correlated with increases in SRI, CELDT, student marks, reclassification, and SBAC. Persons responsible: Title III Coach, TSP Advisor, Administration, and MMED Personnel	Office Technician Other Non-Instructional Contract General Supplies 9th grade Math Teacher Aux 9th grade Eng. Teacher Aux
Interventions Beyond the Regular School Day and Other Supports	The school will provide after school and Saturday school intervention in order to: • Accelerate the development of reading skills of Long Term English Learners with disabilities. • Accelerate the English Language Development in all four domains (reading, writing, listening, and speaking) of Newcomers in the English Learner Program.	7/1/2016-6/30/2017	The Intervention Teachers will conduct pre- and post-assessments of student's skills in both of these interventions. The TSP Advisor, Title III Coach, and administration will collaboratively analyze the data of the students who regularly attended this interventions, in order	Software License Maintenance Teacher Tutoring X-Time Admin X-Time

The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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		to determine if additional intervention is needed prior to the next administration of the SRI, CELDT, and SBAC Assessments. After each of these assessments the same team will analyze the results and evaluate the extent to which these results correlate the type of intervention provided. Persons responsible: Intervention Teacher, TSP Advisor, Title III Coach, and administration		Contracted Instructional Services
Building Parent Capacity and Partnership to Support the Academic Goal	The school will offer customized parent workshops in order to: • Provide parents and guardians of English Learners with Disabilities the tools they need to help their children accelerate their development in reading and other skill areas at home, so that they can partner with the school in their child's progress. • Provide parents and guardians of English Learners in the Newcomer Program with the tools they need to help accelerate their child's English Language Development at home, so that they can partner with the school in their child's progress.	7/1/2016-6/30/2017	The TSP Advisor and the Parent Representative will monitor parent participation in these workshops, and continue to evaluate strategies for recruiting parents to participate in future workshops of this kind. TSP Advisor and Parent Representative will then examine the data of the children of workshop attendees to evaluate whether a correlation exists between parent workshop attendance and student academic achievement.	

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

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

I. Indicate all data reviewed to address this Academic Goal:

- [ ] Student Grades
- [ ] IEP Goals Data
- [ ] DIBELS Math
- [ ] DIBELS

- [ ] CELDT / AMAOs
- [X] School Report Card
- [X] MyData

- [X] School Accountability Report Card (SARC)
- [ ] School Quality Improvement Index Report Card
- [ ] Smarter Balanced Assessment Criteria (SBAC)
- [ ] Interim Comprehensive Assessment (ICA)

- [ ] Interim Assessment Blocks (IAB)
- [ ] School Experience Survey
- [ ] Publisher's Assessments
- [ ] Scholastic Reading Inventory (SRI)
- [ ] Other _____

II. Based upon the data reviewed, summarize the issues affecting culture, climate, and engagement for students, staff, parents and community:

The Parent Center Representative reaches out to parents throughout the year during pre-registration, PHBAO Conferences, Back to School and Open House to encourage partnerships with teachers and staff. The parent center reflects the schools strong commitment to restorative justice practices and holds circles as well as parent workshops to build community engagement. PHBAO, This last year VNHS saw a dramatic increase in the number of immigrant students, workshops are scheduled that are tailored to their needs. Only 32% of the parents indicated that they spoke to someone on the school staff to discuss my child's IGP. Only 66% of the students indicated that the school makes it clear how students are expected to act. This year discipline policies will be presented separately to ESL classes in Spanish in a smaller setting. Parents of students who recently arrived to the country will also be invited to parent workshops to communicate discipline and academic expectations

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III. State the School's Measurable Objective*: Increase parent involvement opportunities by providing ongoing parent trainings that focus on instructional practices and curriculum at the school. Increase percentage of parents indicating that someone spoke to them concerning their IGP by 10% from 32 to 42% by providing more opportunities to parents to meet with counselors increase percentage of students who are clear about behavior expectations from 66% to 85%.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). *The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.*	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Student, Staff, Parent Engagement	Training is provided to teachers and on the following topics: Utilizing parent volunteers in the school, developing an school-parent compact, providing a welcoming classroom environment for parents and students, listening empathetically, diffusing disruptive behaviors, engaging students in academic conversations and the importance of staff and student attendance	07/01/2016 -6/30/2017	The principal will monitor the sign-ins, agendas, and evaluations The administrator will assign custodial personnel to work	Contracted Instructional Services Custodial Overtime				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

	Training is provided to parents on a regular basis to develop school-parent partnership using the school-parent compact and Title I Parent Involvement Policy, LAUSD Graduation Requirements, Support Children's Learning at home and at school

LCAP meeting to inform students, staff, and parents about A-G requirements, graduation requirements and restorative justice. setting up before and cleaning up after the parent meetings at night and assist with parent meetings and intervention activities during after school hours.

The TSP Advisor and Parent Community Rep will purchase books as resources to use with parents for the various topics for the parent workshops. | | IMA | | | |
| Student, Staff, Parent Communication | Community Rep will foster a welcoming environment for parents, promote meaningful activities for parents to participate at school, and, with parent support staff, such as the TSP Advisor and Title I coordinator, provide regular update reports on student progress to ELAC and SSC

SIM to provide copies of consumable books for parent workshops including "Experience Your Possibilities".

Parent Center Representative holds monthly training for parents to help parents support learning at home and at school

Clerical staff assists in communicating with parents to extend invitations to school events, explain the activities in the Parent center, translate, and/or answer questions outside the regular work hours | 07/01/2016 -6/30/2017 | Community Representative

SIM

Clerical Overtime | 21720

40269 | $16,510

$3,230 | 7E046

7E046 |

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Van Nuys High School

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal:	100% Attendance

I. Indicate all data reviewed to address this Academic Goal:

☐ CELDT / AMAOs	[X] Student Grades	☐ School Accountability Report Card (SARC)	☐ Interim Assessment Blocks (IAB)
[X] School Report Card	☐ IEP Goals Data	☐ School Quality Improvement Index Report Card	☐ School Experience Survey
[X] MyData	☐ DIBELS Math	☐ Smarter Balanced Assessment Criteria (SBAC)	☐ Publisher's Assessments
	☐ DIBELS	☐ Interim Comprehensive Assessment (ICA)	☐ Scholastic Reading Inventory (SRI)
			☐ Other _____

II. Based upon the data reviewed, summarize the issues affecting student attendance, suspension/expulsion, and non-cognitive skills:

- The student's attendance rate is 96.4% with 75% of the students with 96% or higher attendance.
- The attendance rates rose from 95.6% to 96.4%.
- The instructional days lost to suspensions dropped significantly from 68 in 13-14 to 13 in 14-15.
- The drop is due to providing different alternatives for discipline, including restorative justice.
- Students that feel safe on campus dropped 10% from 61.1% to 51%.

III. State the School's Measurable Objective*: Increase the communication with all stakeholders and continue monitoring student attendance. We will also continue cohorts for 9th/10th grade, council pull-out groups, and other strategies to build student empowerment in order to achieve this goal. Van Nuys High School will increase attendance rate from 96.4% to 98%.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). *The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.*	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson planning, Data Analysis, and Professional Development	A PSA Counselor will provide support to identify at risk students and their families to ensure student access to the core curriculum through daily in seat attendance	7/1/2016-6/30/2017	The principal will monitor the nurse, PSA counselor and Psychologist's logs at least 3 times per year.	PSA Counselor	12103	$118,447		7S046
Social / Emotional Interventions	The PSA Counselor will develop and implement attendance motivation and incentive programs, positive support, phone calls home, mail letters, home visits, individual /group	7/1/2016-6/30/2017	The principal will monitor the nurse, PSA counselor and					

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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Goal	Strategy/Action	Timeline	Monitoring	Position		Cost	Code
	counseling, participate in implementation of multidisciplinary teams (SST, COST, SART), send referrals to school and community services, and access to resources to support improvement with attendance issues. The Psychologist will provide informal and formal assessments of students' abilities, assist students in developing positive social skills, collaborate with school and community organizations to provide the necessary services for students, promotes better understanding about a student's growth and development, participates as a team member of student study teams (SST), assist parents in understanding their student's special needs, facilitates communication between home and school, and other strategies to help at risk students		Psychologist's logs at least 3 times per year.	Psychologist	13222	$95,708	7S046
Building Parent Capacity and Partnership to Support the Social / Emotional Goal	The Nurse will provide health and safety information to students, motivate positive healthy habits, conduct staff development related to health issues, present information to classroom of health related topics, participate as a team member of student study teams (SST), follow up on the prevention and control of communicable diseases contributing to students' poor academic achievement and absences. The Nurse will provide flyers to parents with health related information during the registration and orientation week prior to the beginning of the school year.	7/1/2016-6/30/2017	The principal will monitor the nurse, PSA counselor and Psychologist's logs at least 3 times per year.	Nurse	12106	$79,386	7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Van Nuys High School

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)
COMPONENTS FOR IMPLEMENTATION

1. **Comprehensive needs assessment:** Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications. Describe the comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

To determine whether or not school objectives were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the SPSA Evaluation. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is addressed in Section II of all Goal pages.

2. **Schoolwide reform strategies:** Describe the instructional strategies and initiatives in the comprehensive plan that are based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Schoolwide reform strategies are described in Section IV of all Goal pages.

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

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

_____
Principal
(certificated position/title)

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

Van Nuys High School

Principal
(certificated position/title)

The following strategies will be utilized to meet the educational needs of American Indian Students:
- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the:

Principal
(certificated position/title)

The following strategies will be utilized to meet the educational needs of Foster Youth:
- A Foster Youth Achievement Counselor will be assigned to each school by the District to conduct a comprehensive academic assessment for each foster youth, develop an individual success plan, provide ongoing intensive case management, ensure equitable access to resources, advocate for the educational rights of foster youth, and promote school stability. The principal designates a contact person at each school as the Foster Youth Liaison. The school designee is the:

Principal
(certificated position/title)

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3. **Instruction by highly qualified teachers:** Describe how the District ensures that all teachers of core academic subjects and instructional paraprofessionals meet the qualifications required by section 1119.

The District provides an annual report to the California Department of Education and the Los Angeles County Office of Education regarding all teachers and/or paraprofessionals that do not meet NCLB requirements. In addition, the District develops plan(s) of action to remedy non-compliance issues related to any individual(s) found not meeting NCLB requirements. In addition, the District conducts an ongoing assignment monitoring audit cycle of all schools to ensure that all teachers and paraprofessionals are correctly assigned. A complete assignment monitoring audit cycle takes place over a four-year period. Each year, twenty-five percent of District schools are audited. By the end of the four-year cycle, all District schools have been audited and the cycle repeats.

4. **High-quality and ongoing professional development:** Describe the high-quality and ongoing professional development provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

High quality and ongoing professional development is described in Section IV of all Goal pages at the rows entitled "Professional Development."

5. **Strategies to attract highly qualified teachers to high-need schools:** Describe the strategies used by the District to attract high-quality, highly qualified teachers to high-need schools including recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.

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

6. **Strategies to increase parental involvement:** Describe strategies used to increase parental involvement in accordance with section 1118, such as family literacy services.

Strategies to increase parental involvement are described in Section IV of all Goal pages at the rows entitled "Building Parent Capacity and Partnership to Support the Academic Goal," as well as throughout the Culture and Climate Goal pages.

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7.	**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).
	• Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
	• Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
	• Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
	• Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
	• Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs
	Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:
8.	**Measures to include teachers in decisions regarding the use of academic assessments:** Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.
	Teachers are involved in the following activities that facilitate their inclusion in decisions regarding the use of academic assessments:
	• Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores
	• The development of assessments based on their lessons
	• Collaboration among grade levels and departments on the assessment results and developing lessons
	• Providing intervention for students not meeting grade-level standards on the assessments
9.	**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** Describe activities taken to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)
	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in Section IV of the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and in Section IV of the Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions.
10.	**Coordination and integration of Federal, State, and local services and programs:** Describe how the school will coordinate and integrate federal, state, and local services and programs.
	The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.

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LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the Single Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the Single Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

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Los Angeles Unified School District

2016-2017 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:
10183 (TSP School Allocation)
10397 (TSP Per Pupil School Allocation)
10400 (TSP Supplemental & Concentration Grant)
10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal	Total Amount of TSP Funds Allocated to the School
Van Nuys High School	Northeast	Yolanda Gardea	10183 $ 497,150
			10397 $
			10400 $ 271,586
			10405 $ 15,787
			Total $ 784,523

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students
2,587	79.33%	13%	1.2%

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District's LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

Description of Services that address: **100% Graduation** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Graduation rate* - *Individual Graduation Plan (IGP) completion rate* - *Percentage of students on track to graduate*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets (proposed)
TSP Program Advisor – Meet with students to discuss data pertaining to their graduation requirements. **TSP Differential** – Assist students and parents during after school hours to increase the four year cohort graduation. **TSP X Time-Indirect**	$3,746	Low-income, EL, RFEP, and Foster Youth	• Graduation Rate: 71% • Percentage of students on track to graduate:50%

Van Nuys High School

Staff Conference Attendance to provide teachers with the opportunity to attend conferences that focus on instructional strategies. Funds to pay registration and other expenses for teachers attending conferences. Conferences to be determined based on school need and availability	$5,000	Low-income, EL, RFEP, and Foster Youth
Mileage	$2,500	
Teacher Tutoring X-Time – Funding will be geared to pay teachers to teach a) reading intervention programs after school and on Saturdays to raise the reading levels of English Learners with disabilities and other English Learners who need support based on data in order for the students to be successful in all their classes, and b) ELD Enrichment for English Learners in our Newcomer Program to help them accelerate their English Language Development in order to graduate on time. Also, teachers will provide assistance to Low Income students and Foster Youth of targeted reading intervention using Achieve 3000. These students will be chosen using different assessments and student marks.		EL students
Student Aides – The school will employ two former ELD Students who are proficient in Algebra and basic math to provide, under the supervision of math teacher already in the After School Tutoring budget, one on one math tutoring in Spanish to ELD Students.		
Admin X-Time – We will fund Administrator X-Time in order to support programming and supervision for Saturday School Intervention and Saturday Professional Development for teachers. Administrative duties for Saturday School Intervention support 100% graduation by creating opportunities for credit recovery for low-income, English Learners, RFEPs, and Foster Youth. Also, by supporting Professional Development and collaboration of teachers in PLC on Saturdays, they facilitate improved teacher practice which directly relates to student achievement required for 100% graduation.		Low-income, EL, RFEP, and Foster Youth

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Description of Services that address: **Proficiency for All** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *SBAC English language arts and mathematics proficiency rates* - *EL reclassification rate* - *Rate of ELs making annual progress on CELDT* - *Rate of ELs demonstrating proficiency in English* - *Decrease in long-term English learners (LTELs)*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets *(proposed)*
CSR Teacher – Reduce class size in order for teachers to implement instructional strategies that focus on student's needs that will decrease the number of Long Term English Learners and increase students' proficiency in math and ELA (2 teachers).			• EL reclassification rate: 20% • Rate of ELs making annual progress on CELDT: 62% • Decrease in long-term English learners: 22%
PD Teacher Regular – Teachers will conduct lesson studies and classroom observations during school hours in order to build capacity in the pedagogical strategies that students need to attain proficiency.		Low-income, EL, RFEP, and Foster Youth	
Day to Day Subs CSR (4 days) – Provides substitute coverage for CSR Teachers that will include illness and personal necessity.			
Day to Day Subs (8 days) – Provides substitute coverage during a field trip for teachers with ELs, low income, RFEPs or foster youth and for ELD teachers to collaborate with lesson planning.			
Teacher Tutoring X-Time - Funding will be geared to pay teachers to teach a) reading intervention programs after school and on Saturdays to raise the reading levels of English Learners with disabilities and other English Learners who need support based on data, and b) ELD Enrichment for English Learners in our Newcomer Program to help them accelerate their English Language Development in the domains of reading, writing, speaking, and listening.		EL Students	
Teacher X-Time – Funding will be used for collaborative data analysis, professional development, and lesson design taking place in PLC Settings outside of normal work hours.	$64,541		
TSP Program Advisor – Facilitates grade-level/department meetings to analyze data, review student work, discuss best practices, identify students' needs, and plan differentiated instruction for English Learners, RFEPs, low income, and Foster Youth.	$113,405	Low-income, EL, RFEP, and Foster Youth	
TSP Differential – Assists parents and students after school and maintains English Learner Program documentation as required by state and federal mandates.	$1,488		
Counselor - Counselors will ensure that all students have access to A-G courses. Counselors will develop and implement individual student graduation plans and meets with students on a one-on-one basis throughout the school year to go over the plan and note progress and risk factors.	$113,405		

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Admin X-Time – We will fund Administrator X-Time in order to support programming and supervision for Saturday School Intervention and Saturday Professional Development for teachers. Administrative duties for Saturday School Intervention support proficiency for all by offering opportunities for students to increase their English Language Development in the four domains of reading, writing, speaking, and listening for English Learners with disabilities and English Learners in our Newcomer Program. The administrator will support the program that also focuses on low-income, RFEPs, and Foster Youth to improve their proficiency in all areas.		EL Students
Teacher Assistant Relief – Paraprofessional will assist with student activities after school that involves tutoring and other activities which support English Learners, RFEPs, low-income, and Foster Youth.		
General Supplies – The pedagogical strategies require for all students to access the common core require classroom supplies that facilitate collaborate learning. Additionally, the offices need the supplies to support the classroom needs of ELs, RFEPs, low-income, and Foster Youth.	$40,000	
Other Non-Instructional Contract – The pedagogy that we are asking teachers to implement, in order that all students can access the curriculum often requires students to interact directly with text. Hence, teachers need to be able to make photo copies so that students can engage with annotation and interactive reading strategies.	$30,000	Low-income, EL, RFEP, and Foster Youth
Software License Maintenance – The school will purchase 350 site licenses for Achieve 3000 in order to raise the Lexile levels of English Learners who do not meet the SRI cut off scores for reclassification and Special Education, low income, and foster youth students who test below grade level on the DRW reading assessment.		
9th grade Math/English Auxiliaries provided to reduce class size.	$17,925 $17,925	
Adviser Regular Prep	$8,529	

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Description of Services that address: **100% Attendance** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *Percentage of students with a 96% (173-180 days) attendance rate Percent of students missing 16 days or more in a school year*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets *(proposed)*
TSP Program Advisor – Meet with parents and students and visit classrooms to discuss attendance and ways on how to improve it.			• Percentage of students with a 96% attendance rate: 72%
Other-Non Instructional Contracts – As an incentive for students to improve in instructional outcomes by improving attendance, students who show marked growth in attendance, will be invited to participate in engaging, interactive arts activities which will further accelerate their academic language development through project based		Low-income, EL, RFEP, and Foster Youth	• Percentage of students missing 16 days or more in a school year: 9%
Enrollment Z Days Counselor provided to counselor to place students in classes and revise Master Schedule before start of school year.	$7,339		
Enrollment Z Days Clerical provided to clerk to enroll students before start of school.	$6,058		
Enrollment Z days Admin provided to admin to place students and work on Master Schedule before start of school.	$4,027		

Description of Services that address: **Parent, Community and Student Engagement** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Percentage of parent participation on School Experience Survey* - *The responses from parents and students participating in the survey*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets *(proposed)*
Contracted Instructional Services – (4 Parent workshops @ $1,250 each) Contract an expert to offer workshops that empower parents with research-based activities that provides them with the tools necessary to help accelerate their child's development so that they can partner with the school in their child's progress towards meeting the A-G requirements and graduation.	$5,000		• Percentage of parent participation on School Experience Survey: 45%
Custodial Overtime – Personnel will work setting up before and cleaning up after the parent meetings at night and assist with parent meetings and intervention activities during after school hours.	$3,000 $1,500	Low-income, EL, RFEP, and Foster Youth	
IMA – Purchase books as resources for the Parent Center Representative to be used during the parenting workshops.	$4,787 $11,641		

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Description of Services	Amount	Targeted Student Group(s)
General Supplies – Purchase pamphlets and supplies necessary for the workshops that engage parents in learning how to use this knowledge and leave their fears behind in order to be more engaged in the school and in their child's education.	*See Proficiency for All	Low-income, EL, RFEP, and Foster Youth
Teacher Assistant Relief – Paraprofessional will help with translation for parents during parent conference nights.	$193,548	
Office Technician (x 3) – Assist parents with the enrollment process, parent-teacher conferences during school hours, make phone calls home, communicate the school activities and policies.		
School Advisory Committee – Provide refreshments to parents during workshops and ELAC Meetings.	$1,000	EL Students
Clerical Overtime – Assist with parent meetings to talk to parents, translate, and discuss school activities for parents.	$3,000 $1,500	
Field Trip – The school will provide a combined workshop and field trip to parents of 9th grade EL, Special Education, and low income students to walk them through the college admission requirements so that they can be our partners in ensuring their children are college eligible and ready.		Low-income, EL, RFEP, and Foster Youth

Description of Services that address: **School Safety**	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets *(proposed)*
Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: *- Suspension rate* *- Expulsion rate* *- Extent to which the school is implementing the Discipline Foundation Policy*			
School Supervision Aide – The staff members will assist the school with enforcing the attendance policy by making sure students are attending their classes, assisting teachers with the discipline policy by taking students to the Dean's Office to discuss behavior, and walking around the school campus to deter negative behavior during school hours	$32,442	Low-income, EL, RFEP, and Foster Youth	• Suspension rate: .7% • Expulsion rate: .03% • Extent to which the school is implementing the Discipline Foundation Policy: 79%
Campus Aide (x 2) - The staff members will assist the school with enforcing the attendance policy by making sure students are attending their classes, assisting teachers with the discipline policy by taking students to the Dean's Office to discuss behavior, and walking around the school campus to deter negative behavior during school hours	$54,355		
Maintenance and Supplies for supplies to maintain the school.	$5,000		
Building and Grounds Worker to maintain the school facility.	$31,862		

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7 TURNAROUND PRINCIPLES
[To be completed by CORE Waiver PRIORITY SCHOOLS (Non-SIG) only]

Directions: If a required component of the 7 Turnaround Principles has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., "Mathematics – Professional Development") or SPSA section (e.g., "Comprehensive Needs Assessment / Self Review Process"). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

7 Turnaround Principles	Goal and Focus Area(s) or SPSA section
Principle #1 – Provide strong leadership **(Schools do not address Principle 1. This section is to be completed by the District)**	
A. Describe the process for the LEA's review of school leader effectiveness and replacement of leader if deemed necessary through review before the start of the 2016-17 school year.	**(This section is to be completed by the District.)**
B. Describe the process and evidence that the LEA developed to ensure new instructional leader hires of Non-SIG priority schools meet the following hiring criteria: (1) has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school; (2) exhibits competencies in: driving for results, problem-solving, and showing confidence to lead; (3) has a minimum of 3 years' experience as a principal; (4) has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL.	**(This section is to be completed by the District.)**
C. Provide LEA evidence that: (1) there is a program in place that supports the leadership team in their instructional and management skill development; (2) the new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; (3) LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.	**(This section is to be completed by the District.)**
Principle #2 – Ensure that teachers are effective and able to improve instruction	
A. What is the process for analyzing data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. How will PD related to low-performing area(s) be provided to teachers and administrators?	Goal and Focus Area(s) or SPSA section

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	Goal and Focus Area(s) or SPSA section
Professional Development days have been banked so that teachers could receive intensive training that addresses our EL and Special Education population. Professional development opportunities are provided to departments so that individual departments can address the areas of need related to content areas. Peer observation time is provided upon request.	
C. How will walk-through protocols include teacher support implemented?	Goal and Focus Area(s) or SPSA section
D. Describe your school's planned participation in professional learning provided by CORE.	Goal and Focus Area(s) or SPSA section
E. Describe the school's process for hiring an instructional coach to engage teachers in school-based, job-embedded professional learning.	Goal and Focus Area(s) or SPSA section
Principle #3 – Redesign the school day, week or year to include additional time for student learning and teacher collaboration	
A. Describe the plan the school is creating to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	Goal and Focus Area(s) or SPSA section
A Period 7 has been added to the schedule of cohorted students to assist with basic skills and after school tutoring and are available along with YPI and Educare Intervention Programs.	
B. How will the school explore and capitalize on opportunities outside of the regular student day to enhance student learning? (could include after-school, before-school, lunch time, or extended year)	Goal and Focus Area(s) or SPSA section
Zero period classes are offered as well as after school and Saturday school Interventions. There is also a Period 7 class offered in math and English. Students needing credit and experience are offered ROP classes that help catch them up on credits and expose them to new areas. More opportunities for credit recovery will be provided to students based on their individual needs..	
C. Describe the school's process to ensure that extended learning time is available to all students.	Goal and Focus Area(s) or SPSA section
Tutoring is offered after school daily in math, English, Social studies, Science and Foreign language. 0 period, 7th period and ROP classes are offered to students in need.	
D. What steps will be taken by the school to evaluate the effectiveness of the extended learning time? How will the effectiveness of the extended learning time be evaluated?	Goal and Focus Area(s) or SPSA section
Continually check the students' progress, attendance and grades. Continually monitor students enrolled in credit recovery classes to make sure the programs/classes offered are meeting student needs.	

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	Goal and Focus Area(s) or SPSA section
Intervention sessions are scheduled to be longer so students do not have to make a choice between dropping out of credit recovery and/or intervention and participating other outside commitments (employment, extracurricular, family etc.)	
Principle #4 – Strengthen school's instructional program	
A. What actions will the school take to implement curriculum fully aligned to the Common Core Standards?	Goal and Focus Area(s) or SPSA section
B. Describe the school's process for scheduling continuous, data-based curriculum review.	Goal and Focus Area(s) or SPSA section
C. Describe the school's process for supporting instruction with pacing guides, curriculum maps and/or sample instructional strategies.	Goal and Focus Area(s) or SPSA section
Principle #5 – Use data to inform instruction and for continuous Improvement	
A. What actions will the school take to develop and implement a short-term action plan to achieve the goals in the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. Describe the development of a leadership team and whether the team will meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan.	Goal and Focus Area(s) or SPSA section
C. What will be the process for designing a local data system which included multiple-levels of assessments and informed programmatic/instructional decisions?	Goal and Focus Area(s) or SPSA section
D. What will be the process for facilitating data-driven conversations in learning communities?	Goal and Focus Area(s) or SPSA section
E. What will be the process for training and supporting teachers' data use through formal and informal PD? What will be the process for differentiating PD for new teachers?	Goal and Focus Area(s) or SPSA section

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Principle #6 – Establish a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement

	Goal and Focus Area(s) or SPSA section
A. What will be the process for developing a sustained and shared philosophy, mission, and vision?	Goal and Focus Area(s) or SPSA section
B. Describe how the school will maintain facilities that support a culturally responsive and safe environment.	Goal and Focus Area(s) or SPSA section
C. Describe how the school will analyze teacher attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
D. Describe how the school will analyze student attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
E. What will be the process for identifying students who are at-risk of not graduating and developing a plan of action to support those students?	Goal and Focus Area(s) or SPSA section
F. What will be the process for analyzing student discipline referrals and developing a plan for improvement, if needed?	Goal and Focus Area(s) or SPSA section

Principle #7 – Provide ongoing mechanisms for family and community engagement

	Goal and Focus Area(s) or SPSA section
A. What will be the process for developing and implementing a plan for student, family and community engagement?	Goal and Focus Area(s) or SPSA section
B. Provide evidence of efforts to increase effective parental and community involvement.	Goal and Focus Area(s) or SPSA section

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COMMUNITIES OF PRACTICE

[To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only]

California State AMO and School Quality Improvement Goal

School: Van Nuys High School
LEA: Los Angeles Unified School District
Year: 2016-17

Current Year AMOs	Yes	No
Did the school meet this year's California attendance target?	X	
Did the school meet this year's testing participation target?	X	
Did the school meet their California graduation rate target? (if applicable)		X
Did the school meet this year's School Quality Improvement Index Goal (CORE AMO)?		X

Prior Year AMOs	Yes	No
Did the school meet the prior year's (2012-13) API growth target?	X	
Did the school meet the prior year's (2012-13) API achievement target?		X
Did the school meet the prior year's (2012-13) graduation rate target? (if applicable)	X	
Did the school meet the prior year's School Quality Improvement Index Goal?		

COMMUNITIES OF PRACTICE
(To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only)

Directions: If a required component has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., "Mathematics – Professional Development") or SPSA section (e.g., "Comprehensive Needs Assessment / Self Review Process"). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

Communities of Practice Components	Goal and Focus Area(s) or SPSA section
A. Describe the school's process for self-review and needs assessment to identify actions, strategies, and interventions to be implemented within the school improvement plan. (Data must include AMOs and the School Quality Improvement Index Report.)	English Learner Program
B. Describe specific interventions, training methodologies, and/or trainings that worked well, and those that did not.	
Tier 2 intervention for basic skills in math and English were helpful with helping students gain valuable skills and helping improve grades in their core classes. 9th grade period 7 classes to helped incoming 9th graders with basic skills and organization to prepare them to be successful in high school.	
C. Describe the school's process for addressing and prioritizing the needs of the specific subgroups that caused the school to be identified as a Focus or Support school.	English, Math, English Learners
D. Describe the school's process for reporting the progress of Communities of Practice work to the School Site Council.	
During the Principal's Report at SSC, the principal reports back to the council progress being made with regard to the CoP teacher trainings and implementation of what was learned at the in-services, and peer observations. She also reports to SSC her intention and plan for rolling out the practice of Academic Conversations school wide through th4e individual departments with the support of SPED and ELD teachers that are already in process.	Implementation of Academic Conversations in SPED, ELD as well as School wide
E. Describe your school's planned participation in three full "Plan, Do, Study, Act" (PDSA) cycles of inquiry to be provided by CORE.	
Our SPED department is participating in a CoP for the implementation of Academic Conversations with our network high schools. Locally we are furthering our practice with additional PD on Academic Conversations in concert with our Title III coach who is also implementing the five core skills with the ELD teachers. In addition teachers are practicing and conducting peer observations, debriefing and providing continual support. The use of Academic Conversations is being rolled out school wide with the support of both the SPED and ELD teachers.	Implementation of Academic Conversations in SPED, ELD as well as School wide

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Attach the following materials

Submit with Plan:

- **SSC Approval of *SPSA***
  - o Include copies of agenda, minutes, and sign-ins verifying approval of the *SPSA*. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
  - o Include any written parent comments of dissatisfaction with the *SPSA* (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)
- **Electronic copy of SPSA in Microsoft Word format**

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Principal Certification Form**
- **Parental Involvement Policy**
- **School Parent Compact**

Retain at the School:

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

Q. Glossary of terms unique to the school.

TERM	USAGE
AP	Assistant Principal
AP (students, teachers, classes)	AP - Advanced Placement - College Board Approved Courses
Auto	Auto - part of the ROP / CTE Auto-Machine Academy in the residential school Mr. Agruso teacher
CTE	California Technical Education - programs that receive funds from the state CTE to collaborate and coordinate programs with the Valley college System and CSUs. *Auto, Machine, Film making, Digital Design, Culinary, ????*
EDGENUITY	Edgenuity is the on-line credit recovery program used at VNHS. Classes meet on Monday, Thursday and Saturday.
Machine	Machine - part of the ROP / CTE Auto- Machine Academy in the residential school Mr. Castro teacher
Magnet (student, teacher, classes, buses, coordinators)	Students are enrolled in either one of three magnet schools or the residential school
Math Science Magnet (MS)	One of three magnet programs at VNHS that requires students to take one math and one science class every semester.
Medical Magnet (MM)	One of three magnet programs at VNHS that requires students to take one Math and one Science class every semester. Medical Magnet students also do 100 hours of volunteer work in the medical field and a research paper in the 11th-12th grades.
Newcomer Program	Courses set-up for students new to California/ Los Angeles, who do not speak English. *ELD 1 (2 periods) + 1 math class + 1 other academic class Science, Social Studies or World Languages (LAPL, Spanish Speakers 1,2)*
Performing Arts Magnet (PA)	One of three magnet programs at VNHS that requires PA students to take one PA class every semester.
Residential (student, teachers, classes)	Students are enrolled in the neighborhood (residential) school or one of three magnets
Resource - RSP	Special Educaiton program where students are supported in general education classes by a teacher or aid. Students may also have one period of Resource Lab to work on homework and identified areas of need.
ROP	Regional Occupational Program - District program for occupational classes and programs - *Machine - Auto - Live Concert Production - Child Development - Culinary*

Special Day Program - SDP	Special Education program where students are enrolled in 2 classes in SDP to 4 classes in the 9th grade - *English, Math, Science, Social Studies*
Restorative Justice - RJ	LAUSD mandated approach to problematic student behavior and a system of incentives, recognition and encouragement for students to support appropriate behavior and good citizenship.
Student of the Month	Teacher and staff nominate a student each month that has shown growth or exemplary behavior during the previous month. Students are recognized and rewarded with a special lunch event.
AD	Athletic Director
A-G Counselors	Two counselors placed at VNHS by LAUSD to support students who are not on target to graduate with their classes. Students are either a primary, or a secondary in their standing concerning being behind target to graduate on time.
Itinerants	Due to the large popuaiton of Special Educaiton students at VNHS, we are visited by many special educaiotn support providers throughout the day. Speech, Deaf and hard of hearing, Occupational Therapist, Behavior Intervention Directors, Physical Therapist, Recreational Therapist, counselors
PSA - Pupil Services Attendance	Ms Shamsi works with students and families who are having attendance problems.
Project Steps	Federal grant to provide support for a class of students to create a college going culture. Project steps started with our current Seniors at Van Nuys Middle School in 2011 when they were 6th graders. Project Steps serves all Seniors. This is the last year of the current grant.
AVID	AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.
SkillsUSA	**SkillsUSA** is a partnership of students, teachers & industry working together to ensure America has a skilled workforce. **SkillsUSA** helps each student excel.
C-CAP	C-CAP's mission is to promote and provide career opportunities in the foodservice industry for underserved youth through culinary arts education and employment.
JROTC-Army	Junior Reserve Officer Training Corps (JROTC) is the Department of Defense's (DOD) Largest Youth Development Program: JROTC serves as a character and leadership development program for our nation's high school students. High school students enrolled in JROTC are called "Cadets."