



CATCH PREP

High School

SELF-STUDY REPORT

A Community of Color



LOS ANGELES UNIFIED SCHOOL DISTRICT
JANUARY 25 - 27, 2021
4120 11TH AVENUE, LOS ANGELES, CALIFORNIA 90008

TABLE OF CONTENTS

Preface	4
Chapter I: Progress Report	20
Chapter II: Student/Community Profile and Supporting Data and Findings	41
Chapter III: Self-Study Findings	79
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources.....	79
B: Curriculum	105
C: Learning and Teaching	117
D: Assessment and Accountability	126
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	137
Prioritized Areas of Growth Needs from Categories A through E	147
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs	149
Chapter V: Schoolwide Action Plan/SPSA	154
Appendices	165

PREFACE



*“Until we get equality in education,
we will not have an equal society.”*

- Dolores Huerta



PREFACE

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

To begin, no story of CATCH Prep’s self-study process for our school’s 2021 WASC review and visit can exist outside of the context of the global pandemic that has impacted the lives of every human being on our planet.

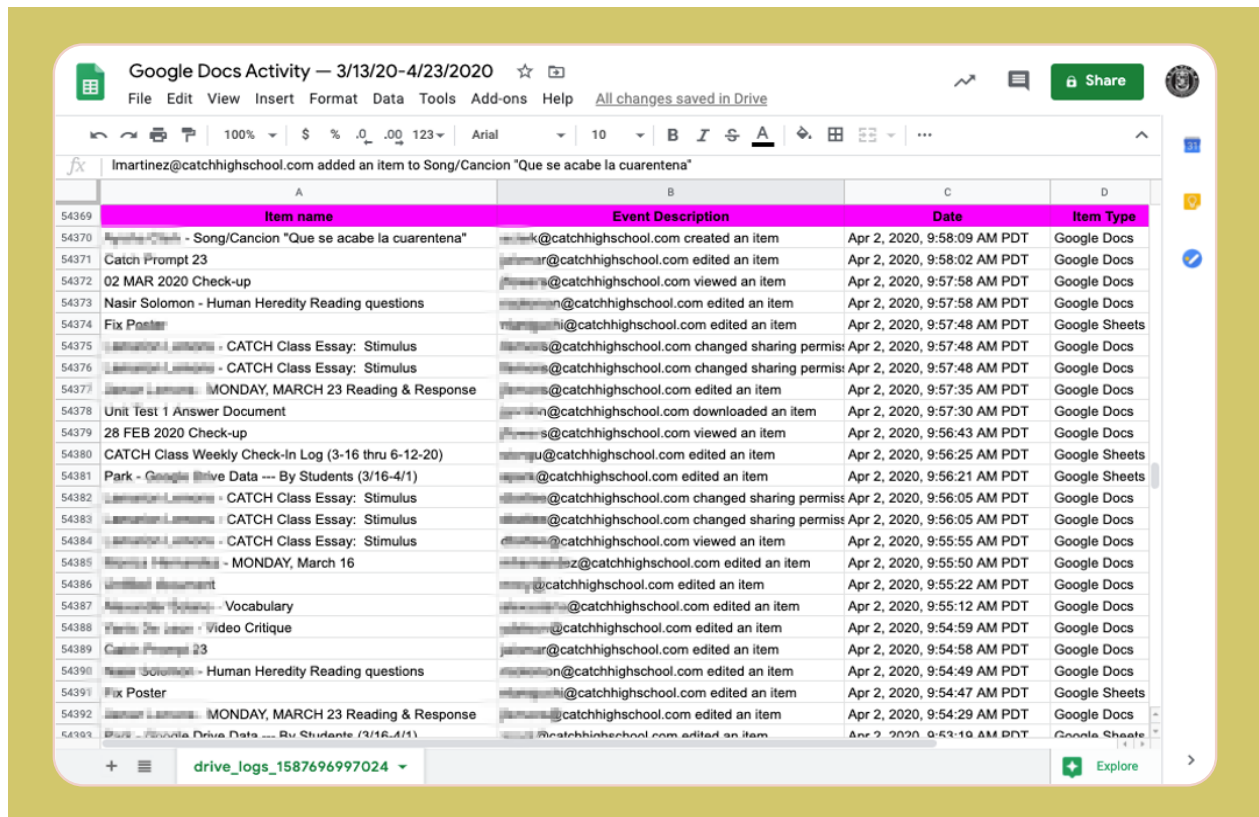
Over the past year, due to a novel coronavirus and the risk of COVID-19 infection and possibly death, CATCH Prep has had to fundamentally alter the entire modality in which teachers teach and students learn. That is to say, we have needed to transition from face-to-face learning to virtual learning overnight (literally), and have been evolving in our teaching practices and understanding of how to replicate the culture and achievement that CATCH Prep has long become known for as the highest performing high school in all of South Los Angeles.

To say that this global health emergency has caused our school to “modify” its thinking of teaching, learning, reflection, and self-study would be an understatement. As a result of the pandemic, more than 60% of our students’ families have become unemployed, our homeless population has surged by 14%, and many days our students don’t know where their next meal is coming from. Our school community has suffered illness and death as a result of COVID-19 and its disproportionate impact on communities of color, like ours. Yet, through it all, CATCH has persisted and presents this cycle’s WASC Self-Study with pride in what our students, parents, teachers, staff, alumni, and community stakeholders have achieved.

To put our current academic program in context, consider the following. Since March 13, 2020 (the last day the CATCH Prep Campus was open for the 19-20 school year), all 171 of enrolled CATCH students (100%) have logged on to attend live instructional classes offered through CATCH’s Online Learning Academy a total of 102,242 separate times. This has resulted in a total of more than 24,000 minutes of synchronous instruction, and over 4,000,000 minutes of individualized asynchronous learning being experienced by the totality of the CATCH Prep student body. In addition, more than 6,000,000 student

interactions with documents, quizzes, projects, and presentations have occurred since CATCH closed its physical doors on March 13, 2020 (as tracked by Google Analytics).

Figure 1: Google Analytics Data



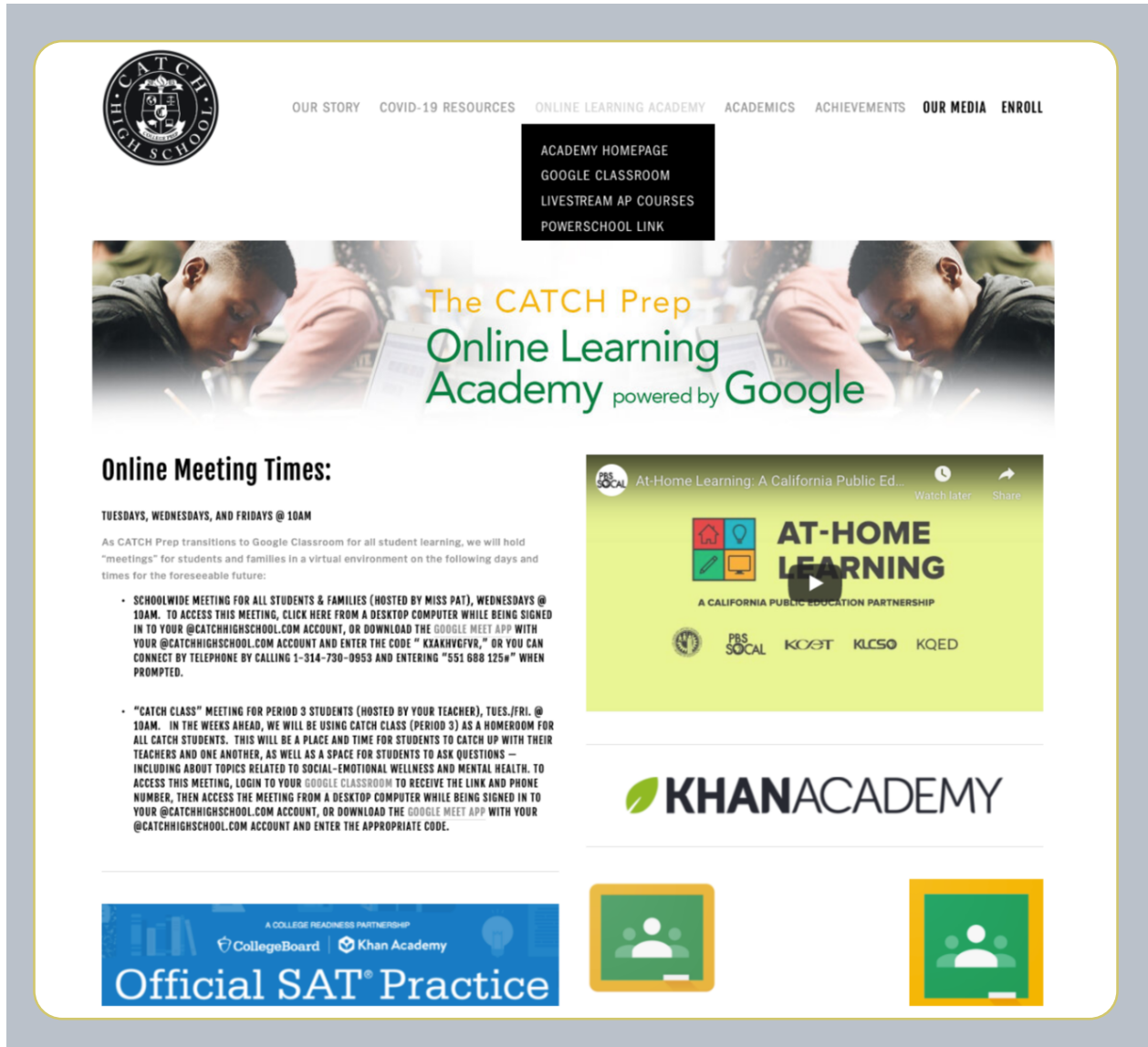
And as the weeks have passed, CATCH’s student participation and document interaction frequency has continued to climb — to the point where we anticipate breaking the 98% daily participation rate by the end of December 2020.

The story behind this data is borne from the same ethos CATCH approaches school ventures like the WASC Self-Study with — a culture of professionalism and a desire to be collaborative. As a result, our school was able to design and execute an Online Learning Academy as soon as the pandemic shut down all Los Angeles City school campuses: <https://www.catchhighschool.com/onlinelearningacademy>. And best of all, we achieved this without missing a single minute of instruction.

To do this, at first, teachers and administrators met during the weeks before school closure in March of 2020 every day during lunch and after school to begin planning the framework for a distance learning experience that would occur daily and be offered to students from their homes. We called it the CATCH Prep Online Learning Academy, and we built a viable framework on our website accessible directly from the front page at www.catchhighschool.com.

At the time, we didn't know what we do now. CATCH also didn't anticipate that the pandemic would continue to impact schools in the same way it did back in March — a complete shutdown. But over the Summer, and into the Fall, we've collaboratively adapted our Online Learning Academy to become a full and robust Virtual Learning Experience — complete with times built in for rigorous synchronous instruction, meaningful asynchronous work, mental health counseling, and all the supports of a pre- pandemic learning day.

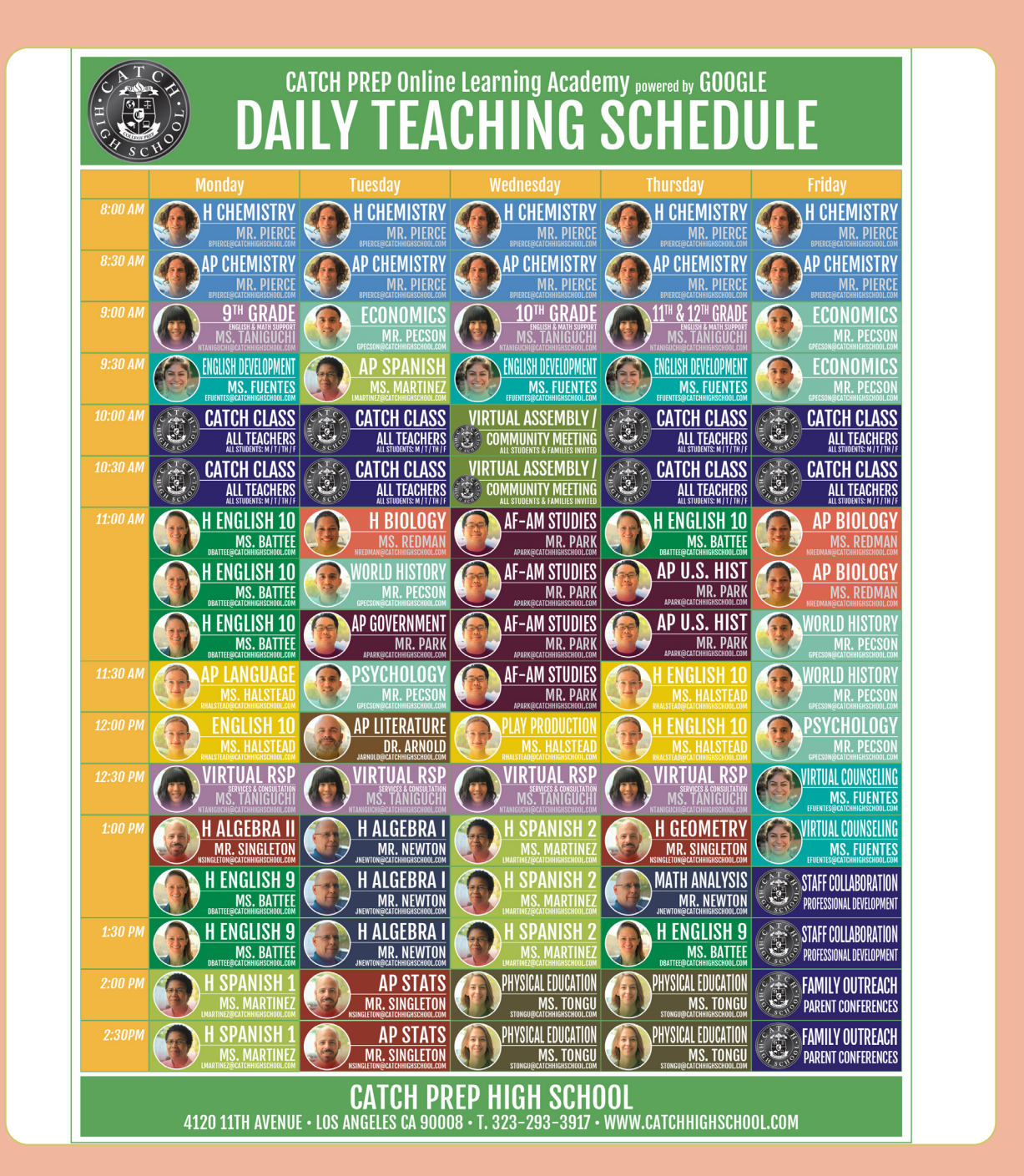
Figure 2: Online Learning Academy Webpage



Once established, teachers began to work together to create an entirely new School Schedule — one that would be public-facing, clearly understood by students, parents, and our entire stakeholder community, and one that offered students, both, the kinds of rigorous college prep experiences they are accustomed to at CATCH Prep, as well as the

flexibility to support the myriad obligations and responsibilities that come with managing a global pandemic crisis in a community like the Crenshaw District of Los Angeles that is already under-resourced, marginalized, and often challenging to navigate. We're proud to say that we think we've achieved this balance at CATCH Prep, and our initial DAILY TEACHING SCHEDULE was posted in Spring of 2020 on our Learning Academy website for anyone to access and explore at any time should they need to find a particular teaching session.

Figure 3: Daily Teaching schedule



Of course, CATCH Prep has adapted since our first instructional response to the pandemic, and we now run a complete and robust school day with a predictable and rigorous Master Schedule. This includes 240 synchronous minutes of instruction Monday-Thursday, a minimum of 300 minutes of asynchronous learning tasks and assignments per week, and a weekly Community Meeting on Fridays for students and parents to contribute to and inform our community health practices, COVID-19 response protocols, and coronavirus testing and reporting procedures.

Figure 4: 2020-2021 Bell Schedule for Virtual Learning

CATCH Prep Charter High School Online Learning Academy Schedule 2020-2021

Regular Day Bell Schedule

Period 1	9:00 a.m. – 9:40 a.m.
Period 2	9:40 a.m. – 10:20 a.m.
Period 3	10:20 a.m. – 11:00 a.m.
Period 4	11:00 a.m. – 11:40 a.m.
Period 5	11:40 a.m. – 12:20 p.m.
Period 6	12:20 p.m. – 1:00 p.m.
<i>Lunch/HW/Study</i>	1:00 p.m. – 3:30 p.m.

*Teachers Available For One-On-One
Tutoring & Support Until 3:30pm*

CATCH CLASS / Community Meeting Schedule (Fridays)

Community Meeting	9:00 a.m. – 9:30 a.m.
CATCH CLASS	9:30 a.m. – 10:00 a.m.

Teacher-Parent Conferences Available Until 3:30pm

*College/Guidance/Mental-Health Counseling
Available Until 3:30pm*

*Special Education & English Learner Support
Available Until 3:30pm*

Our Master Schedule for the 20-21 school year is fully implemented, and even in the wake of a global pandemic, CATCH teachers and students do everything they can to prepare for college access and a life of learning once the pandemic is more under control. Students take the same Honors and AP courses they accessed pre-pandemic, and are held to the same high levels of expectations for learning they always have been while attending CATCH.

Figure 5: Fall 20-21 Master Schedule

TEACHER	RM	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	CATCH CLASS
BATTEE	ON-LINE	#CATCHPREP	H ENGLISH 10A	H ENGLISH 10A	H ENGLISH 10A	JOURNALISM A	AP ENGLISH L & C	#CATCHCLASS
RACHEL	ON-LINE	AP ENGLISH LANG	PLAY PRODUCTION A	PLAY PRODUCTION A	H ENGLISH 9A	H ENGLISH 9A	#CATCHPREP	#CATCHCLASS
NEWTON	ON-LINE	#CATCHPREP	H ALGEBRA 1A	H ALGEBRA 1A (CO-TEACHING)	H ALGEBRA 2A	AP STATISTICS A	H GEOMETRY A	#CATCHCLASS
SINGLETON	ON-LINE	#CATCHPREP	H ALGEBRA 2A	H ALGEBRA 1A (CO-TEACHING)	H ALGEBRA 2A	H GEOMETRY A	H GEOMETRY A	#CATCHCLASS
PECSON	ON-LINE	#CATCHPREP	AP GOVERNMENT & POLITICS	MODERN WORLD HISTORY A	INTRODUCTION TO PSYCHOLOGY	MODERN WORLD HISTORY A	MODERN WORLD HISTORY A	#CATCHCLASS
PARK	ON-LINE	AP US HISTORY A	AP US HISTORY A	AP US HISTORY A	ETHNIC STUDIES	ETHNIC STUDIES	#CATCHPREP	#CATCHCLASS
REDMAN	ON-LINE	AP CHEMISTRY A (CO-TEACHING)	H BIOLOGY A	H BIOLOGY A	#CATCHPREP	ENVIRONMENTAL SCIENCE	AP BIOLOGY A	#CATCHCLASS
PIERCE	ON-LINE	AP CHEMISTRY A (CO-TEACHING)	H SPANISH 2A (CO-TEACHING)	AP CHEMISTRY A	H CHEMISTRY A	H CHEMISTRY A	#CATCHPREP	#CATCHCLASS
TONGU	ON-LINE	PHYSICAL FITNESS 1A	H SPANISH 2A (CO-TEACHING)	H SPANISH 2A	H SPANISH 3A	H SPANISH 3A	H SPANISH 1A	#CATCHCLASS
T/RIVERA	ON-LINE	ADMIN SUPPORT / COUNSELING	ADMIN SUPPORT / COUNSELING	ADMIN SUPPORT / COUNSELING	ADMIN SUPPORT / COUNSELING	ADMIN SUPPORT / COUNSELING	ADMIN SUPPORT / COUNSELING	#CATCHCLASS

The lessons CATCH has learned as a result of the unprecedented adaptations to the way teaching and learning are conducted and delivered have strengthened our commitment to the process of reflection, self-studying, and looking inward as a resource for continuous improvement. And as we’ve spent the last calendar year balancing a global health emergency with the WASC Self-Study process, we’ve grown to more fully understand how our learning community can build practices, protocols, procedures, and culture that are interconnected and work to bolster the strengths of our diversity, and our commitment to educational excellence, opportunity, and college access at all times. Pandemic included.

Since our last full WASC visit in 2015 and our 1-day Progress Report Visit in 2018, CATCH has continued to examine each and every aspect of our instructional program and to engage in reflective discussions regarding student achievement. These discussions include in-depth analysis of student data allowing our Focus Groups to greatly benefit from the self-study process. We believe that the efforts that went into compiling this document will provide us with valuable information as we look to our history in order to better prepare our students for the future.

In addition to WASC Focus and Home groups, CATCH used established groups and practices to analyze student achievement data for the Focus on Learning/Self-Study process including School Site Council (SSC), English Learners Advisory Council (ELAC), Student Council (Student Government), Instructional Leadership Team (ILT), faculty meetings, and department/PLC meetings. Parent involvement and input were substantial as the self-study process advanced, and ways to participate were continually promoted via social media, email, text messages, and all school communication means.

During weekly Community Meetings (where students and parents assemble at CATCH – both, virtually, and face-to-face when safe), parent-friendly surveys were given to parents to acquire perceptual data as well as take inventory of some possible needs. Parents asked for presentations from different sources, both in and out of school, to help them understand not only our Focus on Learning, but also how to navigate the school to support their children. CATCH organized learning walks, parents looked at student work, observed different teaching and learning models, and provided actionable feedback which is all included as a part of this self-study.

A student home group also met to work on the self-study. At their meetings they were informed about the WASC accreditation process, discussed our Vision, Mission, and SLO's, responded to Focus Group prompts, discussed the importance of looking at student achievement, and analyzed specific pieces of data to inform our school's Self-Study. Additionally, every group of incoming 9th grade students that goes through an orientation at CATCH Prep also gets WASC information and opportunities to be involved in our Self-Study improvement cycle. CATCH conducts a weekly "WASC Wednesday PA Announcement" in which students inform their peers about Focus On Learning-related updates and information. Like all schools, CATCH's bloodline is our students... and through their direct involvement in the Self-Study process, we've been able to further institutionalize the culture of reflection and continuous improvement the WASC Self-Study cycle espouses. The result is that CATCH's self-study process is ongoing, not just an "event" that happens every six years. Reflection, for our learning community, is an embedded practice.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards

Discussion and reflection upon CATCH Prep’s established guiding principles, our Mission, Vision, and Student Learner Outcomes (SLOs) reconfirmed the feeling that the statements and values we communicate and project are still valid and they should remain. While CATCH’s Mission and Vision statements have been in place since 2008, our SLOs were updated three years ago and reflect a specifically 21st Century Skills approach more consistent with CATCH Prep’s current direction. This discussion, along with extended discussions in 2018-19 on revising the SLOs within the context of current academic standards (CC, NGSS, CTE, etc.) and ongoing analysis of performance data, have been part of the process of clarifying the actual statements and understanding of CATCH Prep’s guiding principles:

Figure 6: Schoolwide Learner Outcomes

CATCH PREP HIGH SCHOOL
Schoolwide Learner Outcomes
 The CATCH Community will prepare our students to be:

PREPARED FOR POST-SECONDARY LIFE: COLLEGE & CAREER READY
 Evidenced by:

- Competing A-G Requirements with "C" or better
- Communicating effectively in speaking and writing across the curriculum
- Analyzing and evaluating data effectively
- Completing internships & participating in extracurricular activities
- Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications

BROAD-MINDED AND BALANCED LIFELONG LEARNERS
 Evidenced by:

- Developing critical thinking skills through both individual and collaborative problem-solving, inquiry, and research
- Ongoing pursuit of intellectual, civic, artistic, and/or physical interests and endeavors
- Seeking help and guidance through special programs, intervention and credit recovery

HIGH ACHIEVING
 Evidenced by:

- Maintaining excellent attendance
- Setting short and long term goals through college and career exploration/preparation
- Increasing student achievement on the State (Dashboard) indicators

SOCIALLY RESPONSIBLE AND ENGAGED
 Evidenced by:

- Participating in community, social, athletic, civic, and/or cultural activities
- Completing Service Learning
- Making healthy life choices for self, others, and the earth

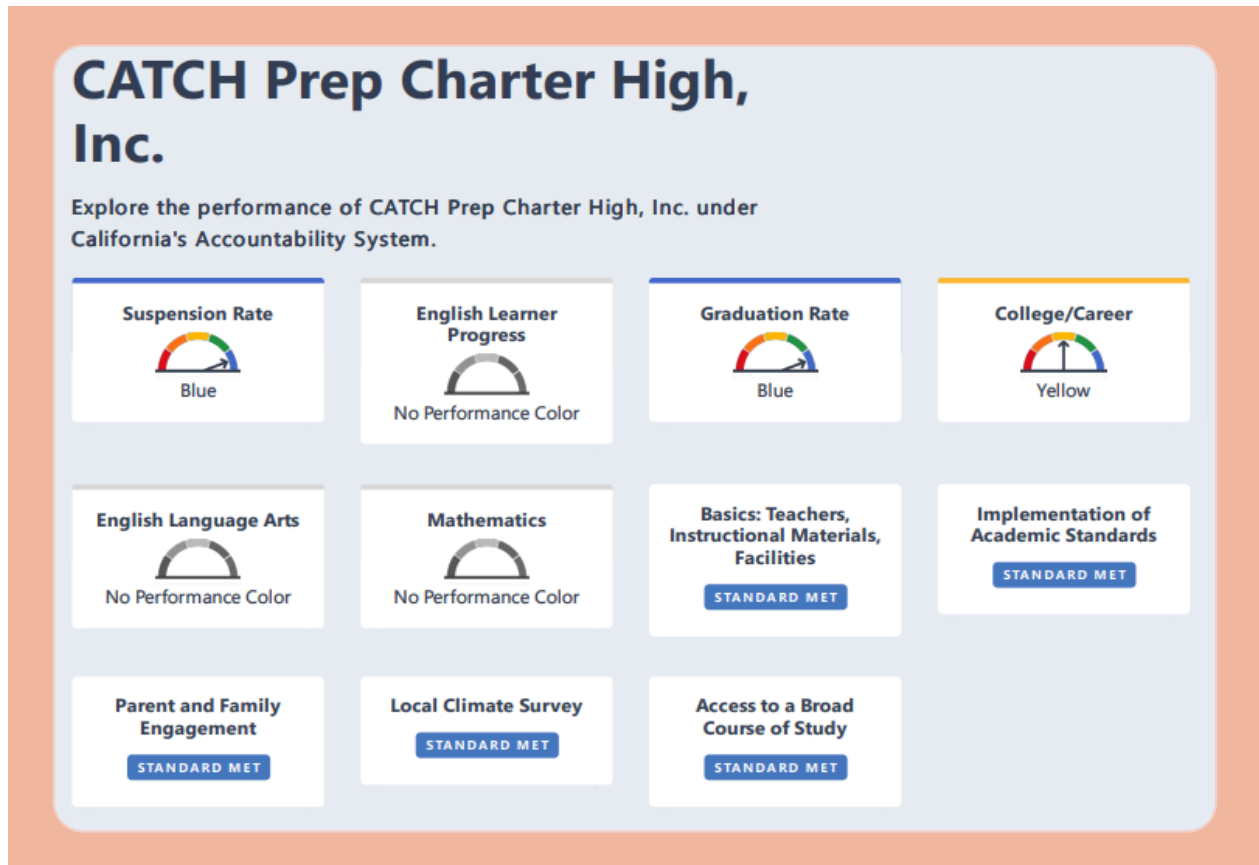
RIGOR • RELEVANCE • RELATIONSHIPS • RESULTS

CATCH Prep High School
 4120 11TH AVENUE, LOS ANGELES, CA 90008 | 323-293-3917 | CATCHHIGHSCHOOL.COM

3. The analysis of the California Dashboard indicators and additional data about students and student achievement

Through a careful and thorough examination of our program, we have identified a strong connection between our Student Learning Outcomes and the academic achievements of our students as measured by California’s Dashboard Indicators of accountability.

Figure 7: California Dashboard Overview



However, as almost all of CATCH’s subgroups are below the number of numerical significance (30 students, as defined by the California Department Of Education – <https://www.cde.ca.gov/ta/ac/cm/>), and since all Dashboard reporting and California State Testing has been suspended since the start of the pandemic in March of 2020, CATCH has found it important to rely on local diagnostics and campus-created instructional tools and assessments to best understand how CATCH Prep scholars are achieving in relation to our school’s expectations, and in comparison to students in similar local contexts.

Internal assessments, like our Subject-Specific Quarterly Benchmarks, give CATCH Prep students and teachers meaningful data points used to tailor instruction and support, and

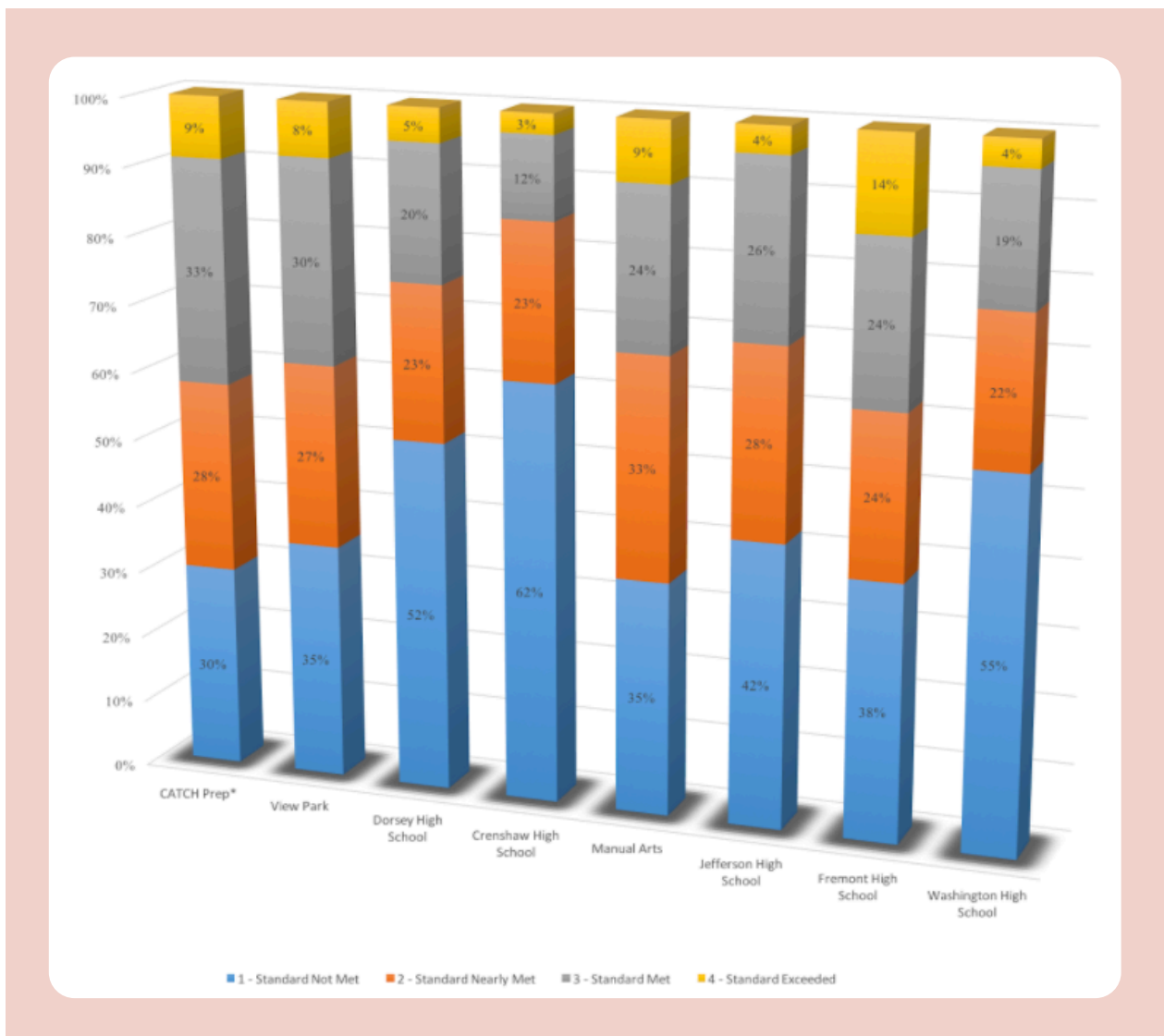
maximize achievement and learning. Fortunately, these practices were in place long before the global pandemic of 2020. And knowing exactly where students stand in regards to skill and content mastery at any given time in a semester has allowed CATCH to continue to push student thinking and analysis, even during these unprecedented times for students, teachers, and families throughout PK-12 education. Also, as the state’s Dashboard System doesn’t report subgroup data for CATCH due to the small size of our school, we use our quarterly benchmarks to inform any gap analyses that we should consider.

Figure 8: Quarterly Benchmark by Subgroup

9th Grade ELA Benchmark #1 (September)	Standards Exceed: 4	Standards Met: 3	Standards Nearly Met: 2	Standards Not Met: 1
18-19 Schoolwide Results	0%	12%	48%	40%
19-20 Schoolwide Results	3% (+3%)	19% (+7%)	42% (-6%)	36% (-4%)
18-19 African-American Subgroup	0%	16%	48%	36%
19-20 African-American Subgroup	5% (+5%)	30% (+14%)	36% (-12%)	29% (-7%)
18-19 Economically Disadvantaged Subgroup	0%	22%	50%	28%
19-20 Economically Disadvantaged Subgroup	3% (+3%)	39% (+17%)	38% (-12%)	20% (-8%)

What we've learned is that the CATCH formula for success is effective; and our students consistently outperform their peers from other schools throughout the city. This commitment to data, assessment, reflection, and continuous improvement has positioned CATCH Prep as the top-performing high school in South Los Angeles. From English Language Arts, to Mathematics, to A-G College Access, CATCH students achieve at a rate that is not only higher than other local high school options, but at a pace that continues to grow and be more on par with students from more resourced backgrounds and communities throughout the Greater Los Angeles area. As students of color, 100% of whom qualify for Free And Reduced Lunch, our scholars commit themselves to being as efficacious about their learning and achievement as any other student from any other socioeconomic or demographic background would be. And by using the data generated from internal benchmarking throughout our subject-specific courses, this is made possible.

Figure 9: 2018 English Language Arts CAASPP Achievement Comparison



The nexus of CATCH’s Mission and Achievement Data, however, does not culminate in English and Math comparisons of student data across the city. Instead, it lies in our school’s 100% A-G Course Completion and College Access Rate. A clear indicator that CATCH is making due on its commitment to change lives through University readiness.

Figure 10: 100% A-G College Access Rate

School	Gender	None Reported		American Indian or Alaska Native, Not Hispanic		Asian, Not Hispanic		Pacific Islander, Not Hispanic		Filipino, Not Hispanic		Hispanic or Latino, of Any Race		African American, Not Hispanic		White, Not Hispanic		Two or More Races		Total	
		# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses	# of Grads	Grade with LIC/CSU Required Courses
Crenshaw Arts-Tec 0101659	Female	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	3	3 (100.0%)	24	24 (100.0%)	1	1 (100.0%)	0	0 (0.0%)	29	29 (100.0%)
	Male	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	16	16 (100.0%)	0	0 (0.0%)	0	0 (0.0%)	16	16 (100.0%)
	Total	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	1	1 (100.0%)	3	3 (100.0%)	40	40 (100.0%)	1	1 (100.0%)	0	0 (0.0%)	45	45 (100.0%)
District Total	Female	7	3 (42.9%)	49	28 (57.1%)	740	618 (83.5%)	78	36 (46.2%)	523	432 (82.6%)	14,191	9,201 (64.8%)	1,743	995 (57.1%)	1,607	1,061 (66.0%)	127	65 (66.9%)	19,065	12,459 (65.4%)
	Male	18	12 (66.7%)	60	29 (58.0%)	815	612 (75.1%)	67	34 (58.6%)	587	402 (68.5%)	13,276	8,921 (52.1%)	1,620	664 (43.7%)	1,788	1,039 (58.1%)	94	51 (54.3%)	18,205	9,794 (53.8%)
	Total	25	15 (60.0%)	99	57 (57.8%)	1,555	1,230 (79.1%)	135	70 (51.9%)	1,110	834 (75.1%)	27,467	16,122 (58.7%)	3,263	1,659 (50.8%)	3,395	2,100 (61.9%)	221	136 (61.5%)	37,270	22,223 (59.6%)
Countryside	Female	334	155 (46.4%)	151	83 (41.7%)	4,593	3,679 (80.3%)	224	101 (45.1%)	1,519	1,165 (76.7%)	33,217	18,235 (54.9%)	4,079	1,991 (48.8%)	7,607	4,700 (61.8%)	676	374 (58.8%)	52,690	30,693 (58.2%)
	Male	258	115 (44.6%)	134	80 (44.8%)	4,885	3,442 (70.8%)	184	78 (42.4%)	1,649	1,042 (63.2%)	31,892	13,082 (41.2%)	3,774	1,299 (34.4%)	7,998	4,181 (52.3%)	867	462 (60.9%)	51,411	23,681 (46.1%)
	Total	592	270 (45.6%)	285	163 (57.2%)	9,478	7,121 (75.1%)	408	179 (43.6%)	3,168	2,207 (69.6%)	65,109	31,317 (47.6%)	7,853	3,290 (41.9%)	15,605	8,881 (56.9%)	1,543	836 (54.8%)	104,101	54,374 (51.7%)

4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria

CATCH Prep’s 2021 Self-Study (SS) process began with the WASC Leadership Team’s training to better understand how the self-study process has evolved over time. The WASC Leadership met weekly, and as necessary, to develop agendas for Home and Focus groups, manage logistics, read/revise drafts, and discuss pertinent issues that arise.

PLC work around instruction was a critical and effective part of reviewing/assessing CATCH’s program in relation to SLO’s, standards (Common Core, NGSS, and CTE), LCAP goals, and to WASC/CDE criteria. Guided by the ILT, PLCs and departments engaged in self-assessment around standards, pacing, instructional strategies, common formative assessments, and the examination of student work and peer observations.

Throughout the self-study journey, stakeholders also worked in Focus Groups to collaborate on various aspects of the process. Focus Groups were divided into the standard categories as recommended by WASC:

A – Organization**B – Curriculum****C – Instruction****D – Assessment /Data****E – Culture**

Because of how small the CATCH staff is, leading each Focus Group can be an all-intensive responsibility at times. As such, CATCH dedicates Professional Time (after students are done with their instructional day) for CATCH faculty, students, parents, and stakeholders to convene and work on compiling and understanding data related to their respective Focus Group area, and to put actionable practices in place as a result of their findings. This occurs on Wednesdays.

Most of the Home Group work was done virtually during the Spring Of 2019 and Fall 2020 with a series of specially called faculty meetings. Home Groups met by PLC/ departments using Google Meet and Google Docs to provide answers and information.

This cycle of Focus and Home groups identified areas of growth and strength within the CATCH Prep learning community, and culminated in the development of our current action plan to meet student learning outcomes. The WASC Leadership Team revised and edited the findings and recommendations of our Focus and Home Groups throughout the pandemic, and final read-throughs and changes were completed throughout the Fall of 2020. CATCH's plan is to continue with more virtually scheduled Home Group Meetings throughout the Winter to discuss how to institutionalize the Focus On Learning process for perpetuity.

5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals

Since this WASC Self-Study Guide was written, the definition and acronym for LCAP has changed from Local Control and Accountability Plan to Learning Continuity and Attendance Plan. This is a marked and significant change as a result of the global pandemic impacting all United States schools, and CATCH has had to adapt our Action Plan and SPSA as a result.

CATCH's LCAP traditionally helps to identify areas of growth and strength throughout our academic program each year, and our learning community uses the data and analysis published in our yearly Local Control Accountability Plan to inform how monies and actions influence effective practices, new initiatives, and student learning, and our

school's overall health, and safety. By clarifying our expectations and measuring what all students should know, understand, and apply, CATCH has been able to use our proven methods of teaching, learning, and self-reflection to complete this cycle's self-study.

This year's 20-21 LCAP is different (<https://www.catchhighschool.com/s/CATCH-Prep-Learning-Continuity-Plan-FINAL-20-21.pdf>). In it, CATCH addresses pressing issues like student device connectivity, learning loss, attendance monitoring plans, and other education essentials that ensure a baseline of fair and equitable teaching and learning.

Therefore, as we looked closely at our data (both quantitative and qualitative), and took note of our current context (distance teaching and distance learning during a global pandemic), CATCH defined our critical learner needs and developed an Action Plan in-line with what we know about learning context: students will not be back on campus until at least Fall of 2021, and when students do return it is likely to be in a part-time/hybrid capacity.

The Action Plan proposed at the end of our Self-Study is, therefore, a current and accurate reflection of what CATCH will accomplish with our students. Our plan is not lofty, or unachievable; instead, it represents our efforts to address our identified critical learner needs, prepare our students for the demands of a 4-year college degree, and ultimately develop 21st Century Thinkers aligned with our school's values and vision who will contribute meaningfully to society through their voices and actions. Even during a global health emergency.

Specifically, it is CATCH's intention to create goals that are "pandemic-proof." As we anticipate that not all students and families will choose to take a vaccine once distributed, we are being mindful of how school may look in the years ahead, with a combination of face-to-face learning and virtual instruction all at the same time. In taking lessons learned from the pandemic, CATCH's Action Plan centers around 3 goals that, when made progress on incrementally, will help CATCH further grow to meet more of the academic and socio-emotional needs of our students and families during this unprecedented time, as well as when the pandemic subsides:

- 1) 24-Hour Schooling:** *Creating opportunities for students to access the entire scope of a curriculum and skills framework from anywhere at anytime.*
- 2) Tell-Your-Story Skills:** *Empowering students to create, write, and share their personal narratives for college access by including their service, activities, and real-world contributions to their community in the wake of canceled and devalued SAT/ACT exams.*

3) *Learning-Loss Mitigation: Recovering the en masse loss of learning that has occurred as a result of virtual schooling during the pandemic through a re-imagined school day and evolved teacher “approach.”*

Both forms of LCAP (Local Control and Accountability Plan & Learning Continuity and Attendance Plan) are able to support these Action Plan goals as they were created in collaboration with our learning community and financially supported by aspects of our budget that are similarly co-created by District Advisory Committee members. Leveraging CATCH’s construct as a small school, many of the same students, parents, teachers, and families who served on WASC Home and Focus Groups also serve on our LCAP District Advisory Committees and co-authored these goals with the CATCH’s LCAP framework in mind.

CHAPTER I



*“You have to see and smell and feel the
circumstances of people to really
understand them.”*

- Kamala Harris



CHAPTER I: PROGRESS REPORT

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

CHARTER REAUTHORIZATION (3rd Renewal)

CATCH Prep is one of Los Angeles Unified School District’s longest operating independent charter schools, founded in 2003 at the very beginning of the “charter movement” in California.

Over the past 18 years, the CATCH Prep charter has been renewed three times (2008, 2013, 2018), and is currently in place for the maximum term allowance of 5 years, until July of 2023 (when CATCH Prep will submit its 4th Charter Renewal Application).

This longevity of educational service is significant to our school operations and culture, as CATCH Prep has become a beacon of educational hope and promise in a community that has long-deserved a faithful and steady college preparatory option for students in grades 9-12. This longevity has also helped CATCH to attract competent and committed faculty, as well as provided a backbone of trust in the community that families depend on when deciding to sign their children up for a rigorous and interconnected high school experience.

NAME CHANGE

Between the time of our last full Self-Study in 2015 and today, our school has experienced a name change. While name changes may not seem to immediately impact specific curricular programs, our school’s change has done much to bolster the culture of excellence and student self-efficacy on display across all of our academic, safety, and socio-emotional programs and services.

In 2017, the State Of California and the Los Angeles Unified School District (CATCH Prep’s Authorizer) approved a name change for the school from **Crenshaw Arts/Tech Charter High** (acronym: C.A.T.C.H.) to **CATCH Prep Charter High**. Our school community and stakeholders requested this change, and it made sense as the school had evolved over its fourteen-year history at the time, and our focus on College Preparation had grown to the point that “prep” was a part of absolutely everything we did at CATCH. Preparation for college. Preparation for a career. Preparation for success. Preparation for life.

Today, after living with our new school name for the past 4 years, everyone from the CATCH Prep Governing Board to an incoming 9th grader and their family believes our school name accurately reflects CATCH Prep's core value and commitment to college access and success for urban youth.

CORONAVIRUS PANDEMIC / VIRTUAL LEARNING

As referenced in the Preface of this Self-Study, CATCH Prep has transitioned all school activities — academic and otherwise — to take place remotely from students' homes since the coronavirus pandemic caused all PK-12 campus across the city of Los Angeles to close on March 13, 2020. Obviously, this kind of unprecedented change in the learning environment for students and teachers has had a tremendous impact on our programs and services, and CATCH Prep has been quick to adapt to meet the substantial learning and life needs of our students and families as they experience unemployment, homelessness, sickness, and death in the wake of this global health emergency.

As those in PK-12 education well know and understand, the coronavirus pandemic has made technology an essential component of daily education. And while CATCH had already been a school with a 1:1 student:device ratio, bringing devices into the home where WiFi may be unreliable but requisite for learning was something CATCH had to immediately plan for and design instruction around.

To assist, teachers co-created a DAILY TEACHING SCHEDULE that was immediately posted on March 13, 2020 to CATCH's brand new Online Learning Academy: <https://www.catchhighschool.com/onlinelearningacademy>. This site became the hub of our new school program and we designed a learning ethos that prioritized student-teacher interactions over asynchronous learning time for students. CATCH faculty and staff also created checklists and resource documents to help our community understand the changes that were being made to the delivery of instruction and what would be expected of students, teachers, and families as school took place remotely in a virtual learning environment. These guiding documents were invaluable, especially towards the beginning of the pandemic, as they helped established a clear guideline for how our new schooling experience would be designed and what students and families could count on for the foreseeable future:

Figure 11: Distance Learning Checklist

DISTANCE LEARNING CHECKLIST

CATCH RECOMMENDS THE FOLLOWING TOOLS AND RESOURCES FOR STUDENTS AND PARENTS TO SUCCEED AT DISTANCE LEARNING.

HERE'S WHAT YOU NEED...

STUDENTS

AN INTERNET CONNECTION
The Online Learning Academy Is Completely Digital, And All Instruction Occurs Through Our Connected Platform.

A DEVICE: PHONE/CHROMEBOOK
Access Your Lessons, Assignments, and more through the chromebooks provided by CATCH or your own mobile device.

GOOGLE CLASSROOM ACCOUNT
All CATCH students have instant access to Google Apps For Education through their @catchhighschool email address.

A POWERSCHOOL LOGIN
Grades are updated regularly in Powerschool, so download the app and be sure to connect your login information.

RECEIVE OUR TEXT MESSAGES
CATCH communicates daily/weekly with all students and families via text. If you're not yet connected, text "CATCHPRPE" to 8336028476 today!

PARENTS

AN INTERNET CONNECTION
To Follow Your Child's Learning, Attend Weekly Assemblies, And Conference With Teachers, THE INTERNET IS REQUIRED.

A DEVICE: PHONE/CHROMEBOOK
Email your child's teachers and check in on their grades and progress through any connected device that works for you.

GOOGLE CLASSROOM ACCOUNT
Ask your child or teacher to connect you as a "Guardian" in Google Classroom and receive weekly participation reports.

A POWERSCHOOL LOGIN
Want to know your child's current GPA? How about if assignments are missing? Connect to Powerschool and find out now.

UPDATE YOUR CONTACT INFORMATION
Make sure CATCH has your latest phone number and email address on file. If any of your information changes let us know.

AND WHAT MIGHT ALSO HELP...

STUDENTS

GOOGLE CALENDAR
Have your assignments automatically populate in your calendar, also quickly link to upcoming Meets with teachers.

THE REMIND APP
Teachers text students with reminders about class times, projects, or when assignment due dates are coming up.

A COLLEGE BOARD ACCOUNT
Practice for the PSAT, SAT, and AP tests with a College Board account and use AP Classroom to study and prepare.

A KHAN ACADEMY ACCOUNT
At CATCH, many lessons in Math and Science use Khan Academy tools to support instruction and assessment.

A FAVORITE SOCIAL MEDIA APP
With so much school work to complete each day, it's also important to stay social... or maybe do a TikTok Challenge!

PARENTS


GOOGLE CALENDAR
Ask your child to "share" their calendar and easily see what assignments are due and when their next online class is.


HAVE STUDENTS KEEP A ROUTINE
Bed time. Study Time. An alarm to wake up. When students learn remotely from home, it helps to keep a routine each day.

RESEARCH A MAJOR W/ YOUR CHILD
College will be here before you know it, and spending time researching schools and majors will go a long way right now.

QUIZ YOUR SCHOLAR
The best way to keep your child's brain engaged when they're not logged in for school is to ask them what they learned.

HELP YOUR STUDENT STAY ACTIVE
To the extent safely possible, encourage your student to stay active. Check out some home exercises on YouTube, perhaps.






4120 11TH AVENUE • LOS ANGELES CA 90008
T. 323-293-3917
CATCHHIGHSCHOOL.COM

22

Figure 12: Fall 2020 Online Learning Academy Framework



Online Learning Academy

Fall Semester

Weekly Online Schedule 2020-2021 School Year

Day	Time	Learning Model	Key Features
MONDAY	9AM - 1PM	Teacher-Driven	<ul style="list-style-type: none"> 6-Periods Of Instruction Mandatory "Camera-On" Attendance 40-Minute Periods
TUESDAY	9AM - 1PM	Teacher-Driven	<ul style="list-style-type: none"> 6-Periods Of Instruction Mandatory "Camera-On" Attendance 40-Minute Periods School Lunch Pick-Up
WEDNESDAY	9AM - 1PM	Teacher-Driven	<ul style="list-style-type: none"> 6-Periods Of Instruction Mandatory "Camera-On" Attendance 40-Minute Periods
THURSDAY	9AM - 1PM	Student-Driven	<ul style="list-style-type: none"> 6-Periods Of Instruction Mandatory "Camera-On" Attendance 40-Minute Periods School Lunch Pick-Up
FRIDAY	9AM - 1PM	Community-Driven	<ul style="list-style-type: none"> Schoolwide Assembly For Families One-On-One Google Hangouts Parent/Teacher Conferences

**DAILY
FAMILY-SCHOOL
COMMUNICATION**

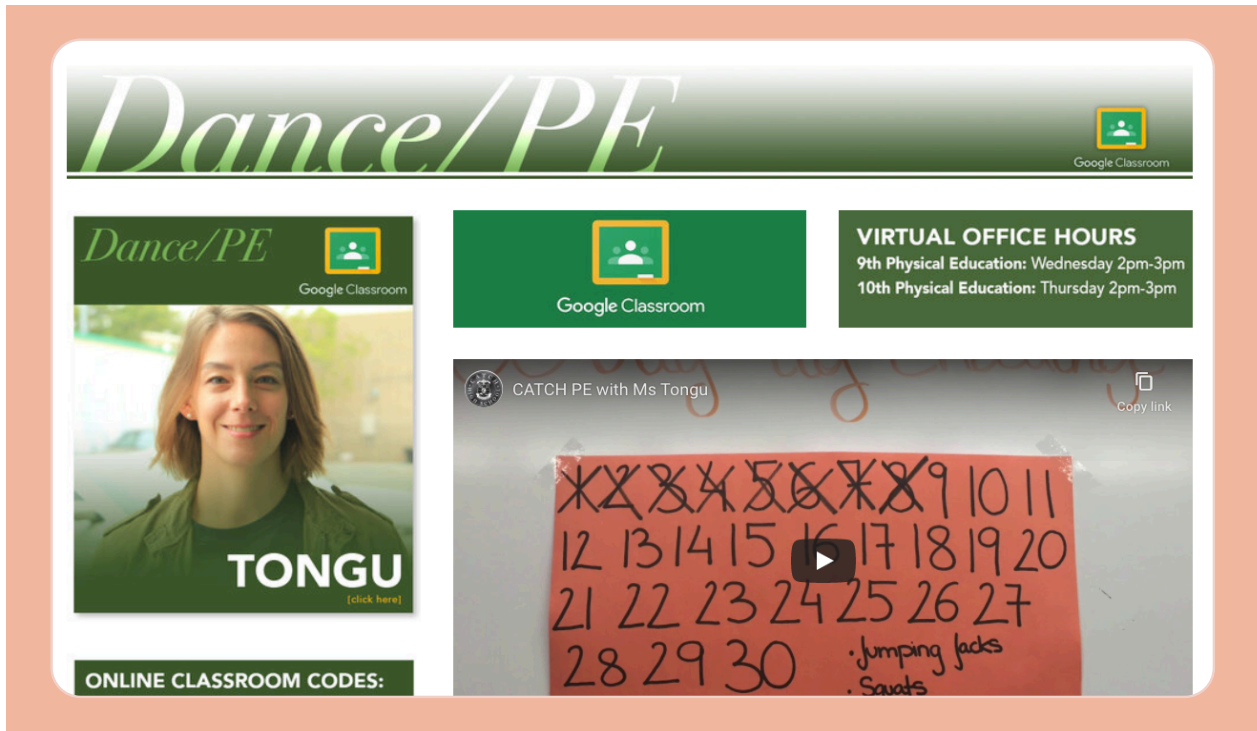
**RIGOROUS
COLLEGE PREP
TEACHING &
LEARNING**

CATCH PREP HIGH SCHOOL
 4120 11TH AVENUE, LOS ANGELES, CA 90008 | 323-293-3917
 CATCHHIGHSCHOOL.COM

100% Graduation Rate • 1-to-1 Student : Device Ratio • 86% 4-Year University Attendance • More Than 20+ Honors & AP Courses • Industry-Leading Arts & Elective Classes • Over \$1M In Scholarships Awarded Yearly • Small Class Sizes & Personalized Attention • #1 For College Access In South Los Angeles • Full Participation In All CIF-Sanctioned Sports • Highly Qualified Teachers & Administrators

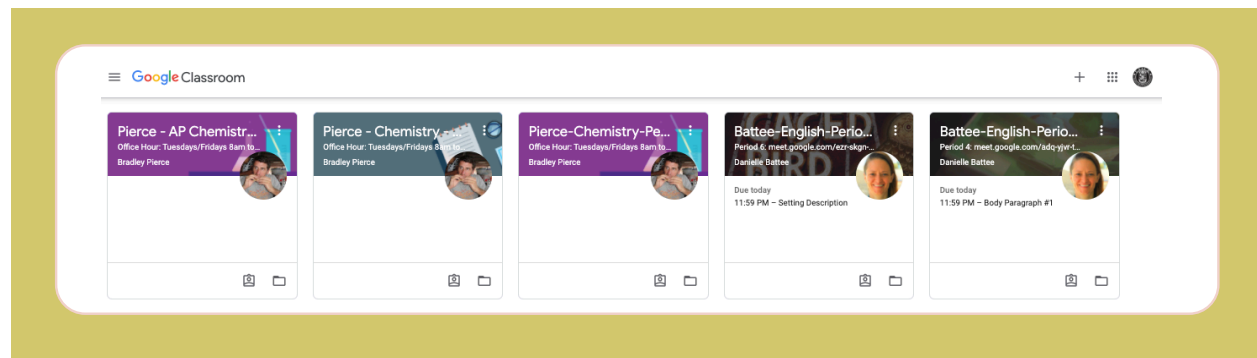
The changes to the CATCH Prep educational program over the past calendar year have been substantial. But they are also valuable changes that will sustain even after the pandemic is more under control. For example, today every teacher has a dedicated ONLINE LEARNING ACADEMY Teacher Page in which their Virtual Office Hours are posted, Google Classroom codes are accessible and clickable, and where various supplemental resources are housed for students and parents to access at any time.

Figure 13: Google Classroom Teacher Page



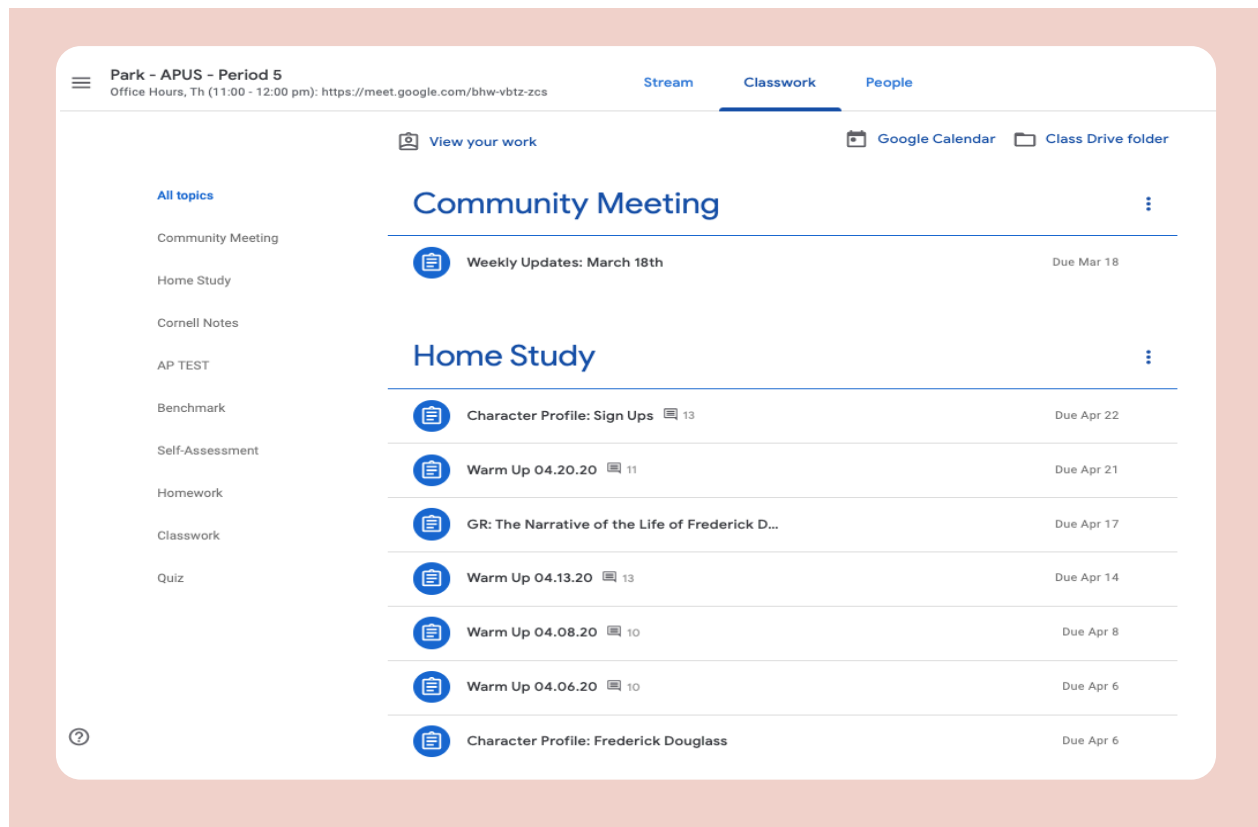
CATCH uses GOOGLE CLASSROOM as a “home” for our online and distance learning efforts. Students login via their @catchhighschool.com account from their school-provided chromebook and see all of their teachers, courses class times, and MEET codes:

Figure 14: Google Classroom Environment



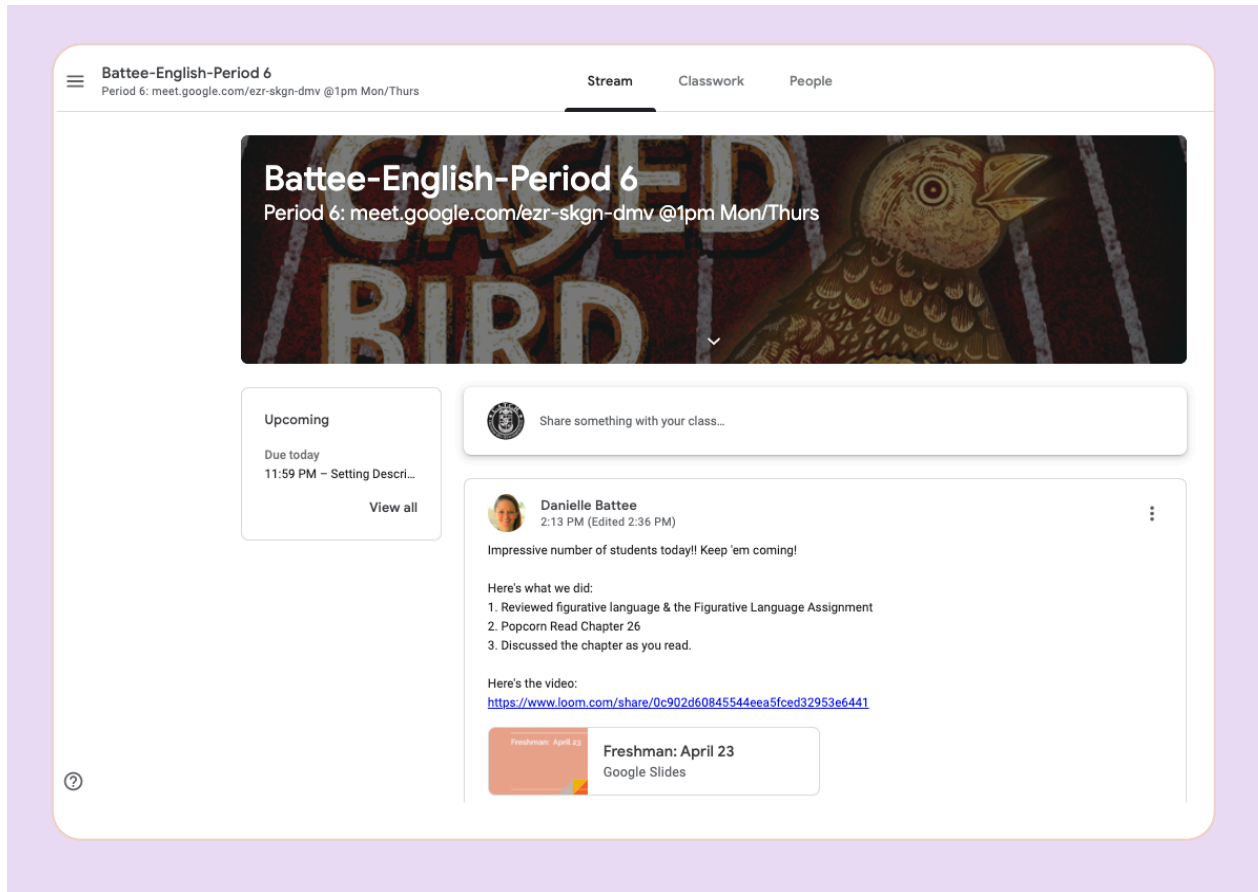
Once inside a particular GOOGLE CLASSROOM environment, students have an organized place to access assignments, keep track of their learning, and monitor their own progress towards completion of their learning goals. Teachers clearly label every assignment by topic and date; and students can even access previous assignments and turn in work past a due date if the circumstance calls for it:

Figure 14: Google Classroom Hub

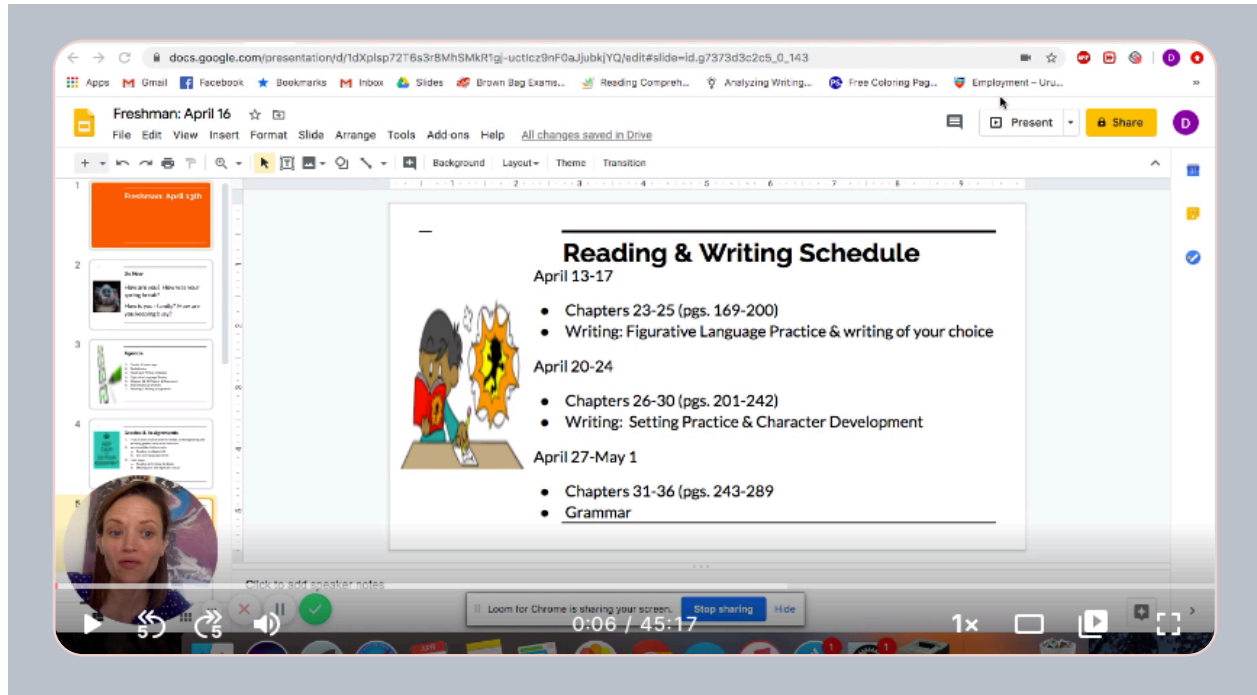


In the STREAM portion of every GOOGLE CLASSROOM in CATCH's Online Academy, teachers post the content that was delivered during the day's instruction for students to re-access it at a later time, share it with their parents, or catch up any learning they may have missed. This is also a new practice that CATCH intends to keep after the pandemic subsides. The idea that lessons and learning can exist and be accessible 24 hours a day for students is a byproduct of the kind of evolution CATCH has experienced in the wake of this transition to virtual learning because of the pandemic. CATCH's Action Plan reflects the preservation of practices learned as a result of our virtual learning efforts, as they have helped teachers connect more ubiquitously to student learning in a way that was previously not considered. As evidenced throughout this Self-Study, CATCH has used the redesign of our learning program from face-to-face to entirely remote to inform our instructional culture and make us a more responsive and service-oriented school:

Figure 15: Google Classroom Homepage



In CATCH Prep’s Virtual Learning Program, the daily posting of new content and resources for students to continue moving their learning forward is complemented by daily instructional opportunities via GOOGLE MEET, where students all log on to specific, closed, and safe online environment with their teacher and receive direct instruction and participate in classroom discourse. Throughout every teaching session, which occurs daily, students are expected to exhibit the same schoolwide norms we all exemplified during our face-to-face time on the CATCH campus before March 13, 2020. That is, respecting fellow classmates and teachers, using academic language at all times, exhibiting maximum effort regardless of the result, and being an active listener when others are speaking. The same is true for CATCH teachers, who often can be found sharing their screen while reviewing a math problem, presenting a slide deck on their screen to students and asking participants to respond to a particular question of critical analysis, or even catching up on some of the personal goings-on of students as they talk and share what life has been like at home during the global pandemic. Whatever the specific instance of learning is that’s been created by a teacher, the expectation is that it is rigorous and engaging for all.

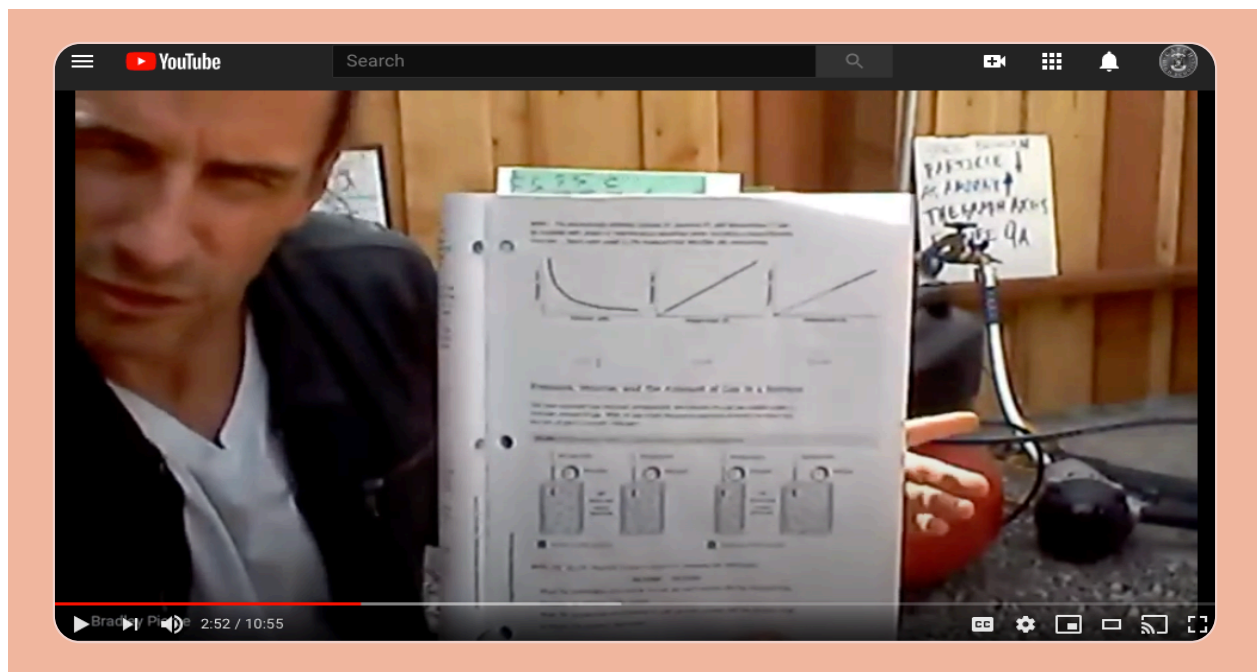
Figure 16: Sample Interactive Video Lesson Archive


The screenshot shows a Google Slides presentation titled "Freshman: April 16". The main slide is titled "Reading & Writing Schedule" and lists the following assignments:

- April 13-17**
 - Chapters 23-25 (pgs. 169-200)
 - Writing: Figurative Language Practice & writing of your choice
- April 20-24**
 - Chapters 26-30 (pgs. 201-242)
 - Writing: Setting Practice & Character Development
- April 27-May 1**
 - Chapters 31-36 (pgs. 243-289)
 - Grammar

The slide also features a cartoon illustration of a student reading a book. The presentation is viewed in a Loom for Chrome browser window, with a video player interface at the bottom showing a timestamp of 0:06 / 45:17.

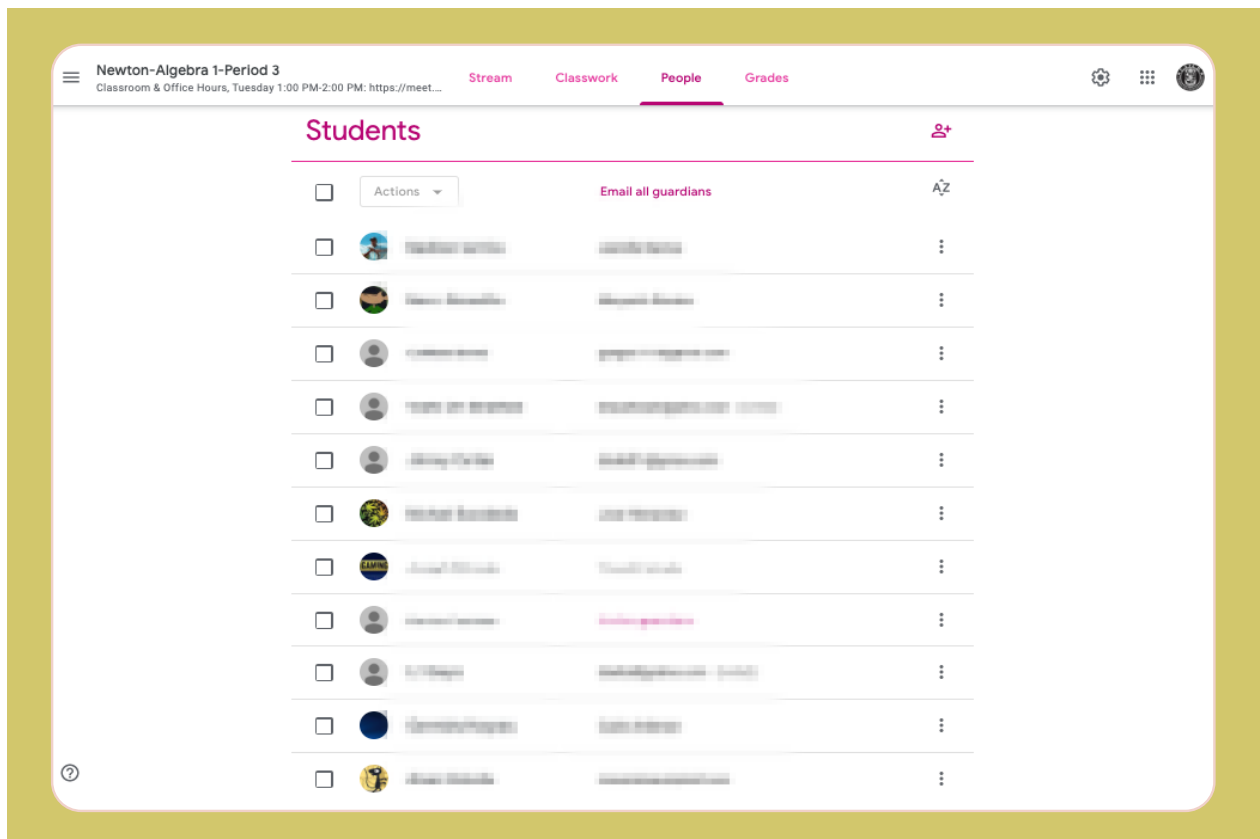
CATCH Prep teachers fully understand that learning does not need to stop or pause because of a challenge like the coronavirus global pandemic. But it does need to evolve. That's why we've moved science labs to take place virtually, even demonstrated from teachers' homes:

Figure 17: Online Teaching Video Sample


The screenshot shows a YouTube video player displaying a teacher in a dark suit and white shirt. He is holding up a textbook page that features several diagrams and text. The diagrams include a graph with a curve and a straight line, and a series of four small diagrams showing a process. The teacher is looking at the page with a focused expression. The video player interface at the bottom shows a timestamp of 2:52 / 10:55.

Our communication practices with parents have also enhanced as a result of the pandemic. Because our entire school exists inside of the GOOGLE CLASSROOM experience, teachers communicate student assignments, grades, and learning outcomes to parents via the GUARDIAN feature. For every class that a student is signed up for, teachers have connected a parent email address to monitor the individual progress and achievement of their specific child. Weekly, teachers create custom GUARDIAN SUMMARY reports that are emailed to parents and that help keep students, parents, and teachers all on the same page regarding participation and success. This is markedly different than our past practice of 24-hour grade notification. When we used Powerschool, pre-pandemic, grades were posted online but never “pushed” to parent devices. With Powerschool, parents had to check-in and log-on to view grades. During the pandemic, we now push grades out to parents mobile devices using Google Classroom — a feature and practice that CATCH plans to sustain.

Figure 18: Parent Summary Listserv



• **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

Implementation and monitoring of CATCH Prep’s Action Plan addresses our LCAP goals and incorporates all schoolwide critical areas from the last full self-study and all intervening visits. However, the LCAP has radically shifted since this WASC Self-Study Guide was written, and the definition and acronym for LCAP has evolved from Local Control and Accountability Plan to Learning Continuity and Attendance Plan. This is a marked and significant change as a result of the global pandemic impacting all United States schools, and CATCH has had to adapt our Action Plan and LCAP significantly over the past year as a result.

Since the last WASC Visiting Committee came to the CATCH Prep campus, our Administrative Team, Instructional Leadership Team, School Site Council, and other stakeholder groups have had different responsibilities in the process of monitoring, implementing, and revising our school’s action plan. The Action Plan designates individuals/teams responsible for addressing different aspects of the Action Plan. Each Action Plan item is tied to a timeline, with many tasks identified as ongoing. These groups use various data such as:

- Accountability Data in the California Dashboard and SBAC results
- Internal Benchmark Results & Common Formative Assessment Data
- A-G Completion Data
- Budget Expenditure Reports
- Narrative/Perception Data from Interviews and Surveys

This data is used both to determine needs and to evaluate the impact of expenditures, strategies, initiatives, and programs impacting student learner outcomes. Using all resources and data points available, CATCH has been able to create an Action Plan that will be useful in all learning contexts imaginable — pandemic, or otherwise.

• **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.**

CATCH Prep’s previous Schoolwide Action Plan was composed of three prongs based on the Critical Academic Needs and the Schoolwide Growth Needs identified by faculty/staff consensus in 2013-14. These Critical Areas Of Growth were concurred by the Visiting Committee during CATCH’s 2015 Self-Study cycle, and a 4th co-created Critical Area was constructed as a byproduct of the 2015 Visiting Team’s on-site collaboration with CATCH

staff, faculty, students, and parents. In 2018, our Action Plan was updated to reflect CATCH's accomplishment of goals, significant changes, and newly identified needs. As noted in the Visiting Committee's Report in 2018, "All Critical Areas have been fully satisfied."

Similar to the 2015 Visit, because CATCH had met all of its goals for the current WASC Cycle, a new co-created Critical Area for Follow-Up was established in 2018 by the CATCH Prep learning community in collaboration with the WASC Visiting Committee:

"As CATCH Prep continues to co-author the college narratives of its graduates, the Visiting Committee recommends that the story of the school's culture and standard of excellence is aligned with its daily curriculum and embedded in its pedagogical approach, as well as told and measured by way of: 1) enhanced alumni tracking of college completion and success; 2) career follow-up and follow-through data, and 3) increased opportunities and partnerships for graduates to give back to the school and the community of the Crenshaw District at large."

The elements of our Action Plan, based on the Critical Academic Needs, are as follows and will be discussed in detail below:

School Goal/Area of Improvement #1: *Increase Rigor in Mathematics Instruction.*

School Goal/Area of Improvement #2: *Literacy Skills Development Across the Curriculum.*

School Goal/Area of Improvement #3: *Increase College and Career Readiness for All Students.*

Co-created Consideration during the 2015 WASC Visit w/VC: *CATCH will seek to infuse a technology-based interdisciplinary approach in accordance with their charter and Common Core to fulfill their math, literacy, and college and career readiness goals.*

Co-created Consideration during the 2018 WASC Visit w/VC: *As CATCH Prep continues to co-author the college narratives of its graduates, the Visiting Committee recommends that the story of the school's culture and standard of excellence is aligned with its daily curriculum and embedded in its pedagogical approach, as well as told and measured by way of: 1) enhanced alumni tracking of college completion and success; 2) career follow-up and follow-through data, and 3) increased opportunities and partnerships for graduates to give back to the school and the community of the Crenshaw District at large.*

School Goal/Area of Improvement #1:
Increase Rigor in Mathematics Instruction

CATCH is proud to be the highest achieving high school in South Los Angeles in the area of Mathematics achievement as measured by the CAASPP, and we attribute much of this success to the practices and processes borne from our WASC Goal to “Increase Rigor In Mathematics Instruction.”

To achieve this, teachers in Math and English take advantage of the ICA (Interim Comprehensive Assessment) and IAB (Interim Assessment Block) provided by the state’s CAASPP system. Also, each year, CATCH uses the Student Score Reports provided by the state’s CAASPP system of the ICA and IAB’s to give, both, students and teachers a specific skill breakdown of strength and growth areas that demonstrate mastery or the need for additional practice. Performance Task practice exams from CAASPP as well as the Interim Assessment Viewing System are additionally utilized in Math and English across all grade levels for Benchmarks.

From a technology standpoint, CATCH uses Google Classroom to create, deliver, store, and analyze benchmarks quickly and digitally in Math, as well as all other content areas. And, prior to the pandemic, CATCH Prep had launched a successful blended learning intervention with EdX that revolutionized the way CATCH provided targeted math support in different parts of the curriculum for different learners depending on need. (This intervention is no longer blended as all learning takes place remotely for CATCH Prep students since March 13, 2020).

Cross-curricularly, the implementation of Next Generation Science Standards has facilitated the integration of mathematical practices throughout additional content areas in a student’s learning day. Also, prior to the SAT being cancelled as a result of the Coronavirus Pandemic, SAT Prep in Math was offered as an optional (but recommended) 7th period in the Fall for Seniors and the Spring for Juniors.

Through CATCH Class, our school has brought in conceptual mathematic topics through a schoolwide essay prompt all students are required to address weekly. And through the evolution of CATCH’s Professional Development plan over the past three years, an increased commitment to mathematical practices that dig deep into Webb’s Depth Of Knowledge Wheel is now included.

The results of these efforts have moved CATCH Prep from a school with a Mathematics Proficiency Rate of 3% in 2014-2015 (the year of our last Full Self-Study Visit) to the high school with the highest Mathematics Proficiency Rate in South Los Angeles: 41%.

School Goal/Area of Improvement #2:
Literacy Skills Development Across the Curriculum

The Action Plan first developed in 2013, and evolved in 2015, focused on the development of literacy skills in English Language Arts class and throughout the learning day for students. CATCH has since expanded the number of opportunities students get to perform in reading, writing, speaking, and listening activities, as well as re-imagined CATCH Class to include a schoolwide essay prompt that is written, planned, and shared collaboratively in classroom cohorts by every student and teacher in the school. The results have been increased student achievement in English Language Arts and increased access for CATCH students to Tier I colleges and universities across the country.

When our Self-Study was first created in 2015, our English Proficiency Rate as measured by the CAASPP was 20%, in 2018-2019 (the last year of state testing) this English Proficiency Rate rose to 56%. There a number of key reasons this happened related to the actions and services CATCH put in place.

While continuing to look for a research-based program like Read 180 or other literacy interventions for our students, the CATCH Staff has created relevant and meaningful individualized hand-written literacy interventions to serve our students. We have been unable to find a schoolwide literacy intervention that is, both useful and cost-effective for our students. And the pandemic has further stalled these efforts. Everything we've investigated is not cost-effective or results-driven as the interventions we've created and have garnered significant academic growth over the past six years. Of course, literacy intervention continues to be a priority — and during the shutdown of Los Angeles area schools due to COVID-19, we've focused our efforts on leveraging technology to produce significant reading and writing achievement gains.

Google Classroom has helped promote literacy throughout the school as a resource that increases the frequency of reading, writing, and editing opportunities students experience. And before the pandemic, CATCH Social Science teachers instructed our Expository Reading and Writing course (ERWC) as a way to gain direct writing instruction skills to implement in core Social Science courses. We have also added a Film Study elective to further student access to literary skill development beyond the English classroom.

CATCH's weekly professional development series has time carved out for teachers to collaborate and plan across content areas. And to promote assessment literacy, CATCH focused additional tutoring workshops on SAT and PSAT in both English and Math before the pandemic made the SAT unable to be taken and the UC system suspended its use of the SAT as a required metric for admission.

Similar to Math, English teachers use the ICA and IAB assessments within the CAASPP System to expose students to a more integrated approach to assessment. CATCH teachers have been trained in assessment writing and development, and continue to attend workshops to hone this craft in the age of Common Core.

Before the pandemic, Linked Learning was in place at CATCH through the development of Arts and Technology conservatories taught by CTE-credentialed teachers. With a focus on College Prep, a Technical Core, career-based internships, and targeted interventions, CATCH's education program was clearly linked in ways that made students feel connected to whichever pathway best suited their needs and interests. Since the pandemic, this has been adapted — as it's simply not possible to teach a fabric-stitching course, for example, without sewing machines and textiles in the hands of students.

School Goal/Area of Improvement #3:
Increase College and Career Readiness for All Students

CATCH Prep's commitment to exemplary post-secondary preparation has been strengthened over the past six years, in large part because of the additional attention paid to career readiness along with CATCH's long track-record of college access and successful admissions for graduating Seniors. The 2015 Action Plan was the impetus for our Technology and Arts conservatories, and continues to serve as the driving force behind our community internship initiative and other exploratory programs throughout the school.

While we initially thought the College Board's Springboard curriculum would help us achieve our Career Readiness Goals in 2015, the data showed that Springboard was having limited success at CATCH. And in 2017, we began to look elsewhere and inward for curriculum to support increased college readiness.

As new students have come onboard, we've implemented an Exit Interview for all graduating Seniors. (We had planned to span this to all grade levels, but the pandemic put those plans on hold.) The Exit Interview consists of students making a one-on-one

presentation on their college and career goals to a volunteer member of the community who is also interested in being a mentor to interested students. So far, this protocol has been successful, and students have been able to connect their college goals with their career goals as a result.

Also, in an effort to give students more college-like experiences, CATCH Prep added AP Biology, AP Chemistry, AP Macro Economics, AP Psychology, and AP Statistics, since our last accreditation cycle. Beginning with the 2019-2020 school year, our school also added AP Statistics. As a result, our students have been fortunate to have greater access to the most rigorous curriculum available due to these efforts.

These additional AP offerings are visible on every CATCH Plan (our A-G Student Planning Tool). And the CATCH Plan is now visited and updated each semester with students and families present at the same time to increase ownership of one's college and career plan from as early as 9th grade.

On the career front, through the addition of Arts & Technology Conservatories, students are getting increased internship opportunities at local businesses and non-profits, including State Senator Holly J. Mitchell's Office, the LA Sentinel, Art & Practice, and a number of small businesses in the Leimert Park neighborhood. This, of course, has looked different during the pandemic — as students have needed to do more virtual career exploration and internships than actual hands-on learning.

Before the pandemic caused SAT and ACT exams to be cancelled, CATCH partnered with Princeton Review to provide Professional Development for teachers that included practices for SAT Prep and college planning within the framework of a standards-based curriculum. However, we are beginning to rethink our efforts on test prep as the UC system has formally moved away from SAT exam requirements for admissions. This, in fact, was the impetus for one of our 2021 Action Plan Goals:

Tell-Your-Story Skills: Empowering students to create, write, and share their personal narratives for college access by including their service, activities, and real-world contributions to their community in the wake of canceled and devalued SAT/ACT exams.

Lastly, College and Career Readiness has been an integral part of our professional development and is embedded in CATCH Prep's weekly collaboration. Our Counseling Department has attended the College Board's Institute on College Admissions every year. And CATCH has been a Featured Presentation at The College Board's Annual A DREAM DEFERRED CONFERENCE (<https://dreamdeferred.collegeboard.org/>) for

the past three years — the nation’s premier conference of African-American student achievement across the PK-College continuum.

Co-created Consideration during the 2015 WASC Visit w/VC:

CATCH will seek to infuse a technology-based interdisciplinary approach in accordance with their charter and Common Core to fulfill their math, literacy, and college and career readiness goals.

The Visiting Committee in 2015 asked CATCH to co-create a consideration to bring to our learning community as we continued our cycle of ongoing improvement. This goal wasn’t formalized as a part of our action plan, as it was co-authored during the Committee’s physical visit to the CATCH campus and would need further vetting by our learning community through working groups like our School Site Council, District Advisory Committee, District English Learner Advisory Committee, and CATCH Prep’s Governing Board as we are an independent charter school.

Since 2015, this co-created consideration to infuse technology in the interdisciplinary approach of all CATCH teachers and staff has lived in our long and term short goals as stated in our LCAP, and as evidenced by our teachers and staff.

CATCH began our 2015 cycle of technology efforts with the implementation of a 1:1 student:device program in which all students had access to a Google Chromebook and the Google Apps For Education (GAPE) suite of products. This includes GMAIL, Google Docs, Google Meet, and Google Classroom. By 2018, this program had grown to a 1:2 program of students:devices as the result of a serious investment in technology. This means that chromebooks outnumber students on campus by a margin of 2:1, which was particularly helpful when we needed to send all students home with a device on March 13, 2020 for the rest of the school year as a result of the pandemic.

CATCH’s technology infusion is furthered by the tools teachers and students use to organize, execute, and review their teaching and learning. Google Calendar is used as a time management tool and to organize assignments. Google Classroom is downloaded to every student’s mobile device for 24-hour access to course materials and assignments. All students have a school-issued email address and communicate and collaborate with each other and staff ubiquitously. Fortunately, by the time the pandemic came in the 2019- 2020 school year, the culture at CATCH was already comfortable relying on technology as an integral part of the teaching and learning process.

For curriculum support, we use tools like MOTE (dictation software for teacher comments and annotations), KAMI (a collaborative PDF workspace), and Nearpod (an online lesson engagement platform) to facilitate our teaching and learning efforts. These tools have proven useful and uncomplicated — two traits our learning community has come to appreciate, especially during this unprecedented time in PK-12 education brought on by the current global health emergency.

Co-created Consideration during the 2015 WASC Visit w/VC:

As CATCH Prep continues to co-author the college narratives of its graduates, the Visiting Committee recommends that the story of the school's culture and standard of excellence is aligned with its daily curriculum and embedded in its pedagogical approach, as well as told and measured by way of: 1) enhanced alumni tracking of college completion and success; 2) career follow-up and follow-through data, and 3) increased opportunities and partnerships for graduates to give back to the school and the community of the Crenshaw District at large.

The Visiting Committee in 2018 (similar to the committee in 2015) asked CATCH to co-create a consideration to bring to our learning community as we continued our cycle of ongoing improvement. This goal also wasn't formalized as a part of our action plan, since it was co-authored during the Committee's physical visit to the CATCH campus and would need further vetting by our learning community through working groups like School Site Council, District Advisory Committee, District English Learner Advisory Committee, and CATCH Prep's Governing Board as we are an independent charter school.

Since 2018, this co-created consideration to better track our students' college completion success, bring alumni back to campus to celebrate and promote career initiatives, and increase community partnership opportunities for current students has lived in our long and term short goals as stated in our LCAP, and as evidenced by our teachers and staff.

CATCH now uses National Student Clearinghouse Data and their Student Tracker Software (<https://www.studentclearinghouse.org/high-schools/studenttracker/>) to better understand how long students are in college for, and when they meet their Bachelor Degree goals.

Alumni are now brought back to campus during two Alumni Barbeque events that serve as career networking opportunities for students. Once in the Fall and once in the Spring, alumni are invited back to the CATCH Prep campus to present and share their career expertise and advice, and then partner with an aspiring CATCH student

interested in the same industry. Connections are made, contact information is shared, and alumni and students are paired for the year (or multiple years) in communication about career and internship preparation and opportunity. CATCH also celebrates recent alumni with the creation of an ACCOMPLISHED ALUMNI tab on the school website. When visitors browse <https://www.catchhighschool.com/accomplished-alumni>, they are taken to a page that highlights our recent graduates' college access accomplishments.

CATCH has long had many avenues for students to be active in the community — from the Police Explorer program at the Southwest LAPD precinct, to the Urban League, Crenshaw Community Center, 102.3 KJLH internships, and more. But over the past three years since the 2018 Visiting Committee last came to CATCH, our school community's civic awareness has significantly increased and students have been more active in programs around democracy and civic engagement than ever before. CATCH now has relationships with the Los Angeles Chapter of Black Lives Matter, and CATCH students have protested the killings of George Floyd and Breonna Taylor in the community as well as spoke out at events throughout the city of Los Angeles. CATCH also has a direct pipeline to the LA Vote program. Students at CATCH participate as paid Student Poll Workers in local and national elections, and they are champions for democracy as a result:

FIGURE 19: LA VOTE PROGRAM OPPORTUNITY

HOW SHOULD I PREPARE FOR ELECTION DAY?

- ★ You are expected to serve the entire 3-day assignment. So please do not schedule any events on your chosen work days.
- ★ Arrange transportation to and from the vote center ahead of time
- ★ Dress appropriately and comfortably (no attire with political affiliations)
- ★ Bring snacks and beverages to last throughout the day.
Please note: meals are not provided.
- ★ You will receive your stipend 4 – 6 weeks after election day.

HOW CAN I GET INVOLVED?

- ★ Contact your government or history teacher and ask for an application
- ★ For additional information, visit our website: LAVOTE.net and search "Student Election Worker Program"

CONTACT

Joseph Canal
Student Election Worker Program Coordinator
studentelectionworker@rcc.lacounty.gov

STUDENT ELECTION WORKER PROGRAM

Sign up now for the
NOVEMBER 3, 2020
Presidential General Election

VOTE CENTER VOTING PERIOD

OCTOBER / NOVEMBER 2020

STUDENT ELECTION WORKER PROGRAM
COUNTY OF LOS ANGELES

• **Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.**

Because CATCH Prep is a small charter school with 10 teachers and no more than 200 students, we always embed any critical areas for follow-up into our current WASC Action Plan Goals. For the cycle beginning in 2015, CATCH met all of our goals and critical areas for follow-up during the 2018 visit, and the 2018 Visiting Committee commented, “The VC is confirming that all 4 of the 2015 Critical Areas have been addressed by CATCH and have been fully satisfied.”

For context and review, during the first two years after our WASC Accreditation Visit in 2015, changes to our school-wide action plan were significant. Adjustments were made to reflect who would be responsible for each action plan item as the teaching staff changed. In addition to this, changes in the educational structure also determined refinements (i.e. CCSS implementation, LCAP priorities, 1:1 student:device learning environments, the elimination of CSTs, etc.). Because they have been addressed, CATCH no longer prioritizes the following critical areas, for follow-up as outlined in our Schoolwide Action Plan:

1. **Expand Opportunities for All Students to Engage in a Challenging, Relevant Standards-Based Curriculum:** AP course offerings have been significantly increased. And all students are enrolled in classes that are aligned with academic standards. All course syllabi and pacing guides are approved by the administration and closely monitored throughout the year as well. In our weekly professional development meetings, the teaching staff has engaged in discussions and activities that further promote rigor and relevance in the classroom, such as tasks that involve problem-solving and critical thinking on a consistent basis.
2. **Continue to Make Efforts to Retain Capable Teachers:** CATCH Prep has had the same teaching staff for the past 4 years. 100% retention. As part of CATCH’s overall goal in maintaining a culture of professional and academic excellence, faculty retention is an ongoing priority.

Instead, CATCH has grown in its needs since the 2017-2018 school year — as CATCH Prep had its charter reauthorized for another five years until 2023. Under this revised charter, aspects of the school’s core programs were evolved to meet the needs of a changing community in Leimert Park, and a more diverse cohort of students and families

being served by the school. This process involved many stakeholders across the school; including, teachers, parents, students, and community members over a period of several months. And the action steps originally written in the CATCH Prep 2015 Action Plan were similarly revised in 2018 to now include Growth Targets that are more aligned with CATCH's renewed Charter (2018-2023).

Of course, also not a part of any Action Plan items are lessons we've learned as a result of emergency remote learning due to the coronavirus pandemic. There has been much that our learning community has taken away from this abrupt disruption to the previously-thought-of-as-normal process of teaching and learning. And it is these lessons, as well as everything CATCH has learned over its 18-year existence as a top-performing charter school, that make our 2021 Action Plan the most relevant and useful document our learning community has ever constructed.

CHAPTER II



*“Education is the most powerful weapon which
you can use to change the world.”*

- Nelson Mandela



CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **THE HISTORY AND BACKGROUND OF THE SCHOOL**

School Context

CATCH Prep is an independent, site-based charter school going into its eighteenth year of successfully serving high school students and families in the Crenshaw District and surrounding neighborhoods and communities of South Los Angeles. Formerly known as Crenshaw Arts-Tech Charter High, CATCH Prep is excited to have evolved its name to reflect the school's student achievement results and commitment to 4-year college access and career preparation post-secondary.

The designated home-schools for CATCH students would typically be Crenshaw Senior High School, Washington Preparatory High School, or Susan Miller Dorsey High School. Often, because of size, personal attention and individualized instruction are not available from these Local District 1 and District 7 public schools. CATCH, on the other hand — with an average student-teacher ratio of 18:1 — provides a small, intimate learning environment, a family-like atmosphere, and consistent academic reinforcement and motivation... advantages which students may not typically experience in larger schools with higher teacher:student ratios.

With a demographic that is roughly 70% African-American and 30% Latino or Hispanic, CATCH Prep is home to one of the highest concentration of Black students anywhere in California public schools. Our commitment to culturally relevant and responsive pedagogies and practices have allowed CATCH to prepare ALL of its students for life opportunities in diverse settings; and over the past eighteen years, we have had thousands of graduates serve as cultural ambassadors in the many universities, corporations, and communities they have gone on to be successful in.

With a 100% A-G completion rate for our last class of graduating Seniors (2020), CATCH Prep significantly outperforms local comprehensive highs schools and neighboring charters in facilitating college access for students demonstrating high needs. As only 9% of students coming from households with a family income below \$34,000 graduate

from college by the age of 24, CATCH Prep is proud that more than 80% of the 2011 graduating class have earned Bachelor's Degrees or higher from public and private colleges across the United States Of America.

In the neighborhoods that CATCH Prep serves, only 3.2% of residents 25 years of age and over have a four-year college degree. CATCH Prep is putting an end to this pattern by offering a high school educational program steeped in rigor and relationships – one that treats parents as partners, and educates the entire learning community on the four-year college entry process, as well as the mindsets and behaviors needed to graduate from college and be successful in any and every career endeavor.

The core academic curriculum at CATCH Prep is delivered through a combination of face-to-face instruction and blended learning coursework that leverages the school's one-to-two student:device ratio so that students can complete on-site learning goals with support from their teachers. This learning model allows for more efficient use of student and teacher time, creating space for the deep learning that happens with the school's projects and performance tasks. Self-paced interventions, curated by a highly qualified teaching staff, also allow students to work at their own pace to develop the skills they will need to succeed in college.

Through a strong data-driven advisory program, students receive one-on-one academic and behavioral guidance from the same counselor all four years of high school. In addition, CATCH-Class (a daily period for all students) provides the fulcrum for culture-building across the school, as well as the space for monitoring students' academic progress and their development in other critical areas, such as behavior and attendance. CATCH Class helps students make close connections to other students and at least one supportive adult who knows each student well.

On top of the learning day, CATCH Prep extends creative opportunities to students through a series of after school Arts and Technology Conservatories that result in a completely different type of educational experience for high school students anywhere in Los Angeles. The focus of CATCH Prep's unique mission really come to life in this series of after-school conservatories that students volunteer to sign up for. With CTE-credentialed teachers offering career technical education credit, CATCH Prep offers a Fashion Class, competitive STEP Team, Media Arts course, Robotics Club, and a Film & Television class. With the entertainment industry being central to CATCH Prep's geography as a Los Angeles-area charter school, each one of these conservatories has links to mentorships and internships that are readily accessible to the CATCH Prep community. Overall, the students in conservatories are well on their way to becoming industry professionals, and they appreciate being taught and lead by somebody in the field with real-world experiences.

Characteristics of the Students & Families We Serve

CATCH serves a student population characterized by some as “at-risk.” However, CATCH seeks to reframe this thinking by labeling our students “at-promise.” At-promise for creating their mark in the world. At-promise for being the first in their family to graduate from a university. And at-promise for changing the way teachers education researchers characterize students from underserved backgrounds and poorly resourced communities.

Against these odds, CATCH accomplishes the challenging task of creating college access for students by engaging them in envisioning their own successful futures. Unlike other, less personalized schools, we continue our active involvement by guiding and mentoring students as they explore career options, and navigate the college application process. CATCH Prep is a family. And in addition to the pursuit of educating and caring for the whole entire child, we consider not only the academic needs, but the physical and psychological needs of our students, from the moment they enter our campus in grade nine to beyond the moment they receive that congratulatory graduation handshake in grade twelve. This is what we all believe in. We call it “The CATCH Way.”

Figure 20: The Catch Way Overview

At Catch, We All Teach A Certain “Way”



Learning begins with an objective. Teachers begin all lessons with a clearly written objective, meant to inform the class of the day’s learning goal(s). These objectives are always standards based, and continually tie-in to a larger unit of study or theme of the course. Once established, a “hook” or anticipatory set, is put forth to the students, and teachers gauge the class’ prior knowledge of the learning elements crucial to the day’s lesson.

And then we teach. In a three-part system, teachers present the input (new material) in a myriad of styles depending on the goal. After modeling and providing multiple exemplars, teachers check for understanding – sometimes visually, sometimes orally...but ongoing, and throughout the duration of the class period.

By the end, students will have participated in some form of guided practice. With their instructor, or collaboratively with others, students are monitored as they take ownership of a new skill.

It ends with closure. Teachers reiterate the final purpose. Through the Arts We Educate the Whole Child.

Our Instructional Approach



Cross-Curricular Teaching

No teacher or student at CATCH is alone in their teaching or learning. Everything we do in classrooms is designed to be accessed in teams. From lesson-design, to the creation of school wide rubrics, The CATCH Way is all about collaboration. We team vertically by grade-level, and horizontally by Department, to ensure the consistency with which we infuse The Arts and Technology into our daily curriculum.

We believe that the study of “core” academic material is crucial for students to be able to access college. But it is not enough. The CATCH Way espouses a nurturing of the creative mind through the practical of The Arts.

- Technology-infused lesson design.
- Collaborative assessment models between The Arts & Sciences.
- Media Literacy across content areas.
- Creative access to outside learning resources.
- Dedicated Instructional Support Providers throughout the learning day.

Definition of Instructional Approach

Constructive Approach
An instructional teaching approach that considers learning to be an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.

Interdisciplinary Instruction
A set of methods, used to teach content across different curricular disciplines.

Project-Based Learning
The use of in-depth and rigorous classroom projects to facilitate learning and assess student mastery.

Humanist Approach
A paradigm/philosophy/pedagogical approach that believes learning is viewed as a personal act to fulfill one’s potential.

Essential Elements of Effective Instruction (EEEE)

- Teaching
- Objective
- Closure
- Input
- California Content Standards
- Independent Practice
- Modeling
- Anticipatory Set
- Reflection
- Check for Understanding
- Guided Practice
- Intuition of The Arts
- Integration of Technology
- Monitoring

We want CATCH students to embrace the totality of their heritage, to understand the struggles of their own parents and grandparents, and to see themselves as equal and valued members of American and world society, able to go anywhere and do anything they can dream of. We believe that if our students understand and respect their place in history, they will see that there is more to their heritage and their “present” than is portrayed in popular culture and entertainment icons. We expect that by connecting with their history, our students will feel empowered to succeed, not only at CATCH, but also in higher education, in their communities, and beyond.

SCHOOL PURPOSE

Mission Statement:

Our mission is to provide under-achieving, low socio-economic youth with an education that fosters critical thinking and the development of his or her artistic talents, interests, and learning ability. We believe our primary responsibility is to develop a learning environment that incorporates the arts, technology, and real life experiences so that our students will thus gain a practical purpose for their education. The foundation of our program is to educate our youth through inclusive partnerships between students, teachers, and parents. This approach addresses students as living, spiritual, active members of the community giving them a place to prepare to contribute a part of themselves to society at large.

Vision Statement:

Our vision is that every student who attends CATCH will be successful, adjust, and excel despite the realities of their lives. As a community, we are dedicated to the empowerment of our inner-city youth by functioning as extensions of the family. By engendering self-motivation and critical thinking united with participation and creativity, we can impact important skills that help to unlock academic achievement and the ability to function in today’s society. Our vision is to create a community which values, encourages, and insists upon its members’ active participation in the education of its youth. We invite all that care to share in this vision for our children to become partners in this educational process.

SCHOOLWIDE LEARNER OUTCOMES

The CATCH Community will prepare our students to be:

Prepared for post-secondary life: College & career ready

Evidenced by:

- Competing A-G Requirements with “C” or better
- Communicating effectively in speaking and writing across the curriculum
- Analyzing and evaluating data effectively
- Completing internships & participating in extracurricular activities
- Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications

Broad-minded and Balanced Lifelong Learners

Evidenced by:

- Developing critical thinking skills through both individual and collaborative problem-solving, inquiry, and research
- Ongoing pursuit of intellectual, civic, artistic, and/or physical interests and endeavors
- Seeking help and guidance through special programs, intervention and credit recovery

High Achieving

Evidenced by:

- Maintaining excellent attendance
- Setting short and long term goals through college and career exploration/preparation
- Increasing student achievement on the State (Dashboard) indicators

Socially Responsible and Engaged

Evidenced by:

- Participating in community, social, athletic, civic, and/or cultural activities
- Completing Service Learning
- Making healthy life choices for self, others, and the earth

Enrollment

In the spirit of our mission and vision, CATCH acts as an extension of the family. As such, we strive to cultivate an atmosphere where every teacher can offer students individualized attention, which means that our model works best when the number of students enrolled allows for this kind of one-on-one care. Therefore, our concern lies not in exponentially growing our numbers from year to year, but in cultivating an environment where our enrollment matches our goals as a school.

To this end, over the past five years, CATCH has employed a social media strategy to help publicize the school’s achievements and successes, as well as created a Development Team that goes out into the community and participates in neighborhood goings-on for the chance to be part of the conversation regarding important local issues. This strategy has helped CATCH Prep spread the word about our commitment to college and career success, and enrollment has steadied for the past three years.

While our core challenges will always be centered around ways to maximize student achievement for the purpose of post-secondary success, CATCH realizes the importance of communicating our mission and vision clearly so that it resonates with the community we’ve served these past 15 years, as well as the community we’re evolving into over the next phase of our continued development. Below, is our past three years of enrollment, and our plan towards sustained and meaningful growth into 2023 and beyond.

Table 1: Student Enrollment by Grade

Grade	2018-19	2019-20	2020-21
9	39	54	47
10	20	39	56
11	59	20	39
12	65	59	20
Total	183	172	162

Table 2: Student Enrollment 5-Year Plan

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
9	47	45	50	50	50
10	56	45	45	50	50
11	39	55	45	45	50
12	20	45	55	45	45
Total	162	190	195	190	195

The current admission practice for CATCH Prep is to accept ALL students on a first-come, first-served basis. Plans for charter enrollment growth include leveraging the following relationships and opportunities that CATCH Prep provides:

- A direct feed from Audubon Middle School
- A CIF-sanctioned athletic relationship between CATCH and Dorsey High
- A fully-inclusive Special Education setting
- Additional Arts & CTE electives including Dance, STEP Team, and Robotics
- The continuation of our Summer Bridge Program for 9th graders
- The addition of AP classes, including AP Psychology, AP Photo, AP Government, and AP Statistics

Demographics

While the Los Angeles Unified School District is comprised of a predominantly Hispanic and Latino student population, the majority of CATCH students are African American. This reflects the population of the Crenshaw District community and is similar to the enrollment of the school our students would otherwise attend, Crenshaw Senior High School. Notably, according to the Los Angeles Times Data Desk, the demographics of CATCH are distinct to neighboring schools in the area; these demographic particulars and the concomitant student populations of nearby schools are summarized in Table 3.

Table 3: 2019-2020 Enrollment and Neighborhood Demographics Comparison Data

School	African-Americans Enrolled	African-Americans in Immediate Neighborhood	Latinos Enrolled	Latinos in Immediate Neighborhood
CATCH Prep	67.2 %	77.4 %	28.4 %	17.4 %
Audubon MS	54.5%	77.4 %	43.%	17.4 %
Crenshaw HS	52.1 %	71.3 %	29 %	17.3 %
Dorsey HS	49.6 %	56.2 %	49 %	39.6 %
Washington HS	47.8 %	57.5 %	43.2 %	42.6 %
Manual Arts HS	17.8 %	38.8 %	78.5 %	67.7%

**Source: Enrollment data provided by the California Department of Education. Neighborhood demographics provided by the Los Angeles Times' Data Desk.*

Table 4, below, displays the last three years of demographic data as it pertains specifically to CATCH Prep as reported to the California Department Of Education by way of CALPADS, and California Student ID tracking.


Table 4: 2018-2020 Demographic Data For CATCH Prep

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2019-20	172	62.8%	0.0%	0.6%	0.0%	33.7%	0.0%	0.0%	1.7%	1.2%
2018-19	183	67.2%	0.0%	0.5%	0.5%	28.4%	0.0%	2.2%	1.1%	0.0%
2017-18	171	73.7%	0.0%	0.6%	0.0%	21.6%	0.0%	2.3%	1.2%	0.6%
2016-17	162	80.2%	0.0%	0.0%	0.6%	17.9%	0.0%	0.6%	0.6%	0.0%
2015-16	141	95.0%	0.0%	0.0%	0.7%	3.5%	0.0%	0.7%	0.0%	0.0%
2014-15	182	90.1%	0.5%	0.0%	0.0%	6.6%	0.0%	0.0%	1.6%	1.1%

Primary Languages other than English

English proficiency is essential for ensuring access to college and beyond for all of our students. CATCH Prep is proud to be able to work so closely with our EL population (which currently fluctuates between 0 and 20 students a year) as we support their language development on the way to proficiency.

Table 5: 19-20 English Learner Enrollment & Reclassification Data



California Department of Education

Data Reporting Office
Prepared: 12/5/2020 10:26:02 PM

-Select another year- ▼

Selected School Level Data
CATCH Prep Charter H--Los Angeles Uni--1964733-0101659
for the year 2019-20

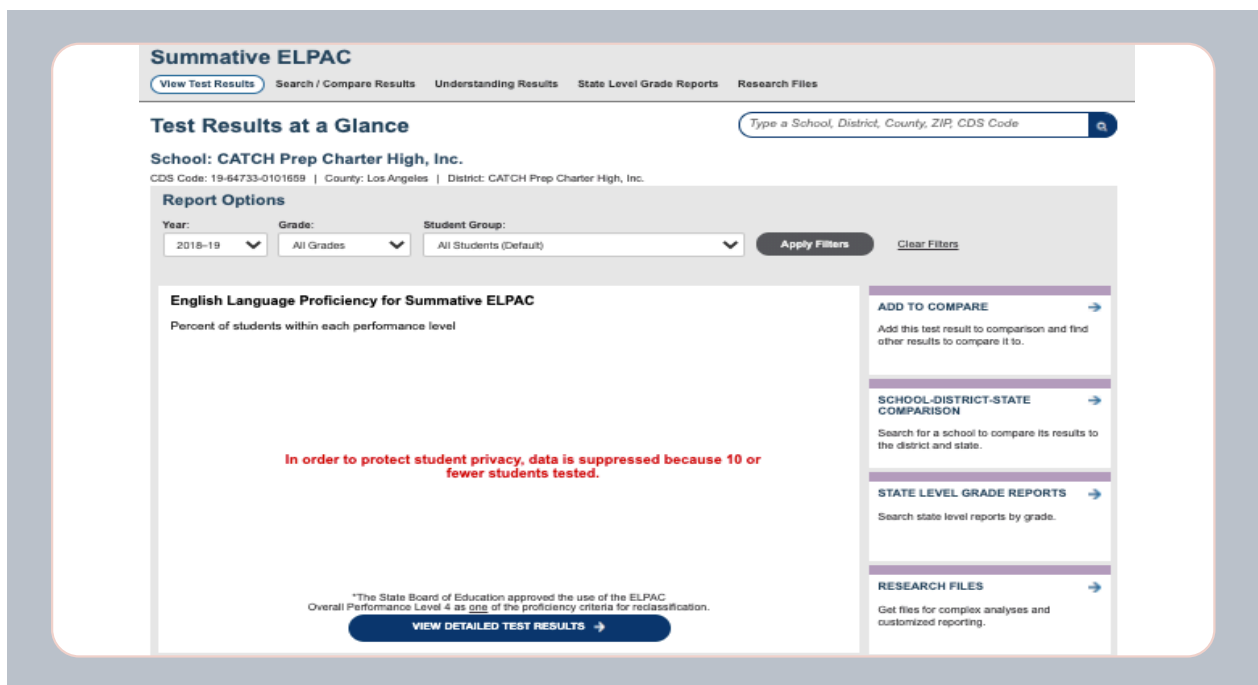
- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
CATCH Prep Charter High, Inc.	19647330101659	172	16 (9.3 %)	33 (19.2 %)	2 (13.3 %)
District Total:		596,937	119,626 (20.0 %)	213,712 (35.8 %)	19,510 (15.8 %)
County Total:		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
State Total:		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Perhaps because of the predominantly African American neighborhood CATCH is located in, CATCH does not possess a numerically significant population of English Language Learners. The primary language for the overwhelming amount of CATCH students is English, although in many households, students speak various dialects that differ greatly from Standard American English – dialects spoken in Jamaican, Belizean, and Caribbean among others. Although derived from the English language, the rules of these dialects conflict with those of Standard American English making instruction in writing, mechanics, and speaking a top priority.

This small data set is particularly problematic when analyzing our school’s California Dashboard data. Because of how small our EL cohort size is from year to year, our results are not published for reasons of privacy (too small of a cohort makes the data easy to pinpoint to an individual student). As such, our California Dashboard data does not post our school’s overall EL progress and the success we’ve had moving students to Reclassification every year. This is particularly relevant as a charter school, since our students come to us from various district settings where they may have been in EL programs for 5-10 years without being reclassified. In addition, CATCH serves a population of Central American students who recently immigrated to the United States and have been separated from their parents at the border. These students are living with family members while going to school at CATCH and learning the language and culture for the very first time in their lives – often after living under harrowing conditions. CATCH has petitioned the CDE to more accurately reflect our EL achievement data, but in the meantime our posted results look like this:








Figure 21: ELPAC Data At a Glance



Suspension and Expulsion Rates, and Crime Statistics

One of the aspects of student performance CATCH Prep is most proud of is the rate of Suspensions and Expulsions at the school. CATCH utilizes its relationships with students and families to counsel students whenever instances of misconduct arise. Since our last WASC Visit, CATCH Prep has experienced zero suspensions and expulsions. This is a testament, not only to the school’s culture of success and self-efficacy, but also to the school’s emphasis on restorative justice practices that allow students to correct behavior and achieve resolutions to issues through meaningful dialogue with structured and personal accountability for the maintenance of relationships. As a result, CATCH’s Suspension Rate has kept 100% of students in 100% of their classes due to decisions related to student behavior.

Table 6: 2019 Student Suspension Comparison

	California Dashboard Indicator	Rate	Change
CATCH Prep		<i>Very Low</i> 0%	<i>Maintained</i> 0%
Crenshaw High School		<i>Medium</i> 4.5%	<i>Declined</i> -1.4%
Dorsey High School		<i>Low</i> 1%	<i>Declined Significantly</i> -2.3%
Manual Arts		<i>Low</i> 1.3%	<i>Declined</i> -.4%
Washington Prep		<i>Medium</i> 2%	<i>Increased</i> +.7%
Jefferson High School		<i>Very Low</i> 0%	<i>Maintained</i> -.2%
Fremont High School		<i>Very Low</i> .1%	<i>Maintained</i> -.1%

Socioeconomic Status

At CATCH, 97.7% of our students qualified for Free and Reduced Lunch during the 2019-2020 school year. CATCH focuses on empowering these students with the confidence that regardless of one’s socio-economic status, academic success is always within reach.

• A description of the school programs

Arts & Technology Conservatories

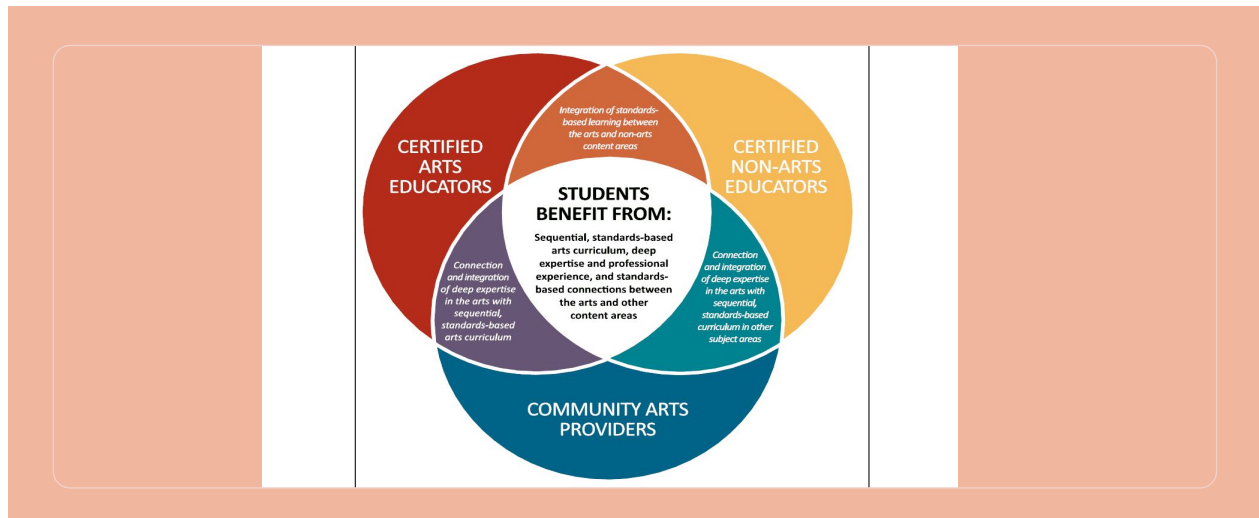
We believe that a richly arts-infused curriculum does and will continue to broaden our CATCH students’ horizons and transport them beyond the boundaries and restrictions of their impoverished communities. CATCH teachers infuse a plethora of art forms, including language, visual, performing and digital arts into their classroom curriculum in an effort to educate well-rounded students, enriching their education and offering them new perspectives about the world around them.

CATCH provides students an opportunity for learning through the arts, by merging the arts with all areas of our traditional curriculum. Core curriculum courses, aligned with state standards, are taught by integrating the practical application of the arts. This enriched program provides multiple avenues through which students develop their problem-solving, critical, creative, and divergent thinking skills, while at the same time connecting the students more deeply to the world, and broadening their perspectives and world-view.

By using a mix of credentialed, non-credentialed, and community arts providers, CATCH Prep can provide students with an experience in the arts that is truly unparalleled.

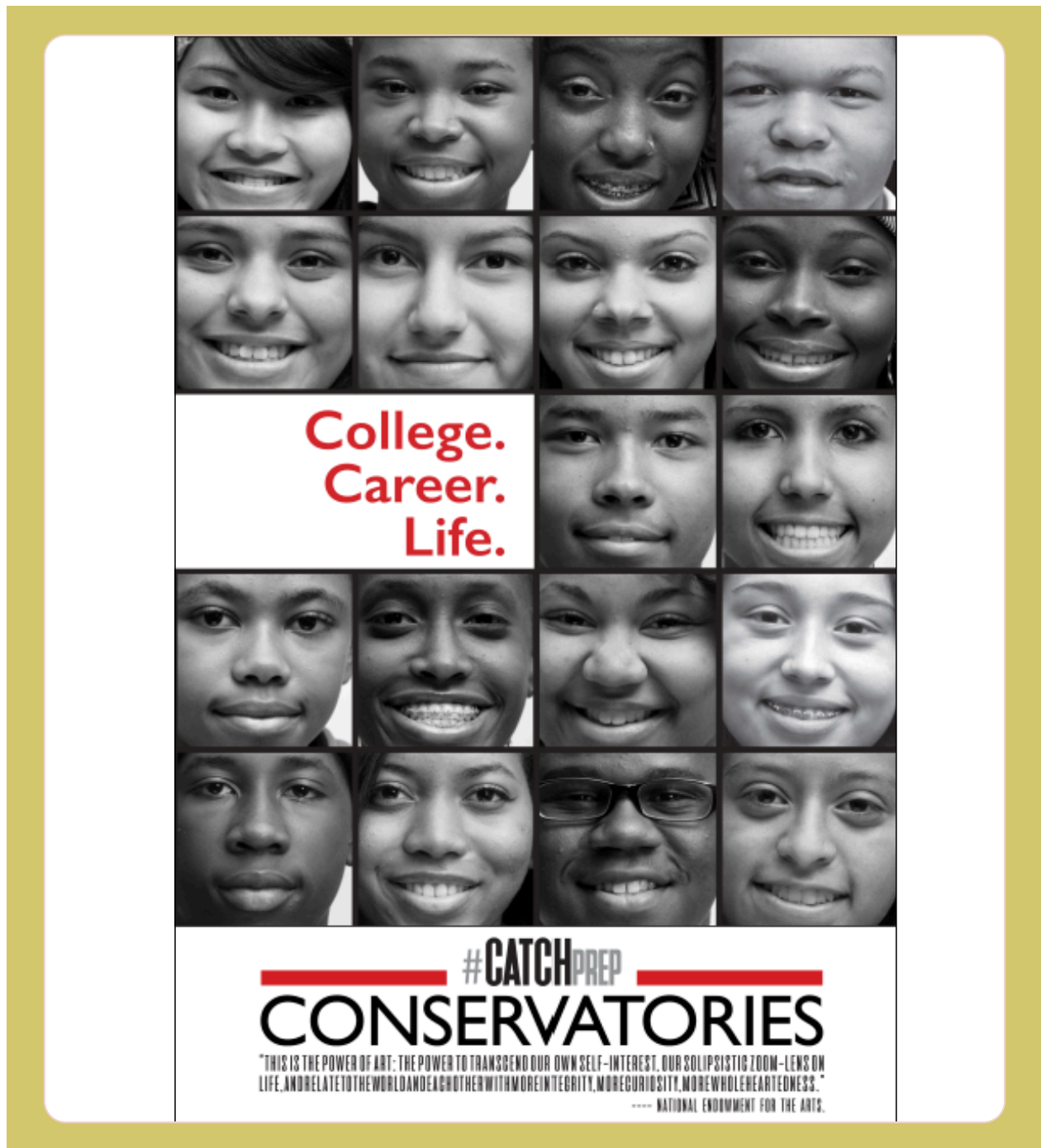
Here is how we do it:

Figure 22: Arts-Infused Approach



Because social and educational opportunities at home or in their neighborhoods are rare, too dangerous, or nonexistent for our at-risk students, over the past five years, CATCH Prep has implemented after-school conservatories that allow students to enrich their educational and social experiences in a safe, nurturing, stimulating environment of the place they have grown to trust. The school serves as a safe haven for our student population, where they can choose to spend all day if they wish, providing additional learning opportunities in visual, performing, applied, or technical arts.

Figure 23: Conservatory Poster



Media Arts Conservatory

The Media Arts Conservatory offers 9th through 12th grade students training in animation, games, design, and media. Using new and emerging technologies, students learn to build narratives, create fantastic characters, and design innovative worlds across a variety of digital and analog platforms. The Media Arts Conservatory encourages learning through immersive instruction, application of experience, and critique. Students are exposed to renowned guest artists and industry leaders, who visit the campus to share their expertise and creativity through lectures, presentations, and hands-on training. Media Arts students enjoy a rigorous and thoroughly challenging curriculum equivalent to digital media programs at competitive colleges and universities, and use the skills learned throughout their time in the conservatory to solve problems and push the boundaries and overcome challenges.

Competitive Step Team

The COMPETITIVE STEP TEAM at CATCH Prep offers 9th through 12th grade students pre-college experience and practice in the dance form known as STEP. This conservatory is the only program of its kind specially designed to develop well-rounded dancers with the technical skills, discipline, and commitment necessary for immediate access to STEP Teams at colleges and universities across the country. Master classes featuring distinguished guest artists, university faculty, and leaders in the world of STEP are scheduled throughout the school year, which provides students the unique opportunity to establish a relationship with various internationally renowned choreographers. Intended for serious, mature dancers with a passion for their artistry, the competitive STEP Team at CATCH Prep also offers exciting performance opportunities, where students have the chance to demonstrate the artistic skills and talents they have gained throughout their time in the conservatory.

Fashion Conservatory

The Fashion Conservatory offers a diverse and challenging high-caliber program. Talented faculty members teach the student designers a wide range of skills from a variety of arts disciplines. This program is open to students in grades 9 through 12 and is designed to provide aspiring fashion professionals with an opportunity to explore and actively participate in a multitude of pattern-making, sewing, and design classes in a stimulating, creative, and nurturing environment. Each student is exposed to a broad spectrum of the arts, including visual arts, creative writing, applied design, and graphic arts. Students leave the program with a direct-line to fashion colleges like FIDM and Institute For The Arts, here in Los Angeles, and in cities across the globe.

Robotics Conservatory

The FIRST Robotics Competition (FRC) is an international high school robotics

competition, and CATCH Prep is designing a conservatory experience to specifically prepare students for access and entry into the event. In the Robotics Conservatory, each year, students, coaches, and mentors work during a six-week period to build game-playing robots that weigh up to 120 pounds. Robots complete tasks such as scoring balls into goals, flying discs into goals, inner tubes onto racks, hanging on bars, and balancing robots on balance beams. The game changes yearly, keeping the excitement fresh and giving each team a more level playing field. While teams are given a standard set of parts, they are also allowed a budget and encouraged to buy or make specialized parts. The Robotics Conservatory at CATCH Prep has a unique culture, built around two values. Gracious Professionalism embraces the competition inherent in the program, but rejects “trash talk” and “chest-thumping”, instead embracing empathy and respect for other teams. Competition emphasizes that teams can cooperate and compete at the same time. The goal of the Robotics Conservatory at CATCH Prep is to inspire students to be science and technology leaders; and when they graduate, that’s what an overwhelming majority of students pursue as a major in college.

Blended Learning Interventions

CATCH’s Instructional Leadership Team (ILT) leads the “Blended Learning Intervention” initiative, where students are identified for CATCH’s first-ever blended learning math intervention that uses Harvard University’s EdX learning platform to individually tailor skill-building in math as students take online learning modules, demonstrate mastery on assignments and quizzes, and track their regular progress. This school year, we are already meeting one of our expected annual measurable outcomes for LCAP Goal 2 by successfully identifying students for this blended learning intervention and making significant progress on their learning results as evidenced by benchmark assessments.

We blend EdX’s online Algebra, Geometry, and Algebra II courses with real-time instruction from a highly-qualified in-person math teacher to create a blended learning intervention model for students designed to simulate aspects of the 1:1 tutoring scenario students often experience after-school with their teacher or with an off-campus tutor. In its current iteration, our blended learning program is defined by the following:

- Only occurs for students during the school day and within the confines of the physical school. (Pre-Pandemic)
- Taught (not supervised), by a full-time, highly qualified certificated teacher within the same content area of their expertise.
- Requires a blend of digital and offline coursework aligned to standards.
- Balances self-paced online modules with offline novels, debates, discussions, projects, and group-work.
- Allows students to work at their own pace and receive frequent feedback on their performance.

This learning paradigm is already producing measurable results, in large part because the intervention is individualized and custom-designed for each student, and instructional time is focused on the specific needs and mathematical gaps of each child as demonstrated by benchmark data collected ongoingly throughout the year.

As we've innovated our new Blended Learning Model of intervention, we concurrently examine its applicability to reading, writing, and literacy across the curriculum. As we experiment, we've latched on to Google Classroom as a learning management system to organize student assignments and provide timely digital feedback for all of our learners. This increased feedback time facilitates the recursive process of writing, allowing students to produce language more frequently and practice diction and syntax choices at a rate that was previously unattainable. We expect that the strategic planning and implementation of this initiative will help our students be more literate and numerate, along with being even more prepared for college.

At CATCH, we know that if our students are to succeed in high school and college, they must become digital citizens by possessing sophisticated information-management and media-literacy skills. To address this challenge, CATCH Prep operates in a 1:2 student:device ecosystem. All CATCH Prep teachers have strategically integrated 1:1 technology use into all curricular areas and students have been trained to use technology as a tool to leverage their productivity and improve their communication. Chromebooks are ubiquitous across campus at CATCH, and students collaborate with each other and their teachers and to conduct research, produce essays, create presentations, and even provide feedback for peers as part of a digital revision process. Teachers at CATCH Prep store electronic portfolios of their students' work where they collect, compare, and analyze assignments and assessment data for each student. CATCH Prep believes that by addressing these academically related challenges, our students will be better equipped to deal with the rigors of college and any and all future careers.

Our goal is to leverage our technology tools in the classroom to create individualized blended-learning math intervention that address a wide range of content and skill gaps in ways that are relevant, engaging and meaningful for students.

A New Name, A New Development Team

Formerly known as Crenshaw Arts-Tech Charter High, CATCH Prep is excited to have evolved its name to reflect the school's student achievement results and commitment to 4-year college access and career preparation post-secondary.

To go along with this evolution, over the past three years, the CATCH Prep Governing Board has recommended the creation of a Development Team to help ensure continued

enrollment growth by communicating and sharing CATCH's successes and telling the "CATCH Story" community-wide. This action step created by the Board is intended to have multiple impacts across the entirety of the school:

- Expand the CATCH PROMISE to include as many students and families as possible.
- Create a unified vision and language to communicate the school's core values to all stakeholders, both, within and outside of the school community.
- Engage the community in CATCH Prep's goings-on and add the perspective of our students and families to important initiatives in the neighborhood – i.e. the Baldwin Hills Crenshaw Plaza development currently taking place, or the Crenshaw Metro rail line set to open next school year.
- Promote innovation and new ideas by seeking out new partnerships and learning opportunities, and taking advantage of them.
- California School Dashboard Performance Overview and other local measures.

Student Performance Data

CATCH Prep has a long 17-year history of consistently committing to success in academics and achievement in every facet of high school learning. From English, to Mathematics, to Science and Social Science when they were assessed during the "CST-era," to College Access, Graduation, and English Language Development, CATCH commits its full body of resources to support and challenge students with rigorous learning opportunities across the full gamut of academic offerings. As a result, our student achievement data has significantly outperformed schools with a similar local context in almost every category of measurement for nearly CATCH's entire existence.

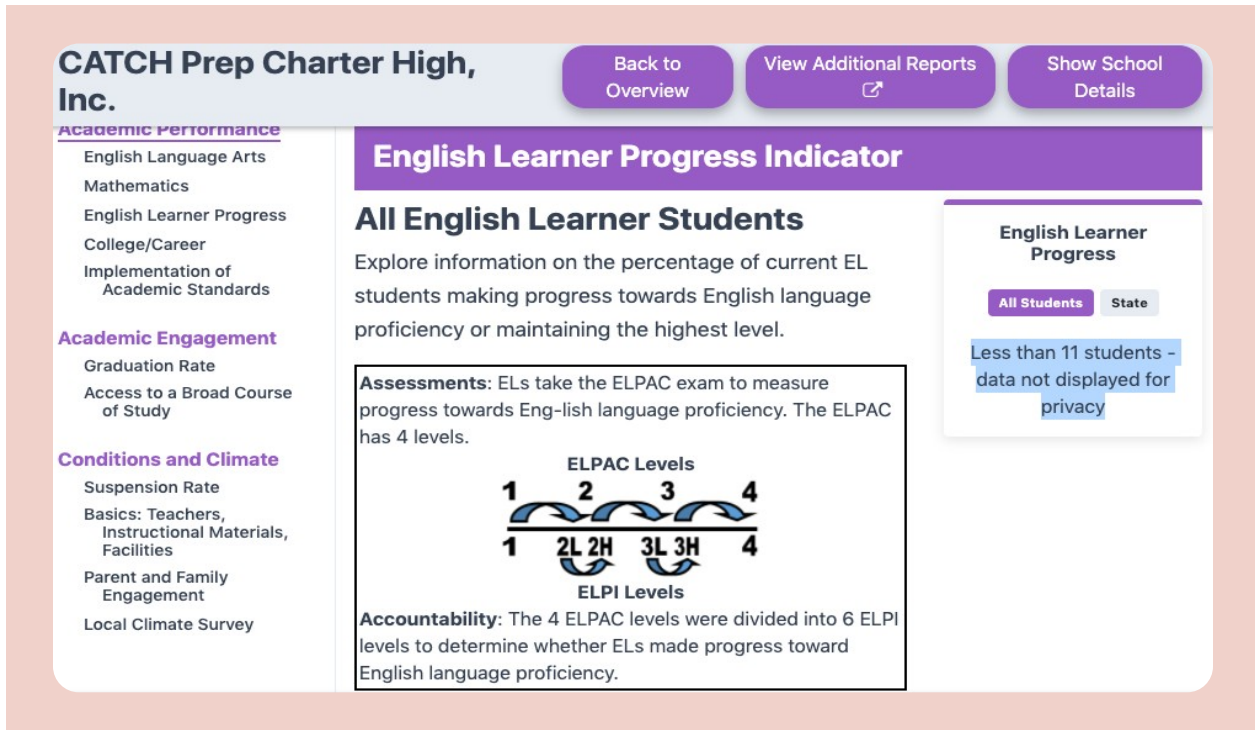
On one hand, this might be an expected outcome. As a small school of less than 200 students and 10 teachers, CATCH has the benefit of being able to focus its efforts on the specific and individual needs of each and every student. At the same time, however, as a small school, CATCH Prep's achievement data has to always be taken into context. The size of a particular cohort, for example, can create large shifts in achievement proficiency from year-to-year; and it can be difficult to gage a program's success at first blush if data isn't "dug into" more deeply than what may be needed at a similar school of a larger size and student data sample.

It is precisely for this reason, for example, that the California Department Of Education does not report any achievement data in which a particular cohort size is 10 or less.

When cohort sizes are small, research shows, individual performance can skew results by such large measures a program’s effectiveness or ineffectiveness may be difficult to measure.

In fact, the most recent English Learner Progress Indicator showing on the public-facing California Dashboard reads “Less than 11 students — data not displayed for privacy:”

Figure 24: California Dashboard English Learner Progress Indicator

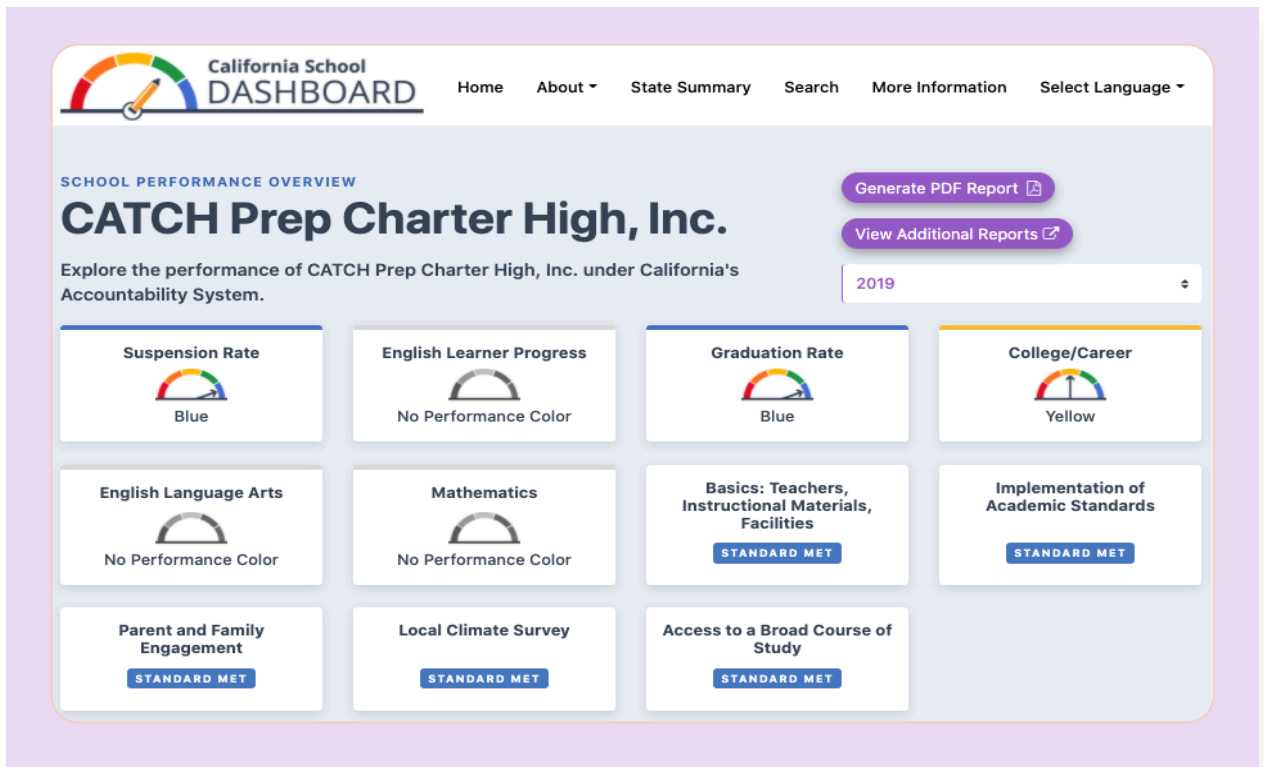


This note about privacy is an important one when it comes to understanding cohort performance and program efficacy. The State Of California does not report data of any cohort less than 11 because it is too easy to directly tie a cohort’s performance to a single, particular student. California deems this an issue of fairness and privacy. (For example, what if 2 students were in an achievement cohort and the reported proficiency score was 50%? Each student would know how the other performed based on the publicly reported data and the achievement scores each receives at the end of the year.) Similarly, CATCH views this data as only a piece of our English Language Development effectiveness paradigm — or any other curricular focus with achievement data and accountability tied to it. To fully understand how we can continue to maximize learning opportunities for our students, CATCH has taken a holistic approach to interpreting our data, student experiences, teacher narratives, and professional development.

What follows is both our California Dashboard data, directly from the California Department Of Education, as well as our internal benchmarks for assessing learning and achievement. By using these pieces of data together, CATCH faculty, staff, and students are best able to make adjustments the cycle of teaching and learning and maximize each other’s respective efforts.

Perhaps the most familiar way educators understand the California Dashboard is through its color-coded representation of various performance metrics for a school:

Figure 25: California Dashboard Overview



However, because CATCH’s cohort size of 11th graders was less than 30 for the 2019-2020 school year, the California Department Of Education does not list any cohort or subgroup data to any public-facing data models. This is also the case for any years that the 2019-2020 Junior Class at CATCH Prep can be compared to in (for example, comparing achievement growth from 18-19 to 19-20, or from 19-20 to 20-21). This means that CATCH Prep’s California Dashboard data will look similarly “greyed-out” until at least the 2021-2022 school year.

In past years, CATCH Prep has used the California Department Of Education’s Pivot Table (see below) to best understand cohort and subgroup data that can actionable across campus. The color-coded chart is a helpful representation of what specific areas CATCH

students are succeeding and struggling based on specific demographic backgrounds that can help CATCH create more targeted and specific interventions.

Table 7: Pivot Table by Subject Area

Indicator	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Suspension Rate	Blue	None	None	None	Blue	None	Blue	None	None	None	Blue	None	None	None
Graduation Rate	Blue	None	None	None	Blue	None	Blue	None	None	None	None	None	None	None
College/Career	Yellow	None	None	None	Yellow	None	Yellow	None	None	None	None	None	None	None
English Language Arts	None	None	None	None	None	None	None	None	None	None	None	None	None	None
Mathematics	None	None	None	None	None	None	None	None	None	None	None	None	None	None

Table 8: Pivot Table by Student Group

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	Blue	Yellow	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	Blue	Yellow	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	Blue	Blue	Yellow	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Blue	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

CATCH’s ELPAC data reports similarly. In 2019-2020, our 2018-19 results for English Learner Proficiency and reclassification were unlisted because the cohort size was less than 10. So, to better understand our cohort achievement and communicate it to our stakeholders, we dig in to customized reports from the California Department Of Education that let us know a more specific representation of learning at CATCH. When it comes to English Learner data, reports like this are more helpful:

Table 9: English Learner Proficiency Report

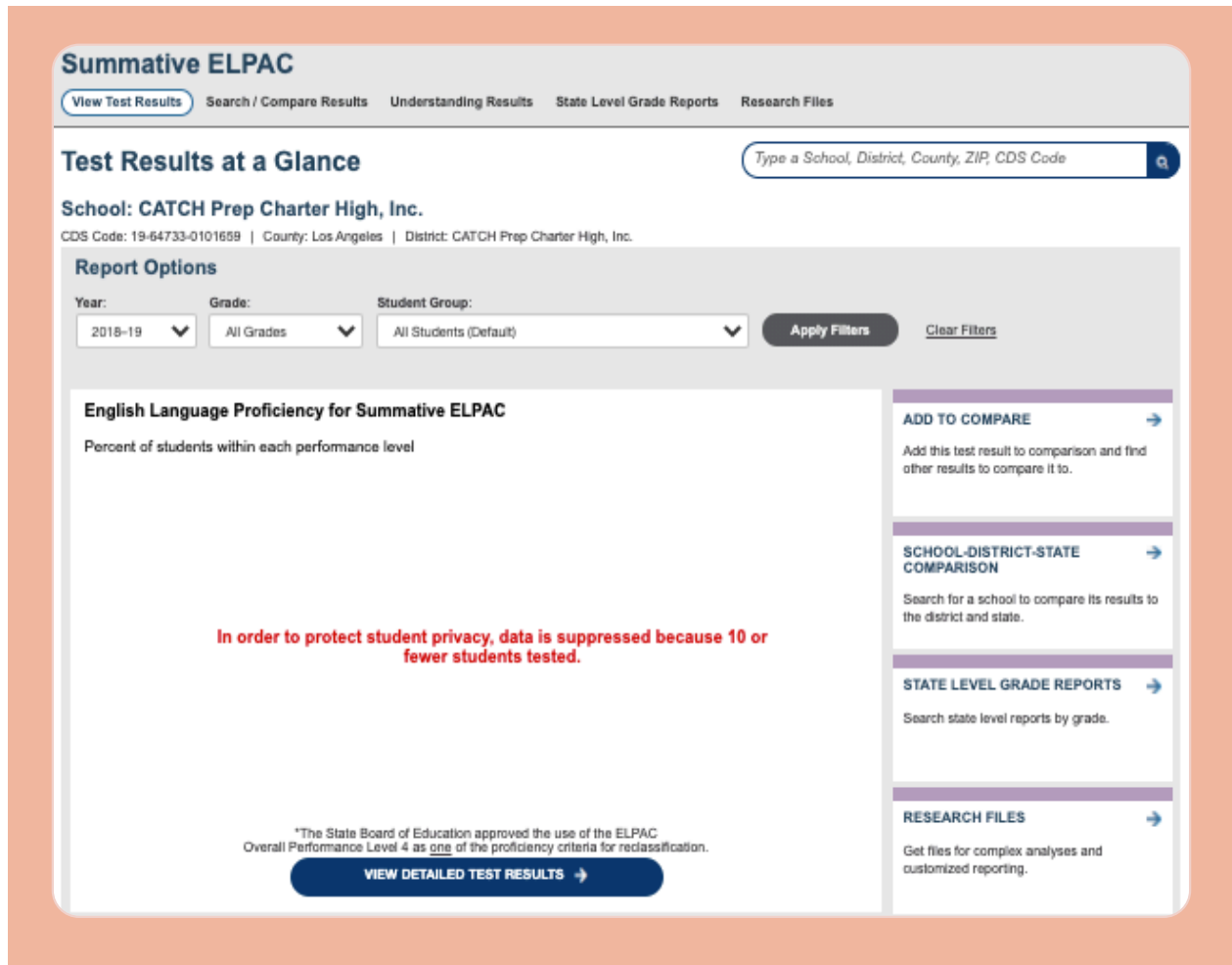
Selected School Level Data
CATCH Prep Charter H--Los Angeles Uni--1964733-0101659
for the year 2019-20

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
CATCH Prep Charter High, Inc.	19647330101659	172	16 (9.3 %)	33 (19.2 %)	2 (13.3 %)
District Total:		596,937	119,626 (20.0 %)	213,712 (35.8 %)	19,510 (15.8 %)
County Total:		1,436,522	258,775 (18.0 %)	417,906 (29.1 %)	41,962 (15.4 %)
State Total:		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

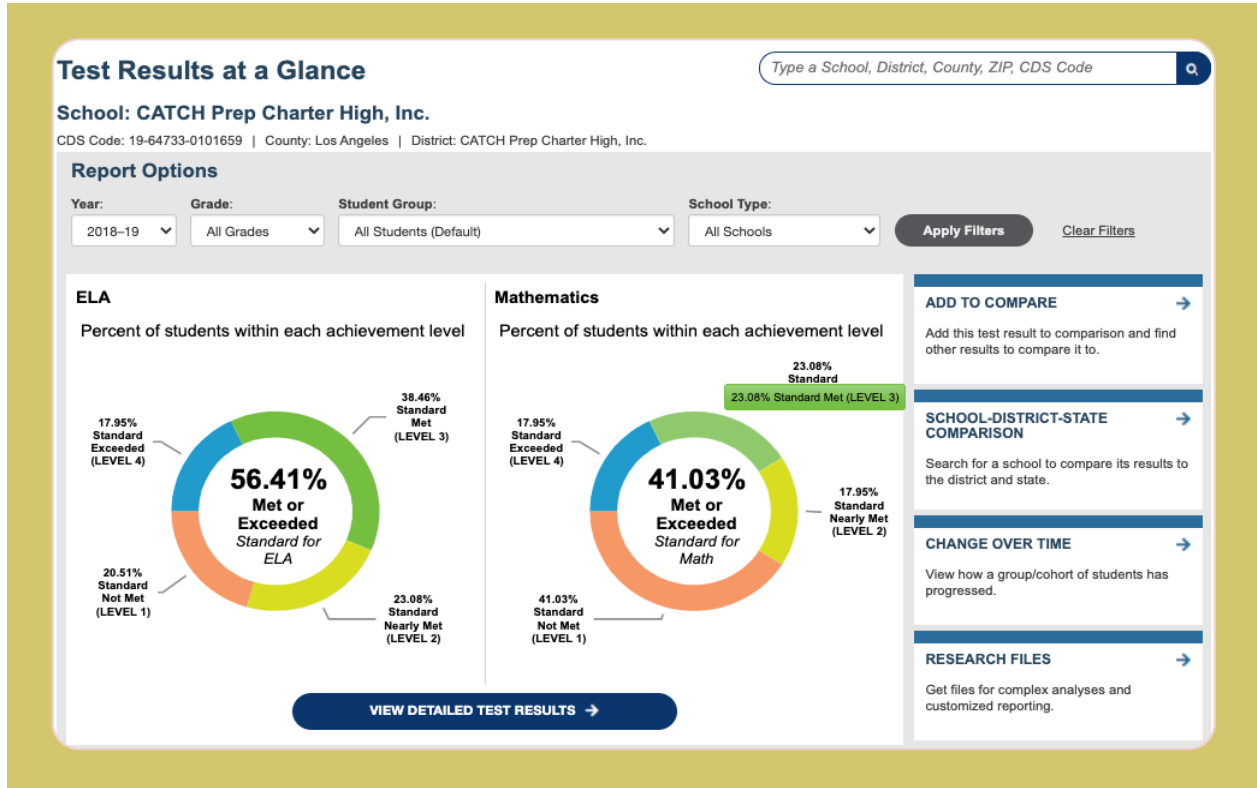
If we didn't utilize custom reports like this, CATCH would never be able to share or communicate our achievement results with our LEA authorizers, governing board, parent body, and community, at large. The California Dashboard, therefore, is insufficient when communicating achievement results for schools with a context like CATCH Prep's. As evidenced by the CATCH's ELPAC data as represented by the California Dashboard, our school has been compelled to look inward to understand our students' learning:

Figure 26: ELPAC Summative Data At a Glance



The same is true when it comes to English and Math proficiency. The California Dashboard's color-coded system (which is greyed-out for CATCH Prep) does not tell the complete story of our data. Instead, we use CAASPP results to understand specifically where students are succeeding and struggling. And, as of the latest CAASPP results of the exam taken in the Spring of 2019, CATCH Prep is the highest achieving high school in South Los Angeles in Math and English Language Arts with proficiency rates of 41% and 56% respectively:

Figure 27: ELA and Math CAASPP Test Results



Of course, these overall results are not as helpful as the breakdown of specific areas of Math and English were CATCH students and teachers are particularly successful or particularly challenged. To this end, CATCH makes use of breakdown data to tell our faculty and learning community a fuller story. In English, we can use overall achievement data to show us how we should target enrichment and intervention for Level 1 and Level 4 students:

Table 10: ELA Overall Achievement by Performance Band

Overall Achievement								
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Number of Students Tested [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Number of Students With Scores [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2589.0	N/A
Standard Exceeded: Level 4 [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	17.95 %	17.95 %
Standard Met: Level 3 [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	38.46 %	38.46 %
Standard Nearly Met: Level 2 [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	23.08 %	23.08 %
Standard Not Met: Level 1 [ⓘ]	N/A	N/A	N/A	N/A	N/A	N/A	20.51 %	20.51 %

Then, we can use area-specific data from the English Language Arts CAASPP to help teachers redesign their Unit Studies to spend more time and focus skills that may be underdeveloped due to a student’s previous educational experience before coming to CATCH.

Table 11: ELA Overall Achievement by Performance Strand

READING: How well do students understand stories and information that they read?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	20.51 %	20.51 %	
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	53.85 %	53.85 %	
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	25.64 %	25.64 %	

WRITING: How well do students communicate in writing?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	35.90 %	35.90 %	
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	51.28 %	51.28 %	
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	12.82 %	12.82 %	

LISTENING: How well do students understand spoken information?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	30.77 %	30.77 %	
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	53.85 %	53.85 %	
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	15.38 %	15.38 %	

RESEARCH/INQUIRY: How well can students find and present information about a topic?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	25.64 %	25.64 %	
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	51.28 %	51.28 %	
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	23.08 %	23.08 %	

In Math, this breakdown data looks similar, and CATCH teachers use this information to recreate lessons, adjust pacing plans, and evolve scope and sequence documents to better reflect the needs of our students based on the story our achievement data is telling:

Table 12: Math Overall Achievement by Performance Band

Overall Achievement								
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Number of Students Tested ⁽²⁾	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Number of Students With Scores ⁽³⁾	N/A	N/A	N/A	N/A	N/A	N/A	39	39
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2581.1	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	N/A	N/A	N/A	N/A	N/A	N/A	17.95 %	17.95 %
Standard Met: Level 3 ⁽⁵⁾	N/A	N/A	N/A	N/A	N/A	N/A	23.08 %	23.08 %
Standard Nearly Met: Level 2 ⁽⁶⁾	N/A	N/A	N/A	N/A	N/A	N/A	17.95 %	17.95 %
Standard Not Met: Level 1 ⁽⁷⁾	N/A	N/A	N/A	N/A	N/A	N/A	41.03 %	41.03 %

Table 13: Math Overall Achievement by Performance Strand

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.51 %	20.51 %
Near Standard ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.51 %	20.51 %
Below Standard ³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.97 %	58.97 %

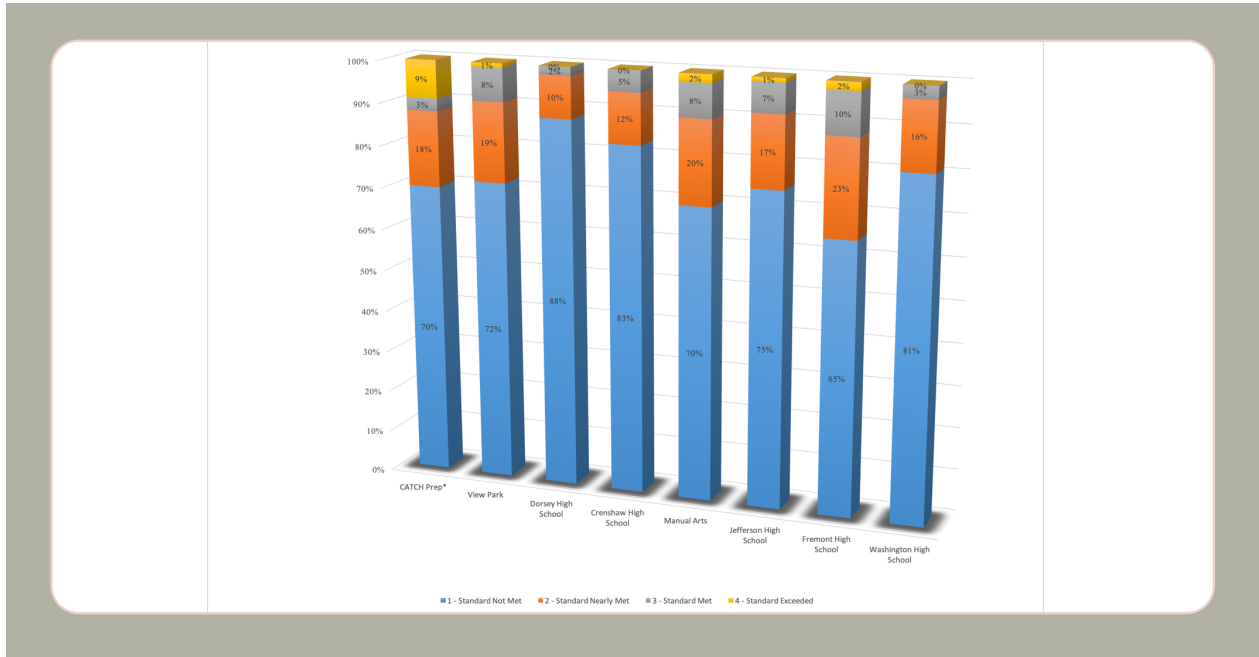
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.51 %	20.51 %
Near Standard ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.46 %	38.46 %
Below Standard ³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	41.03 %	41.03 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?									
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades	
Above Standard ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.21 %	28.21 %
Near Standard ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	53.85 %	53.85 %
Below Standard ³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.95 %	17.95 %

CATCH Prep’s student achievement is made even more clear when compared to local comprehensive and charter high schools in the surrounding area of South Central Los Angeles (where schools serve students of similar economic and demographic backgrounds as CATCH Prep). More students score “Yellow,” or EXCEEDS, on the Math portion of the CAASPP at CATCH Prep than any local high school – with the next highest performing cohort achieving 2% of students EXCEEDING standards compared to CATCH Prep’s 9%.

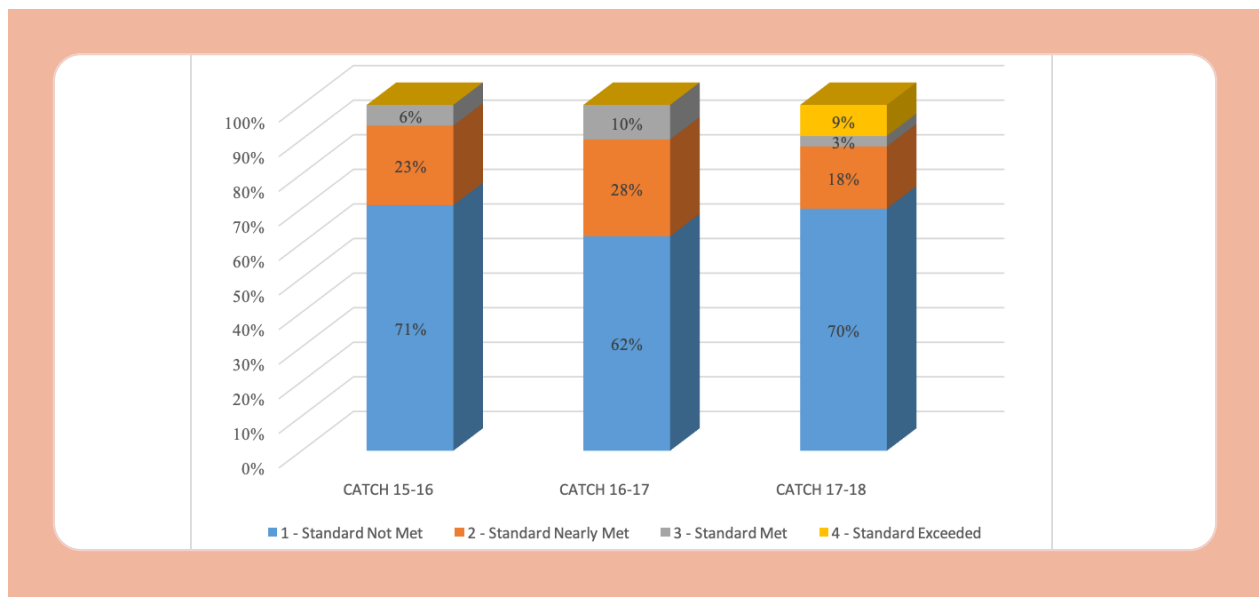
Similarly, when examining students who are, both, MEETING and EXCEEDING grade level standards as measured by the Math portion of the CAASPP Exam, CATCH Prep is also the highest performing high school in the area with a total of 12% of students achieving that distinction.

Figure 28: CAASPP Math Comparison Data



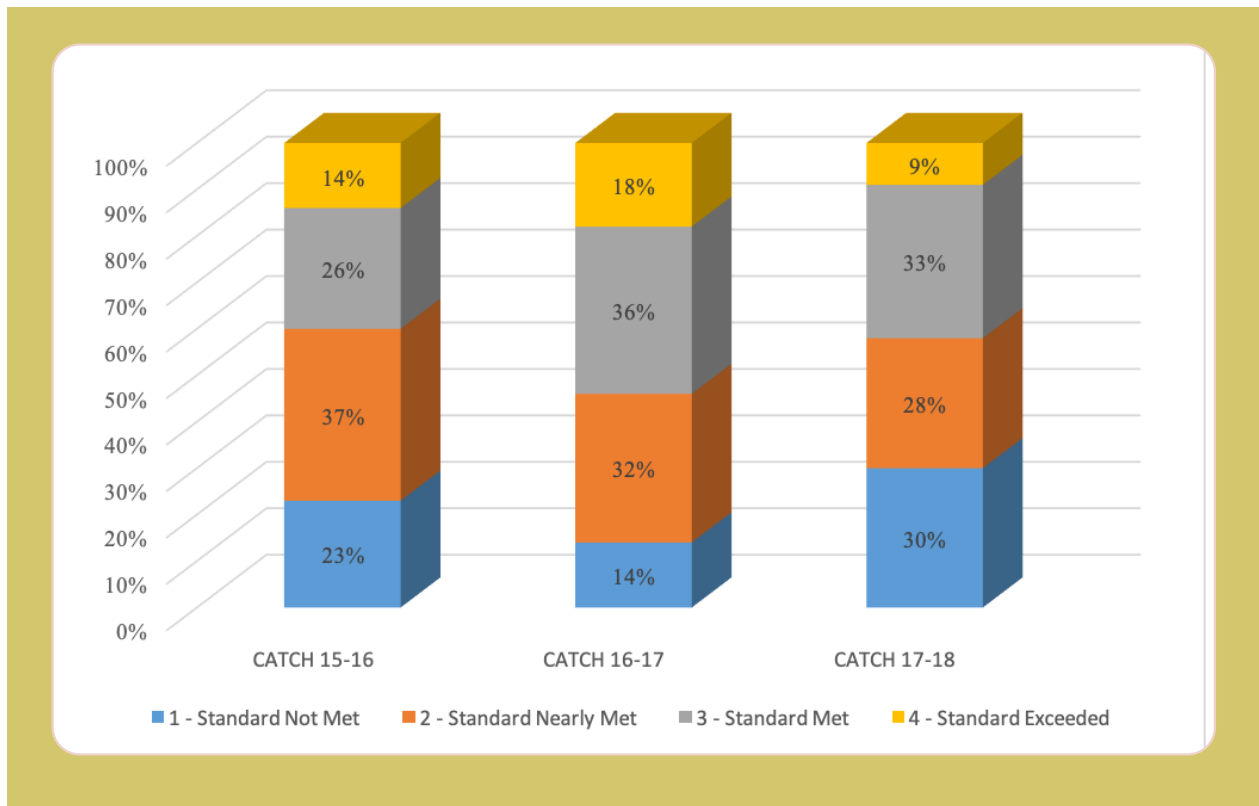
CATCH Prep students in 2018 achieved at a rate 3% higher than in 2017 when accounting for MEETING or EXCEEDING standards in 11th grade math. While this is on pace with school learning targets and LCAP goals, of particular note in the data is the number (9%) of students identified as EXCEEDING 11th grade Math standards. In all years previous to this, CATCH Prep had never identified any students (0%) as EXCEEDING standards on the Math portion of the CAASSP exam, so this data has affirmed some of our intervention, math strategy, and professional development focus, of which we are continuing to build upon in 2020:

Figure 29: 2016-2018 Math Student Achievement



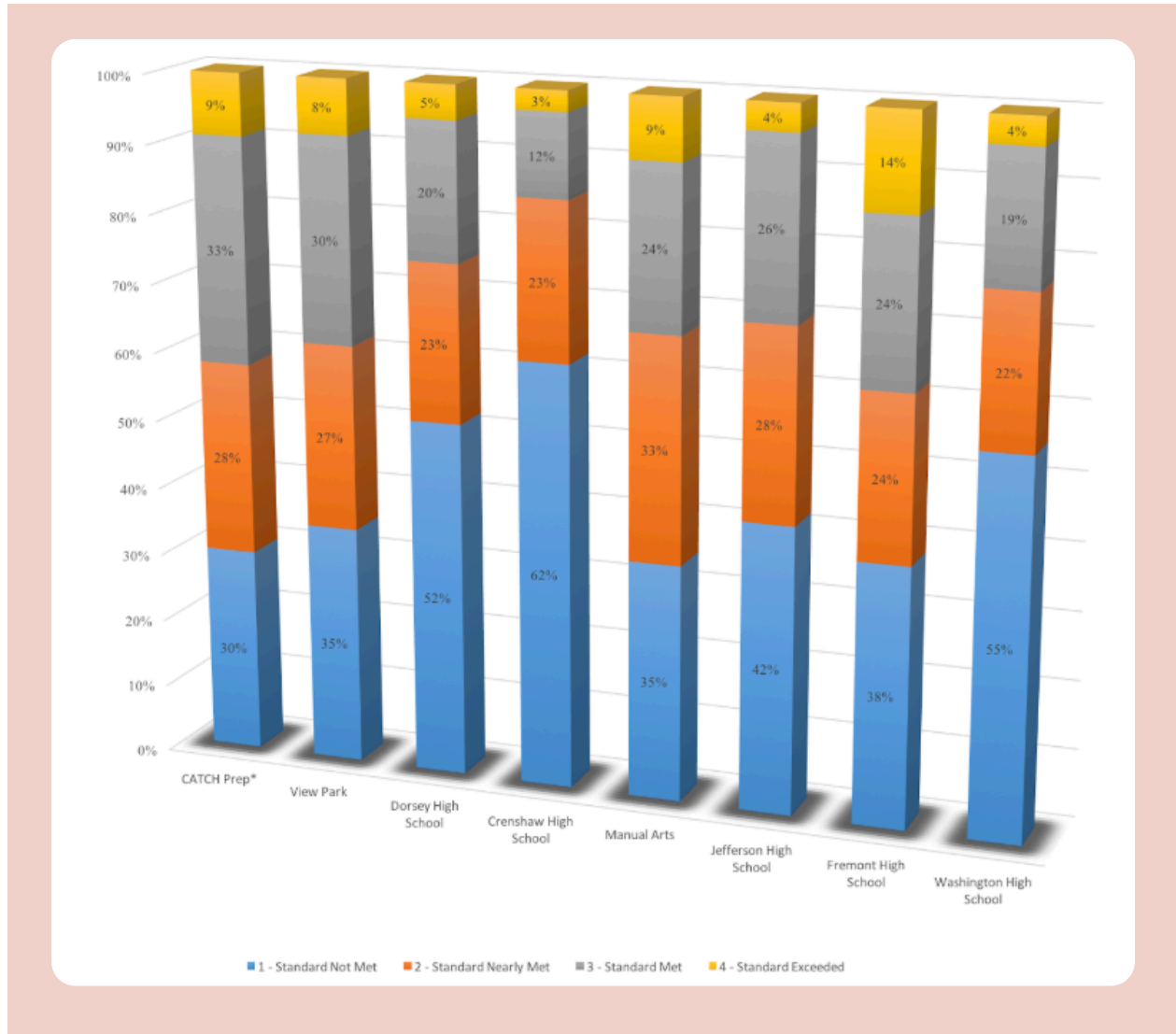
In English, CATCH Prep students, staff, and families learned much from student performance and achievement on the 2018 Spring CAASPP Exam. While CATCH Prep students experienced a similar decline as was seen with LAUSD 11th graders (-12% for CATCH compared to -4% for LAUSD) MEETING or EXCEEDING grade level standards as measured by the CAASPP in English Language Arts between the 16-17 and 17-18 school years, there was much that was learned by our extended school community in the process. In fact, we attribute this decline (and what was gleaned from it) to CATCH's 2018-2019 results of 54%:

Figure 30: 2016-2018 ELA Student Achievement



Compared to local comprehensive and charter high schools, CATCH Prep's student achievement performance on the ELA portion of the CAASPP Exam is unparalleled. Table 5 demonstrates that 42% of CATCH Prep 11th graders MEET or EXCEED grade level standards as measured by the CAASPP in English Language Arts, and that the distinction of 42% was the highest achieving cohort in all South Central Los Angeles-area high schools in 2018. In addition, Table 5 demonstrates that the 9% of CATCH Prep 11th graders EXCEEDED grade level standards in English Language Arts as measured by the CAASPP is the second-highest performing cohort in all of South Central Los Angeles.

Figure 31: ELA Local School Comparison



Internal Assessment Results

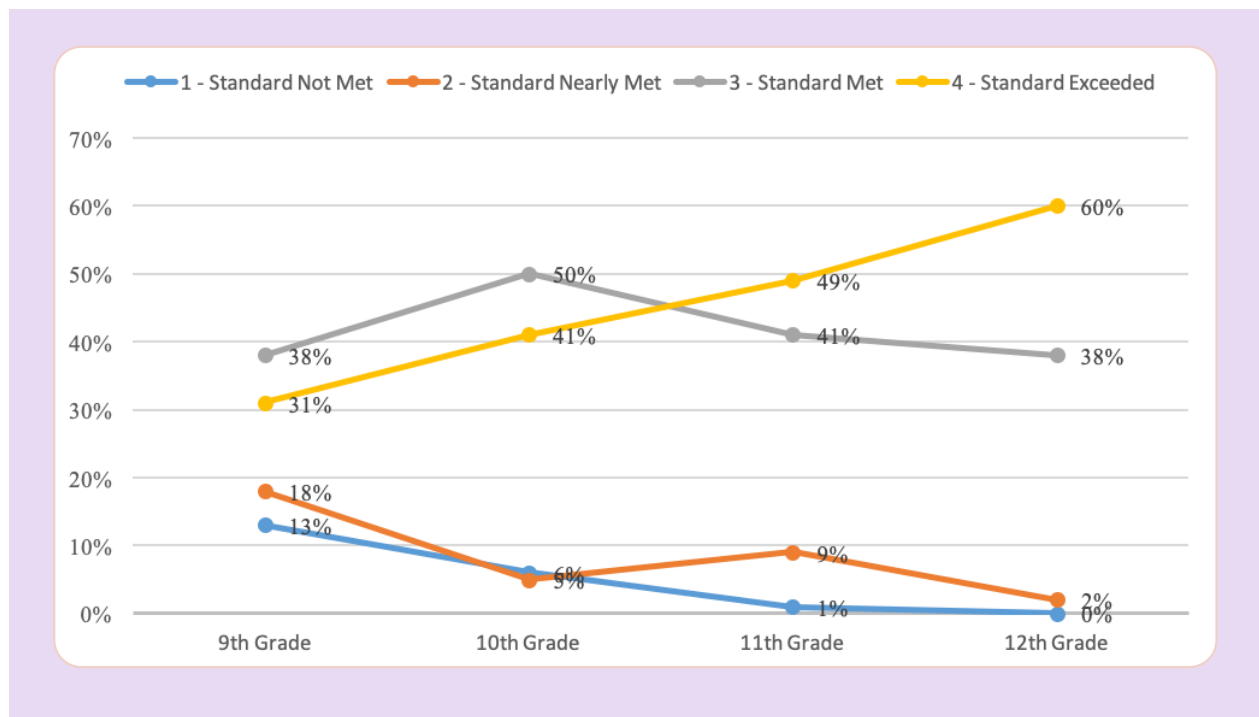
CATCH Prep uses a battery of internal benchmark assessments that have been developed by the various curricular departments on campus over the years to assess student achievement ongoingly throughout the school year. From Diagnostic assessments in Math and Spanish to determine proper placement in 9th grade, to various IAB (Interim Assessment Blocks) within the CAASPP system used by Math and English Departments, to our schoolwide practice of three department-created benchmark assessments each semester and a Final Exam, teachers have a wealth of data from which to inform their instruction and Professional Development efforts.

One trend in student achievement that has been typical at CATCH Prep is this: student achievement grows in each content area as students progress grade levels over time.

Teachers report that this phenomenon may be occurring as a result of CATCH Prep recruiting 9th graders from all over South Central Los Angeles. As students begin their high school career at CATCH Prep, they enter with a wide range of skills and educational experiences that result in the first semester of high school and benchmark achievement being challenging. However, as students learn together as a cohort, they begin to make significant gains in achievement; and over time, they produce greater learning outcomes year after year of CATCH Prep’s consistent educational experience.

Here are CATCH Prep’s most recent schoolwide benchmark results from our last full Calendar Year of in-person instruction in 2018-2019 for English and Math before the global coronavirus pandemic interrupted typical schooling at CATCH:

Chart 1: Fall 2020 ELA Internal Benchmark Data

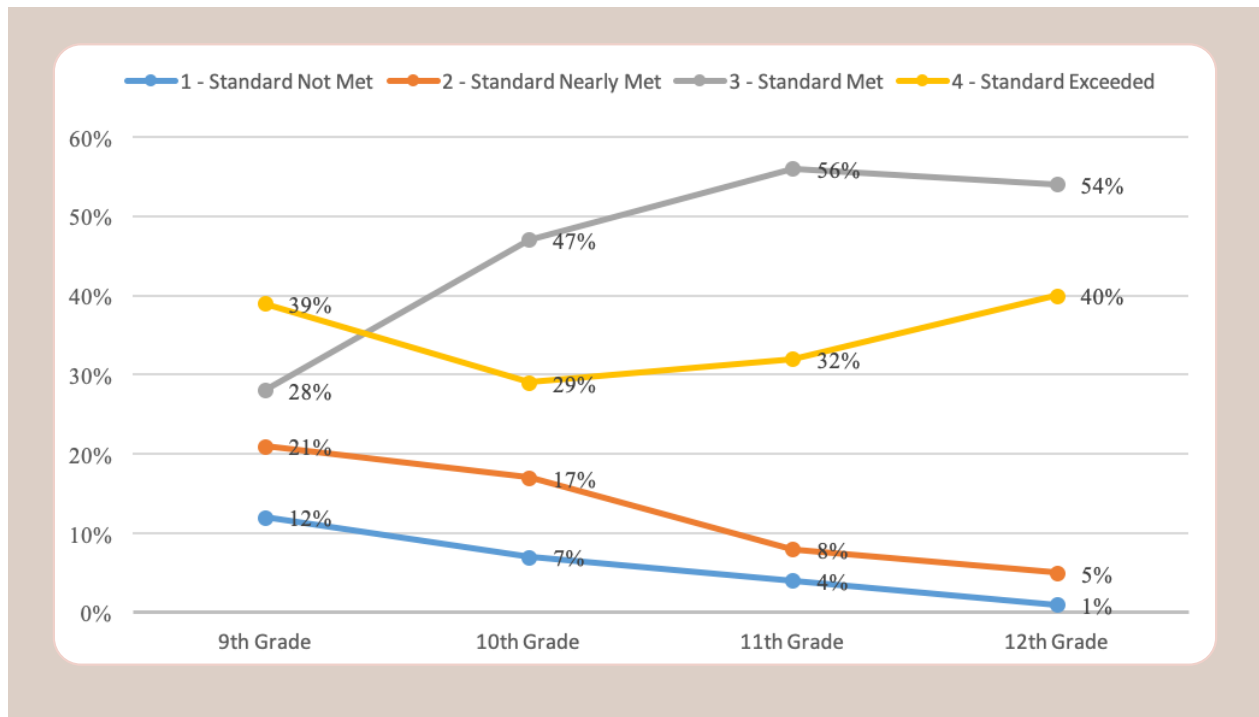


As in years past, students performing at or above grade-level standards (as indicated by the YELLOW and GRAY lines) increased as students progressed from grade level to grade level. And students performing near or below grade-level standards (as indicated by the ORANGE and BLUE) lines decreased as students progressed from grade level to grade level in English Language Arts. However, compared to 2017-2018, the biggest change in these internal assessment results was in 9th grade — which is particularly promising. Where 31% of students scored below the MEETS or EXCEEDS marker on Benchmark #3 in ELA in Fall of 2018, close to 45% of students scored at a similar level just one year before in Fall of 2017. This decrease in the lowest levels of achievement

indicates that our professional development plan is yielding tangible results, and CATCH Prep’s curricular shifts to increase rigor, writing frequency, and focus on close-reading are reaping meaningful learning outcomes.

Similar to English, Math results on Benchmark #1 of our internal assessment program show a rise in the highest levels of achievement for students as they progress throughout grade levels and take increasingly more challenging courses. Compared to Fall 2018 Benchmark #3 data, the 2019 cohort of 9th graders were already experiencing MEETS and EXCEEDS performance levels on our internal assessment at a rate that was 12% higher than before (67% in 2019 compared to 55% in 2018). This trend indicates that our Math strategies are working – in particular, our initiative to incentivize Office Hours for students by allowing test retakes once students go to at least 4 sessions of Office Hours. The thinking behind this is that more instructional time, particularly one-on-one times can result in deeper learning results and increased student performance.

Chart 2: Fall 2019 Math Internal Benchmark Data



Understanding Subgroup Data

When reviewing our benchmarks at CATCH Prep in Math, teachers have paid particular attention to the analysis of Subgroup Data as a way to pinpoint and target student growth in preparation for the state’s CAASPP Exam administered in May. Comparing results to the prior school year has been instrumental in informing our instructional shifts after Benchmark #1.

CATCH Prep’s numerically significant subgroups are AFRICAN-AMERICAN and ECONOMICALLY DISADVANTAGED, and in Math we found that Benchmark #1 of the 19-20 school year yielded results of 4% of CATCH students schoolwide exceeding grade-level standards and 12% of students throughout the school meeting grade-level standards after just six weeks.

Table 14: CATCH 19-20 Subgroup Data

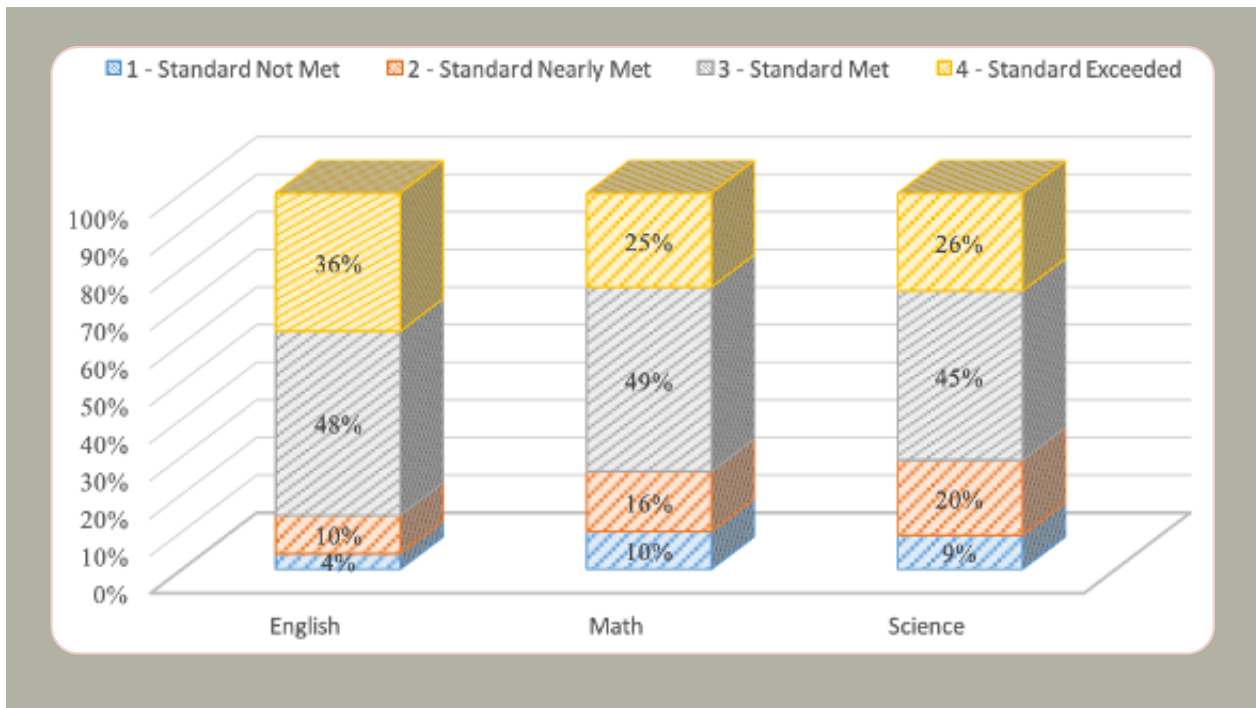
	Standards Exceed: 4	Standards Met: 3	Standards Nearly Met: 2	Standards Not Met: 1
18-19 Schoolwide Results	0%	6%	29%	65%
19-20 Schoolwide Results	4% (+4%)	12% (+6%)	24% (-5%)	60% (-5%)
18-19 African-American Subgroup	0%	12%	36%	52%
19-20 African-American Subgroup	4% (+4%)	27% (+15%)	25% (-11%)	44% (-8%)
18-19 Economically Disadvantaged Subgroup	0%	6%	33%	61%
19-20 Economically Disadvantaged Subgroup	8% (+8%)	18% (+12%)	24% (-9%)	50% (-11%)

This is particularly significant as it demonstrates an ongoing trend at CATCH Prep of continued Math achievement from year to year. African-American students also performed at levels of 4% and 27% meeting and exceeding grade-level standards – higher than

CATCH Prep as a whole. In regards to Economically Disadvantaged students, CATCH Prep’s numbers of Meeting and Exceeding grade-level standards look different from the rest of the school as they are much higher. While 12% of students schoolwide are meeting grade-level expectations in Math by the month of September, 26% of Economically Disadvantaged students are meeting that mark. This kind of growth indicates that our grouping strategies are effective, and that we should learn from the best practices of our Math teachers as they make instructional decisions in math that leverage high-quality student achievement results from all students.

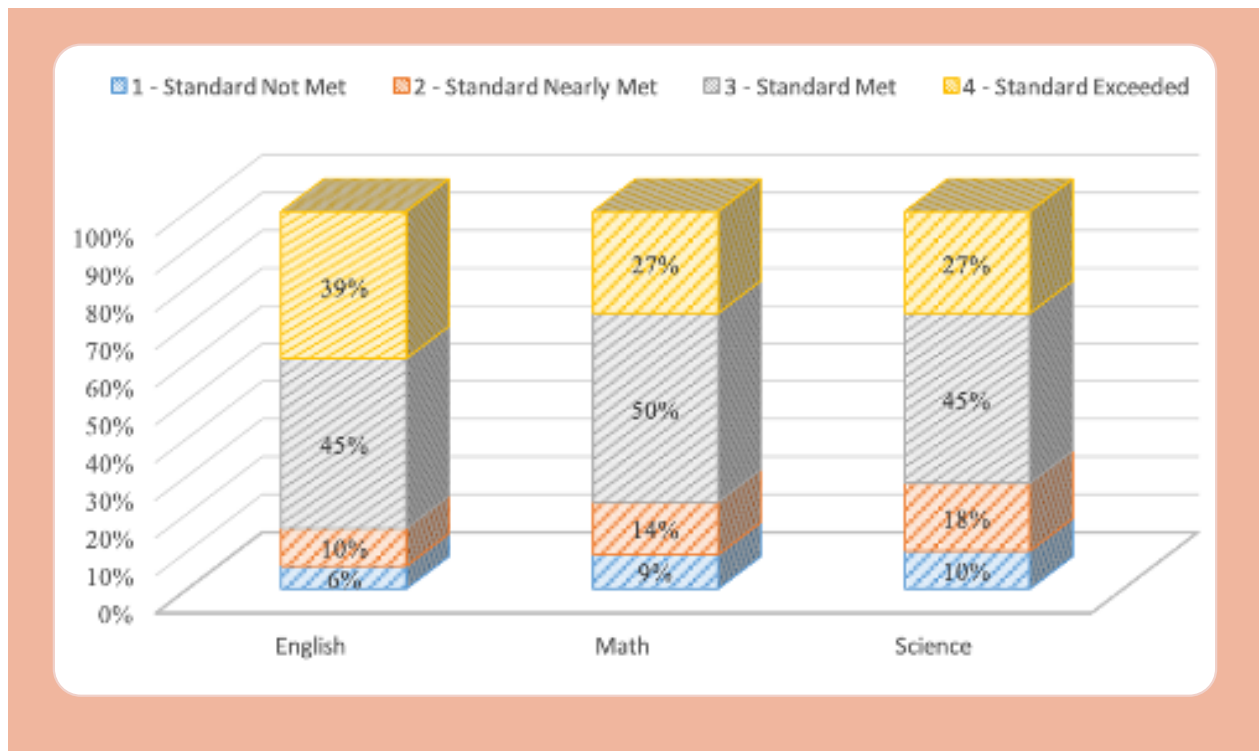
This year’s 2020-2021 data for 9th graders is significant in that our students are the first to be assessed after the pandemic began — and we can, perhaps, begin to look at learning loss. As a result, the subgroup data collected internally should be even more significant as the percentages represent students from new and relevant learning context. To this end, the 84% of African-American students MEETING or EXCEEDING standards in English, and the 74% of African-American students MEETING or EXCEEDING standards in Math is of particular note because of how distinct this population’s learning context is compared to 9th graders from 2019 or 2018 — virtual learning, Google Meet classrooms, asynchronous assignments, etc. But the data from 2020 shows that students are still achieving at high levels. For example, in 2019, these metrics were 65% and 60% respectively for English and Math when examining African-American students at CATCH Prep:

Chart 3: Fall 2020 CATCH Subgroup Data Chart for African American Students



The subgroup data for Economically Disadvantaged students tells the same story in regards to subgroup performance indicating a non-existent achievement gap when compared to the general population of the school. With 84% of Economically Disadvantaged students scoring MEETS or EXCEEDS on internal assessment Benchmark #1 in English in Fall of 2020, and 77% of Economically Disadvantaged students scoring MEETS or EXCEEDS on the same benchmark in Math, our current 9th grade subgroup of students in 2020 outperformed their similar cohort at CATCH Prep in 2019 by 10% and 9% respectively for English and Math. Coupled with the fact that the current year’s Freshman Class is being taught and assessed in a completely virtual environment because of the global health emergency caused by the coronavirus pandemic, the higher marks in student achievement this semester indicate that CATCH Prep is achieving greater results for a greater number of human beings than ever before:

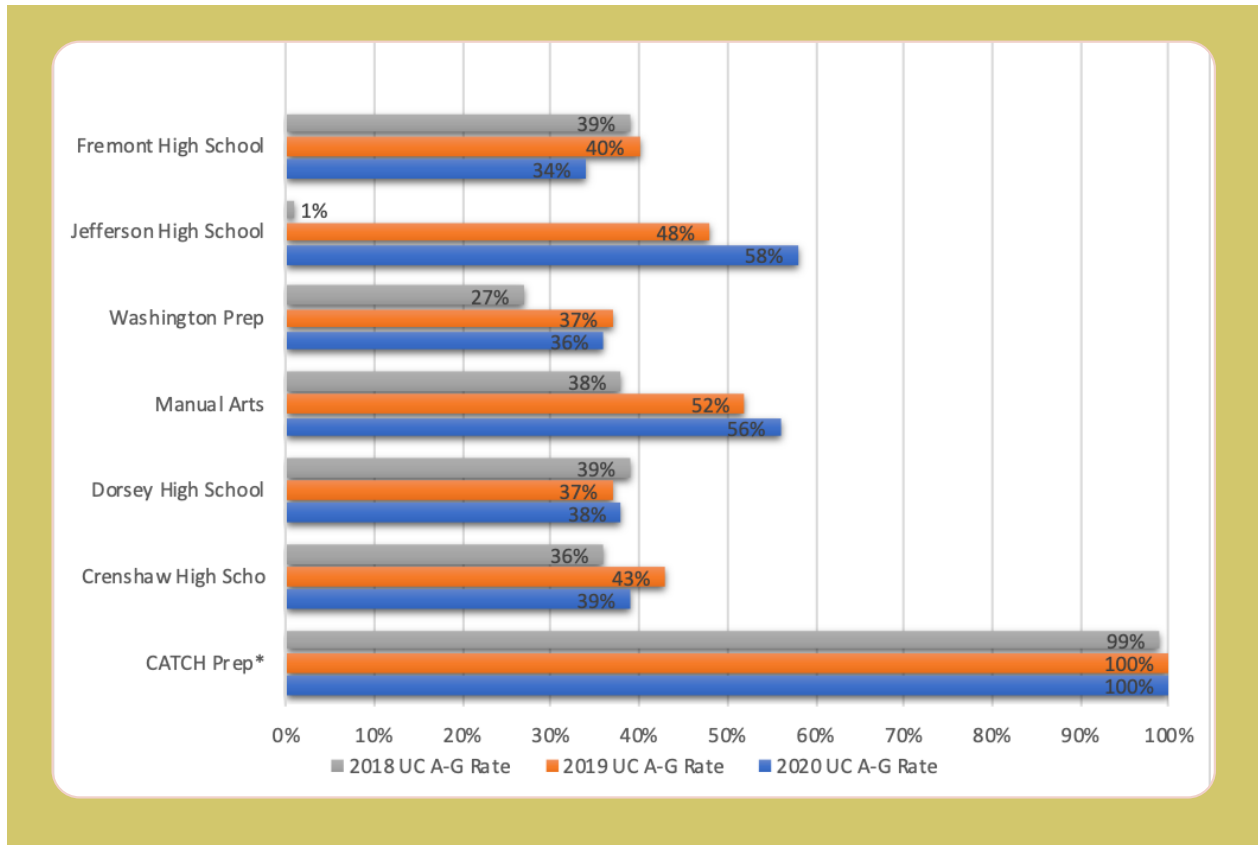
Chart 4: Fall 2020 CATCH Subgroup Data Chart for Economically Disadvantaged Students



College Readiness Data

College access is part of the driving mission of CATCH Prep, and the success of each year’s graduating class is indicative of the commitment to opportunity that comprises the very fabric of the school:

Chart 5: 2018-2020 A-G College Access Rate Comparison



CATCH Prep significantly outperforms all neighborhood schools in preparing students for post-secondary learning options upon graduating from high school. Statistically, CATCH students have access to 4-year colleges and universities at a rate that is 37%-100% higher than their peers at locally similar comprehensive high schools. This is particularly significant in that CATCH students and families have indicated that they value college access more than CAASPP results, and choose to attend and refer families to CATCH Prep as a result of its focus on college preparation.

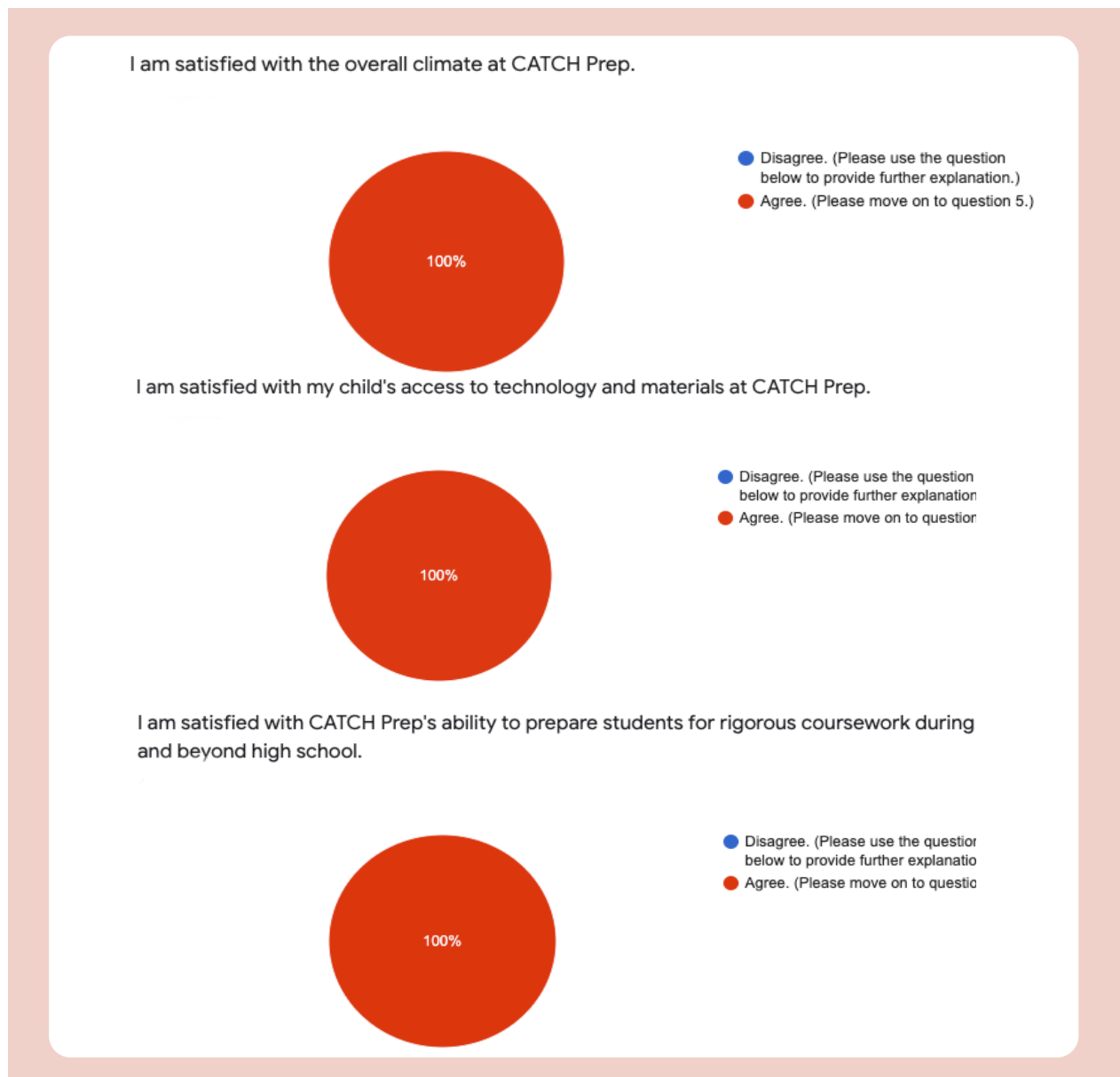
With graduates headed off to the UC System, Cal State schools, and private universities across the country, CATCH students are accessing the same colleges as their suburban, affluent peers. As a school, we’ve promised our neighbors that we will do everything we can to close the college access gap among students of color when compared to their peers across the state, as well as overcome the obstacles students of Low-Income backgrounds face when preparing for college and/or meeting financial deadlines and admissions timelines.

• **Examination of perceptual data, such as surveys**

With a such small and personalized learning environment, CATCH uses the relationships that exist across stakeholder groups as a way to inform our actions and deepen our effectiveness. Survey results in small schools can often not be as informative as they are in large schools, where the kind of interpersonal relationships that permeate at CATCH may not exist.

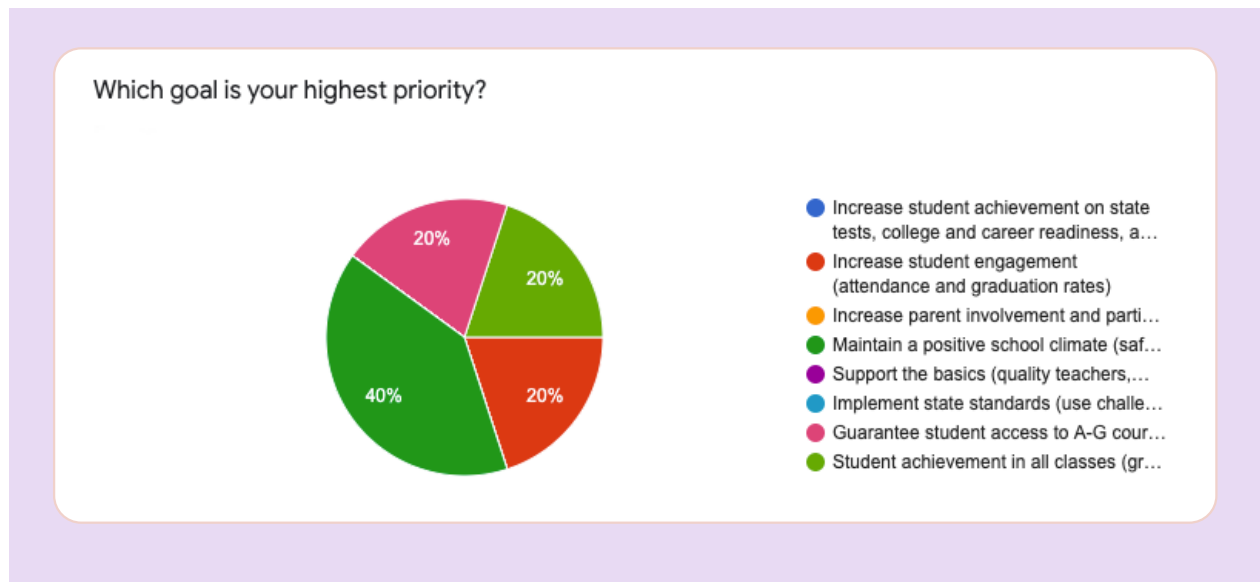
For example, our yearly Student-Parent LCAP survey often looks very one-sided. With such small school it is not uncommon to see “metrics” that list 100% satisfaction in a particular area:

Figure 32: IPAC Survey Results



Of course, this data isn't very useful as it does not allow for CATCH to improve in the ways we need to as a school committed to continuous growth. As such, we rely on the narrative portions of surveys we create to give us real-life examples and specifics on things we can improve on, and areas of the school we should continue to focus on. Mixed with more questions that provide choices and rankings for answers, like the question below, CATCH has been able to be targeted and purposeful in our improvement areas across all aspects of our school

Figure 33: IPAC Priority Survey Results



- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**

CATCH Prep's subgroup data analysis is more targeted and specific than in year's past and shows that there are no equity or opportunity gaps that exist between African-American students, Economically Disadvantaged students, and the entirety of the CATCH Prep population at large. This internal assessment data matches the results on the State Of California's last year administering the SBAC in which all measurable subgroups at CATCH Prep outperformed the general population of students.

Of note, students performed highest on the Research/Inquiry portion of the CAASPP ELA Exam, and this achievement correlates with a focus in 2019-2020 on schoolwide research-based semester projects across all disciplines including English.

Also, students who attended Office Hours regularly during 2018-2020 school years achieved at the highest levels in Math (we keep Office Hours sign-in sheets and used them to correlate final student achievement data in Math). Additionally, CATCH Prep's Math Teachers used the IBA and ICA effectively to provide students with real-life testing experience as well as to collect performance data to guide re-teaching and unit development throughout the year.

- **Provide a brief summary that includes:**

- **Implications of the data**

CATCH's data is exciting, and our school has come a long way from first opening its doors in 2003 with a small cohort of 9th graders to the highest achieving high school in all of South Los Angeles. So, the question we always ask ourselves as a learning community is "what should we work on next?" as we're continually committed to a constant cycle of improvement.

The 2020-2021 WASC Cycle has led us to a number of conclusions about what our school's data really means and where it may lead:

- Analysis of SBAC Math proficiency results indicates that while CATCH Prep results are higher than district and state there is a great potential for improved results. Disaggregated data results reveal a gap between gifted vs. non-gifted population results which implies a need to address how all students can be instructed and supported successfully throughout the Math and schoolwide programs.
- Survey data and interviews along with prevailing district, state, and national goals as measured by the California Dashboard suggest more course offerings (i.e., increased CTE options), and additional extracurricular activities such as Work Based Learning and/or internships or internship-like experiences are both desirable and necessary for students to feel they can deem themselves as "college ready" as possible upon graduation. As we continue to strive for more students to be identified as "prepared" for University learning per the California Dashboard, CATCH will investigate more options for college preparedness experiences, both, on site and beyond our school walls through community partners.

- Despite ongoing measures, not every student (100%) is proficient in English and Math as measured by local and state assessments. Results imply that past measures in training and PD in effective instruction and Tier I have not been fully successful. CATCH has admirably developed a strong Tier II intervention system which has been beneficial to students, but there needs to be further work toward having more proactive intervention, particularly in terms of enhancing instructional practices and Tier I intervention methods, as the numbers for both concurrent and post-semester interventions efforts appear to be increasing over time.
- **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**

Data reveals that PLC work and interventions are yielding positive results in raising test scores and closing the achievement gap, and maintaining 100% graduation rates and 100% A-G Course Completion Rates at CATCH; more work is needed to:

- Plan for “Learning Loss” as a result of the global pandemic. When students return to hybrid or full face-to-face instruction, expecting the same results from incoming 9th graders who may or may not have been attending virtual learning as a result of the myriad complications COVID-19 has caused in the home (unemployment, family illness/death, device access for learning, food scarcity) may be unreasonable.
- Determine strategies and processes to better manage time requirements for student work, class scheduling, and teacher collaboration along with additional considerations of student social-emotional needs to positively impact student success as measured by CAASPP achievement and survey results.
- Continue to increase student achievement in Math in all subgroups; continue to increase student achievement in ELA, with a special focus on English Learners and students receiving Special Education services.

• **Important questions to be discussed in the Focus Groups.**

CATCH Prep's Focus Groups will be considering the following questions while working on 2020-2021 Self Study Report:

1. What is school going to look like after a COVID-19 vaccine gets widely distributed? (Should we do the things the same as we did before? If not, what should change?)
2. What is our educational plan for students and families that choose not to take a COVID-19 vaccine? Will CATCH Prep's program include virtual learning options ongoingly, as well as face-to-face school?
3. How should CATCH adapt its school structures (period-by-period instruction, CATCH Class, Weekly Assembly, etc.) to be more in-line with what students will need as a result of massive cohort-wide learning loss once students return to face-to-face instruction?
4. Without the SAT (and SAT prep), how can CATCH Prep help students achieve their college dreams? What college preparation tools are we missing or have not leveraged yet?
5. What interventions are currently in place to support English Learners and students receiving Special Education services? How are they working?
6. How can we continue to improve 1st instruction through PLCs to attain grades of C or better?
7. How can we improve communication between and among stakeholders to impact student achievement?

CHAPTER III



*“The function of education is to teach one
to think intensively and to think critically.
Intelligence plus character– that is the
goal of true education.”*

- Dr. Martin Luther King, Jr.



CHAPTER III: SELF-STUDY FINDINGS

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.
 - ➔ Note: The five criteria categories are:
 - A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
 - B. Curriculum
 - C. Learning and Teaching
 - D. Assessment and Accountability
 - E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

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, the district Local Control and Accountability Plan (LCAP), 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 schoolwide learner outcomes and the academic standards.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator 4.1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Findings	Supporting Evidence
<p>As an organization that seeks to educate students with excellence, we continually revisit our vision and mission in an effort to critically examine what we are accomplishing and how we can broaden these achievements. As such, both our mission and vision statements are based on our students' needs, current educational research, and centered on the belief that all students can achieve:</p> <p>Our vision is that every student who attends CATCH will be successful, adjust, and excel despite the realities of their lives. As a community, we are dedicated to the empowerment of our inner-city youth by functioning as extensions of the family. By engendering self-motivation and critical thinking united with participation and creativity, we can impart important skills that help to unlock academic achievement and the ability to function in today's society. Our vision is to create a community which values, encourages, and insists upon its members' active participation in the education of its youth. We invite all that care to share in this vision for our children to become partners in this educational process.</p> <p>Our mission is to provide under-resourced, low socio-</p>	<p><i>CATCH Charter Petition</i></p> <p><i>Mission Statement</i></p> <p><i>Vision Statement</i></p>

<p>economic youth with an education that fosters critical thinking and the development of his or her artistic talents, interests, and learning ability. We believe our primary responsibility is to develop a learning environment that incorporates the arts, technology, and real-life experiences so that our students will thus gain a practical purpose for their education. The foundation of our program is to educate our youth through inclusive partnerships between students, teachers, and parents. This approach addresses students as living, spiritual, active members of the community giving them a place to prepare to contribute a part of themselves to society at large.</p>	
---	--

Indicator A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Our vision and mission statements are clear and lie at the forefront of all that we do. They appear in several prominent places: on the home page of the CATCH website, in our Parent-Student Handbook, they are included in our yearly CATCH: The Magazine community publication, posted in the main office, and are displayed in every classroom. At the beginning of each year, our school administration and staff take time to review CATCH’s vision and mission before the start of every instructional school year during Summer Institute as a way to evaluate and ensure that what is planned for the year aligns with and fulfills our school’s vision, mission, and Schoolwide Learner Outcomes (SLOs).</p>	<p><i>CATCH Website</i> <i>Expected Schoolwide Learning Results</i> <i>CATCH Parent/Student Handbook</i> <i>Summer Institute Professional Development Calendar</i> <i>Employee Handbook CATCH: The Magazine</i></p>

Indicator A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
<p>Our vision, mission, and Schoolwide Learner Outcomes cannot be accomplished without the support of all stakeholders, including our administrative team and governing board. With over 135 years of combined educational experience, members of The Board meet monthly to provide educational leadership and expertise, make financial decisions based on student data and schoolwide learner objectives, and ultimately advocate for the school by promoting its mission and goals within the community and in the wider school reform arena.</p>	<p><i>LCAP</i> <i>Board Minutes Vision</i> <i>Statement Mission Statement</i> <i>Summer Institute Professional Development Calendar</i> <i>CATCH Charter Petition</i></p>

Throughout the school year, CATCH involves all stakeholders in the development of our annual LCAP, as well as discussions about our vision and mission and how these both provide a context for our Schoolwide Learner Outcomes. Teachers and administrators collaborate in reviewing these statements during Summer Institute, after which the statements are reviewed and discussed by parents and students during CATCH's mandatory back-to-school orientation. In addition, the governing board continually provides input and monitoring for the execution of our LCAP, as well as accomplishment of the vision, mission, and Expected Schoolwide Learner Results during monthly board meetings.

All discussions related to these statements are conducted in a manner that includes an understanding of global, national, and local needs. Our DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee), and SSC (School Site Council) are critical forums where stakeholders review CATCH Prep's programs and goals, and then compares these needs to our mission, vision, and Schoolwide Learner Outcomes. In these critical forums, we discuss ways in which we have accomplished our mission and carried out our vision and how we intend to continue doing so in the future. From our governing board to our students, all stakeholders have a voice in this conversation about the alignment of our vision and mission to current events and educational needs.

With full involvement from all stakeholders, CATCH has a clearly stated vision and mission that relate directly to Schoolwide Learner Outcomes. The vision and mission are fundamentally based on the belief that all students can learn, and that our purpose as a school is to educate our students in such a way that prepares them for the realities of both college and career. Each one of our Schoolwide Learner Outcomes is connected to the purpose that drives both our vision and mission, which are connected to the four pillars of the learning results: Effective Communication, Critical Thinking, Self-Directed Learning, and Responsible Citizenship. As such, our student needs drive all conversations and discussions that pertain to our vision and mission.

By focusing on a central element of our mission, which is to "foster critical thinking" in an environment that creates "inclusive partnerships between students, teachers, and parents," we believe that we can increase student achievement in both mathematics instruction and the development of literacy skills. As the strength of these partnerships increases, so does our ability to develop

<p>student skills in the classroom, which will ultimately lead to a greater degree of critical thinking in students' approach to their classes. Lastly, as our vision states, we are confident in our ability to provide meaningful and rigorous instruction to inner-city youth "despite the realities of their lives."</p>	
--	--

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness 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 schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

Findings	Supporting Evidence
<p>Our vision and mission statements are clear and lie at the forefront of all that we do. They appear in several prominent places: on the home page of the CATCH website, in our Parent-Student Handbook, they are included in our yearly CATCH: The Magazine community publication, posted in the main office, and are displayed in every classroom. At the beginning of each year, our school administration and staff take time to review CATCH’s vision and mission before the start of every instructional school year during Summer Institute as a way to evaluate and ensure that what is planned for the year aligns with and fulfills our school’s vision, mission, and Schoolwide Learner Outcomes (SLOs).</p> <p>The policies and procedures regarding the selection, composition, and specific duties of The Board are all published in the CATCH Charter Petition, which was renewed in 2013 by the Los Angeles Unified School District (LAUSD) for an additional 5 years. The Board of Directors may appoint and may authorize the Chairman of the Board, the President, or other officer, to appoint any other officers that the corporation may require. Each officer so appointed shall have the title, hold office for the period, have the authority, and perform the duties specified in the bylaws or determined by the Board of Directors.</p> <p>Any officer may resign at any time by giving written notice to the corporations. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.</p> <p>A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled</p>	<p><i>CATCH Charter Petition</i></p> <p><i>Board Minutes</i></p> <p><i>Schoolwide Learner Outcomes</i></p> <p><i>Board Meeting Agenda</i></p>

in the manner prescribed in the bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

The duties of the Board of Directors include overseeing the business and fiscal aspects of the school, setting general policies, maintaining site operations, and promoting CATCH's fundraising activities. The Board of Directors consists of seven members, but shall not be less than a minimum of three members at any given time. Members of the Board meet a minimum of ten times throughout the year, once per month, during the academic school year.

Vacancies on the Board may be filled by a majority of the Directors then in office, whether or not there is less than a quorum, or by the sole remaining director, except for a vacancy created by removal of a Director by the members.

The governing board's policies support CATCH's vision and mission by allowing a high degree of flexibility in meeting the school's Expected Schoolwide Learner Results. CATCH's Instructional Leadership Team works closely with members of the governing board to ensure a cooperative culture that supports student achievement. For example, administrators and teachers provide members of the governing board with student achievement reports, and together work towards ensuring that policies are directly connected to the school's vision, mission, and Expected Schoolwide Learner Results.

The board creates policy in support of school goals while also approving and monitoring the LCAP. As such, all information regarding policies and procedures is directly established by the board, which then presents all pertinent decisions to the school's Director and Principal. Time is then allotted during weekly Professional Development to address Board decisions to the staff. Once information is presented, the Director and Principal allow staff input to ensure it aligns with the school's vision, mission, and Expected Schoolwide Learner Results. This meaningful communication between the board and school community is what ensures constant collaboration and current knowledge at CATCH at all times.

Indicator A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
<p>Our vision and mission statements are clear and lie at the forefront of all that we do. They appear in several prominent places: on the home page of the CATCH website, in our Parent-Student Handbook, they are</p> <p>Community stakeholders are always welcome to attend meetings. As a part of all teacher/parent/student meetings, parents and students are regularly advised on the importance of engaging in the educational process by attending the meetings of the governing board and providing input to the board, in accordance with the Brown Act.</p> <p>Parents participate in and influence strategic decisions made by the board by providing input through the Parent Council or by addressing the board directly.</p> <p>CATCH's parent council consists of four elected officers: President, Vice President, Treasurer, and Secretary of Treasurer. This council functions in an advisory capacity and provides input to the Board of Directors, advises the school's administration, builds a parent-to-parent support network, and directly supports parent education and student activities. The Parent Council will elect a president to participate in each board meeting to provide reports on parent activities, input on issues, and to make policy recommendations.</p> <p>The Board continually seeks ways to ensure that the school's Single Plan for Student Achievement and our Expected Schoolwide Learner Outcomes are being properly fulfilled—and we have found that one of the best methods to monitor the implementation of objectives is through discussion with parents and community members. Parents and guardians are not only welcome at meetings; they are expected to actively participate. During Orientation, parents and guardians are informed as to how they can participate in CATCH's school governance, and since the last WASC visit, we have continued to advertise and display upcoming Board Meetings to ensure that all members of the school community are involved in the decision-making process. In addition to disseminating this information during meetings throughout the year, this information is also made available on our school's website, school newsletters, flyers, and public notices in the community.</p> <p>As a way of evaluating and monitoring student performance toward college and career readiness, school</p>	<p><i>CATCH Charter Petition</i></p> <p><i>Board Minutes</i></p> <p><i>Schoolwide Learner Outcomes</i></p> <p><i>Fiscal Audit</i></p> <p><i>District Validation Review Report (DVR)</i></p> <p><i>Board Meeting Agenda</i></p> <p><i>Charter School Oversight Review Report</i></p>

<p>programs and operations, and the fiscal health of the school, members of the governing board expect administrators and teachers to attend board meetings with the purpose of delivering special reports and making recommendations to the Board. During every board meeting, time is allocated for instructional and fiscal reports, as well as a “public comment” period in order to provide stakeholders an opportunity to address the board with any issues of concern.</p>	
---	--

Indicator A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
<p>CATCH, under its current complaint and conflict resolution procedures, has designated its Principal, Academic and Career Counselor, and Master Teacher to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). CATCH notifies all of its students and employees of the name, office address, and telephone number of these designated individuals through the school’s Student/Parent Handbook, Employment Handbook, information flyers and postings in the Main Office.</p> <p>In addition, CATCH is annually evaluated by the LAUSD Charter Office, and as part of the oversight process, the school’s complaint and conflict resolutions are reviewed and verified. Historically, CATCH has received Charter School Oversight Review Reports with high ratings that indicate that the school’s governance procedures are adequate and in compliance.</p>	<p><i>CATCH Charter Petition</i></p> <p><i>CATCH Office Public Notice Documents</i></p> <p><i>Parent/Student Handbook</i> <i>Employment Handbook</i></p> <p><i>CATCH Website</i></p>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator A3.1. Broad-Based and Collaborative: 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 and impact on student success.

Findings	Supporting Evidence
<p>CATCH's broad-based and collaborative planning process includes: an end-of-year evaluation and reflection, a start-of-year needs assessment, weekly Wednesday meetings with the Instructional Leadership Team, weekly staff professional development meetings, monthly meetings of both governing board and School Site Council (SSC), meetings every six weeks with parents (at minimum), and weekly schoolwide meetings led by the Associated Student Body (ASB).</p> <p>CATCH embraces programs we have developed in order to involve the community. We promote our programs – and community involvement – through activities such as letters, memorandums of understanding, visits and outreach to community representatives, government officials, businesses, government organizations, universities, community organizations, and agencies and social-service centers. Members of the community are also encouraged and welcomed to attend Board meetings.</p> <p>Stakeholders for CATCH High School include: Students, Parents, Faculty, Administrators, Staff, Board Members and Community Members. For our annual LCAP, Stakeholder engagement meetings are held at CATCH High School (or virtually):</p> <p>August: Faculty and Staff Summer Institute Orientation for LCAP Overview</p> <p>August: CATCH Community Orientation for LCAP Overview.</p> <p>December: Instructional Leadership Team Meeting for State Priorities discussion and analysis of student data, including school needs assessment</p> <p>January: Faculty and Staff Meeting for State Priorities</p>	<p><i>LCAP</i></p> <p><i>Board Meeting notes</i></p> <p><i>Staff professional development meeting agendas</i></p>

<p>Review</p> <p>February: ASB Student Leadership Meeting for LCAP survey distribution</p> <p>February: Instructional Leadership Team Meeting for stakeholder input on Goals and Progress Indicators</p> <p>March: Open House and Town Hall Parent/Community Meeting for distribution of school data and LCAP Survey</p> <p>April: Instructional Leadership Team Meeting for LCAP Survey Results</p> <p>The Executive Director then presents the LCAP to the parent advisory committee established pursuant to Section 52063 for review and comment in May of each year.</p> <p>Of course, this year’s 2020 LCAP followed a different timeline due the pandemic.</p>	
--	--

Indicator A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
<p>Every decision that is made regarding our school’s action plan, which is annually reviewed and approved by our school’s governing board and implemented by staff, is data-driven and involves the input of all stakeholders. Throughout the school year, the Instructional Leadership Team, made up of our school administration, school counselor, and department chairs meet every Wednesday afternoon to discuss student data, updates on Common Core State Standards aligned assessments, upcoming professional development, teacher observations, and individualized Student Success Team meetings in order to make informed decisions that effectively impact student achievement. In addition, discussions regarding the goals set forth in our school’s action plan occur every Wednesday afternoon with faculty, giving them the opportunity to propose suggestions for activities that focus on all students achieving our school’s Schoolwide Learner Outcomes. For instance, our decision to require all incoming 9th graders to take both Algebra and English during our summer bridge program, designed as both an intervention and preparatory course, was based on diagnostic data from previous 9th graders who demonstrated a need for significant improvement in foundational mathematics and literacy skills. This course</p>	<p><i>Diagnostic Data Benchmark Data</i></p> <p><i>State Standardized Data (PSAT, CAHSEE, and CST)</i></p> <p><i>Student Success Team Meetings</i></p> <p><i>Progress Report and Report Card Analysis (percentage of D’s and F’s)</i></p> <p><i>Summer Institute Calendar Master Schedule</i></p>

of action, based on student need in order to maximize academic achievement, would not have been possible had we not closely examined both qualitative and quantitative data provided by diagnostic exams and teacher feedback.

Within the LCAP (which acts as the School Action Plan for LEAs with a single site, like CATCH), CATCH has developed a plan to ensure all students are career and college ready, and test-prep classes/workshops (pre-pandemic) accessible to all students, every year. Moreover, in addition to the full inclusion Special Education model that CATCH offers, the Instructional Leadership Team has continued to discuss how to improve student achievement for students with special needs, who receive individualized attention and intensified instruction in a given subject area. In addition, the College Center serves as an opportunity for students to receive individualized attention in terms of their own goals.

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

Findings	Supporting Evidence
<p>Teachers and staff are encouraged to join different councils in order to share in decision-making, responsibility, self-reflection actions, and accountability to support student learning. Teachers are encouraged to participate in the Professional Development Team, the Data Team, the Charter Council, the School Site Council, the Parent Teacher Organization, or the Instructional Leadership Team in order to provide a variety of feedback on actions on our campus and create increased accountability.</p>	<p><i>Observation Survey</i> <i>SBAC Dashboard</i> <i>College Board</i> <i>California Dashboard</i> <i>MISIS</i> <i>CAASPP</i> <i>Data Team Members</i></p>
<p>CATCH uses self-reflection and accountability to support student learning throughout all programs. We utilize CAASPP, the College Board, and the California Dashboard to gather assessment data. MISIS is used to gather special education attendance, grading, discipline, counseling data concerning our students, and Google Classroom and Powerschool are used by teachers to input grades and all necessary stakeholders, especially the parents, students, and counselors, have access to grades during any time they have internet access. These data supports are available to the teachers on our campus in order to guide instruction in the classroom.</p>	<p><i>School Site Council Team</i> <i>Powerschool</i> <i>Google Classroom</i> <i>PD Survey</i></p>

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

Findings	Supporting Evidence
<p>CATCH communicates and plans ongoingly to create a culture of continuous improvement that looks to within to resolve matters of curriculum, support, socio-emotional health and wellness, and more.</p> <p>Each summer, the Instructional Leadership Team meets to create a plan of action for ensuring that all resources are allocated in such a way that aids students in acquiring the higher order thinking skills necessary for post-secondary life. As a result, CATCH has partnered with a variety of local education agencies, including Los Angeles Southwest College and California State University Long Beach, we have been able to allocate time and resources in order to engage in discussions and projects that aided us in helping tailor our students' educational needs for long-term success in the post- secondary context. Additionally, key members of our teaching staff have participated in a number of professional development institutes, sponsored by universities such as Harvard, UCLA and UC Berkeley, in which they were given practical and ideological frameworks for Common Core States Standards, culturally-relevant pedagogy, as well as mindfulness implementation.</p> <p>In addition, CATCH uses emails, Blackboard Connect phone calls, written correspondence online, memos in boxes to teachers, and provides staff with a Google Group that keeps our faculty aware of news and information in a timely manner.</p>	<p><i>Weekly Calendar Postings</i></p> <p><i>SimpleTexting Parent Messages</i></p> <p><i>Faculty and Staff Google Group</i></p> <p><i>Emails from Administrators and Staff Members</i></p>

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide 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.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>CATCH Prep’s Human Resources Department is the first filter on credentialing, proper training, instructional preparation, and dispensing information on policies and practices. Qualified applicants are screened and interviewed for available positions by the personnel committee of the Charter Council. Our Human Resources departments ensures that new hires are NCLB compliant and that their credential is properly credentialed through the California Commission on Teacher Credentialing. As of the beginning of the 2020- 21 school year, all certificated staff (100%) at CATCH Prep are properly credentialed, NCLB qualified, and hold CLAD certification. Many of these are reinforced at the site with reminders, direct information to staff that may need an update, or find themselves with credentials about to expire.</p> <p>At the site, CATCH’s administrative assistant helps to facilitate the dispersal of information to all. New teachers and teachers new to CATCH Prep are provided an orientation during the summer with follow-up sessions throughout the year in order to continue to offer support from administration and department chairpersons or other colleagues on campus. New teachers are also provided with the opportunity to participate in the Beginning Teacher Growth and Development Induction (BTGDI) and CATCH supports these teachers enrolled in BTGDI with fully credentialed mentors that visit the campus monthly to observe and provide feedback on instruction and curriculum.</p> <p>Teachers and staff members are offered opportunities to attend training and workshops in specialized and focused programs (i.e. Leadership, GATE, Google Classroom, Engineering, Computer Science, Technology) to maximize expertise.</p>	<p><i>Master Schedule</i></p> <p><i>Human Resources Department</i></p> <p><i>New Teacher Meeting Agendas</i></p> <p><i>BTGDI Program</i></p> <p><i>Professional Development Certifications</i></p>

Indicator A4.2. Professional Development and Learning: 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 schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Our school constantly focuses on providing professional development for all staff in order to increase student learning and success. Each year, a survey is given to the staff members to give feedback on the topics for professional development sessions for the upcoming school year. Based on the survey results, the Professional Development Committee develops a plan for all PD dates with relevant topics. Based on the staff survey, increasing technology usage has been a focused area for professional development. Sessions on Google Suites, Google Classroom, Texas Instrument Calculators, Quizlet, NewsELA, Kahoot, Nearpod, and classroom website development are just some of the topics that have been offered to teachers. These sessions were led by faculty members who provide ongoing support to the staff as needed.</p> <p>According to the PD survey sent to our faculty, teachers wanted more time within departments to collaborate and share best practices. One-third or more of our professional developments are within departments to discuss best practices concerning Habits of Mind topics that have included Thinking Independently, supporting students as they Strive for Accuracy, and Persistence. This has been shown in the classroom through teacher observation results as well as student responses in the SLOs student survey. 91% of students claimed that they worked in groups at least once a week in their classrooms.</p> <p>CATCH also holds separate faculty meetings held after school or period-by-period faculty meetings that focus on mandated training topics. Such topics have included but are not limited to First Responder Active Shooter, English Language Proficiency Assessments for California (ELPAC), Suicide Prevention, Child Abuse, Sexual Harassment, Sex Trafficking, Chemical Storage and Waste Removal, PSAT Proctoring, and Blood Borne Pathogens.</p> <p>Coaching and mentoring occur among teachers based on who has the expertise in particular areas. And aside from the on-site professional development opportunities, teachers are encouraged to attend conferences and workshops that enhance student learning in their discipline. The administration supports teachers to attend conferences and workshops provided that new strategies</p>	<p><i>Professional Development Faculty Survey</i></p> <p><i>PD Team Agendas</i></p> <p><i>PD Yearly Outline</i></p> <p><i>PD Calendar</i></p> <p><i>PD Agendas</i></p> <p><i>PD Minutes</i></p> <p><i>Student SLOs Survey</i></p> <p><i>Staff School Experience Survey</i></p> <p><i>EL Coordinator</i></p> <p><i>Off-Site Professional Development Training Verification Slips that include trainings to:</i></p> <p><i>AP Trainings, California Summit, Alt Curriculum Unique Training, CUE Conference, Texas Instrument Training, JPL Training</i></p>

and knowledge are shared with their colleagues, such as the Texas Institute training in which math teachers were trained on proper use and teaching using graphing calculators. These training directly affects student learning positively as teachers are prepared to train students using 21st century strategies. Through off site professional developments, more teachers have become trained in teaching AP level courses, which directly affects student learning by offering more course choices.

Indicator A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
<p>CATCH measures the effectiveness of our professional development opportunities for all faculty and staff via multiple means using various resources. Our administration encourages teachers to implement new strategies and techniques to in the classroom. CATCH Prep teachers attend workshops and professional development and the strategies are shared with colleagues during department and professional development time. Common assessments continue to be updated by all departments.</p> <p>Teachers are encouraged to observe other teachers both within and outside of their department. Funding allocated annually provides release time and resources for teachers to have professional development through collaborative meetings, conference attendance, and/or other PD opportunities that might arise through partner sponsored activities, for example.</p> <p>It appears that in most cases, personnel who are open to and participate in professional development at the appropriate levels often benefit from the experience and usually bring back or bring forth valuable experience, knowledge, and/or resources that benefit student learning directly or indirectly.</p>	<p><i>PD Calendar and Meeting Agendas</i></p> <p><i>PD and Faculty meeting agendas</i></p> <p><i>Conference and workshop attendance records</i></p> <p><i>Vertical articulation within each department</i></p> <p><i>Teacher Peer Observations</i></p> <p><i>ILT meeting agenda, action plans</i></p> <p><i>Grant funding records</i></p> <p><i>LCAP Budget Plan</i></p> <p><i>PD Travel and Conference attendance records</i></p> <p><i>Staff and Faculty School Experience Survey results</i></p>

Indicator A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>To ensure all students have access to effective instruction, CATCH's evaluation process supports the development of increasingly high-quality teaching and learning practices.</p>	<p><i>CATCH Prep Evaluation Process/Document</i></p> <p><i>QPLS (Quality Professional</i></p>

<p>Our evaluation process at CATCH includes observations, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth.</p> <p>The foundation of our evaluation process is that Administrators visit teachers throughout the year (daily/weekly) and provide feedback focused on the Quality Professional Learning Standards. The feedback that results from the observation supports student learning.</p> <p>Of CATCH Prep teachers responding to School Experience Survey in 2019-20, it appears that satisfaction with the process is steady and teachers value the time they spend receiving feedback and coaching and improving their practice.</p>	<p><i>Learning Standards)</i></p>
--	-----------------------------------

Indicator A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>A faculty handbook is provided the first day of school. This handbook includes important operational and instructional information. Staff also receives a chart that delineates areas of responsibility for administrators. District and school policies and memos are disseminated at faculty meetings, through email, and as hard copies in mailboxes.</p> <p>There is a culture at CATCH Prep that employees check their email at least twice daily on work days. Our Principal is responsible for communicating any information about pacing plans or other instructional mandates across our curricular departments at CATCH.</p> <p>ELA, Math and Science departments maintain Google Drives with pacing plans, common lessons, CFA's (Common Formative Assessments), and other information important to their respective departments. Some departments have formed Google Groups that do the same.</p>	<p><i>Faculty Handbook</i></p> <p><i>Sample memos</i></p> <p><i>Pacing Plans</i></p> <p><i>Google Drives</i></p>

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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>CATCH Prep's Governing Board expects for our learning community to review and revise our LCAP annually. CATCH, therefore, conducts its annual review and revision on an ongoing basis.</p> <p>The administrative team reviews the data and contents of the LCAP with the members of the School Site Council who approve its final version. To gather data and allow others to review the contents and give feedback, school leadership presents to the entire staff at faculty meetings, professional development sessions, parent workshops, Instructional Leadership Team meetings, and support staff meetings.</p> <p>After the final version is submitted, school leadership continues to review and assess progress towards meeting the goals identified in the LCAP. Instructional Progress is documented monthly.</p> <p>The annual budget process begins every April. As soon as CATCH receives its annual budget allocations, the effectiveness of the current expenditures is evaluated and plans for the following year begin to be drafted by administration in conjunction with leadership committees. CATCH completes and submits its annual budget each March to reflect plans for the upcoming year. Additional funding in the form of grants for specialized programs and CTE supplement and/or are supplemented by other school budgets in coordination with program participants and administration.</p>	<p><i>LCAP</i></p> <p><i>Board Minutes</i></p> <p><i>Board Agendas</i></p> <p><i>General Budget</i></p> <p><i>First Interim Reports</i></p> <p><i>Unaudited Actuals</i></p> <p><i>Financial Audit</i></p> <p><i>Statement of Cash Flows</i></p> <p><i>School Site Council meeting agendas</i></p>

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

Findings	Supporting Evidence
<p>As stated above, budgets are reviewed and proposed by</p>	<p><i>Board Minutes</i></p>

<p>the SSC and Charter Council and presented to the Governing Board for approval annually.</p> <p>CATCH has established rigorous processes to design, monitor, and implement budgets that align and support instructional effective instructional practices. The budget planning officially begins in late March. All compensatory budgets must meet all federal, state, and district guidelines and all proper documentation must be reflected on the LCAP and School Action Plan.</p> <p>Direct oversight, audits, and accounting practices are overseen by our Chief Business Official.</p> <p>All fundraising endeavors must earn approval from the administrator in charge of finances on campus before they can occur.</p>	<p><i>Board Agenda</i></p> <p><i>Budget allocations:</i></p> <p><i>General budget</i></p> <p><i>First Interim Reports</i></p> <p><i>Unaudited Actuals</i></p> <p><i>Financial Audit</i></p> <p><i>Statement of Cash Flows</i></p> <p><i>School Site Council meeting agendas</i></p>
--	---

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

Findings	Supporting Evidence
<p>The health and safety of all students is a top priority. The Plant Manager works closely with administration and the custodial staff to ensure that the facilities on the CATCH Prep/Audubon co-locations site that we share are safe, well-maintained, and functional. The Plant Manager follows up on the completion of work orders as the need for repairs arise. Students and classrooms are relocated to available rooms whenever there is a health or safety concern.</p> <p>Campus security is visible and present at key locations around campus all day. Walkie-talkies are also used by administration, custodial staff, the main office, and campus aides for prompt and direct communication around campus. The PA system is also in place.</p> <p>Gates around the perimeter of CATCH are locked at the start of first period to the end of sixth period. All faculty, staff, students, and guests are required to come through the main office during school hours to maintain safety on campus</p> <p>Additionally, all staff have been trained on various emergency situations, including earthquake, fire, and lockdown protocols. An emergency disaster kit has been distributed to each faculty member that includes the evacuation map and other pertinent safety resources and</p>	<p><i>School Safety Plan</i></p> <p><i>Teacher Facility Request</i></p> <p><i>Forms Campus Aides</i></p> <p><i>Guest Sign in Sheets</i></p> <p><i>CATCH Emergency Folders</i></p> <p><i>CATCH Emergency Teams</i></p> <p><i>Faculty Meeting Agendas: (Emergency Trainings)</i></p>

information. Lastly, science rooms are equipped with eyewash stations and chemistry hoods.	
---	--

Indicator A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
<p>CATCH has set up protocols for textbook adoptions in the core content areas. During the adoption process, CATCH allows each school department to review textbook options for teachers to review and adopt. Input is gathered from teachers within the department before a textbook is chosen and the department makes the final decision. Teachers can reserve the library to conduct an orientation for classes in order to help familiarize them with the organization of the library, available materials, how to access them, and the proper procedures for check out. Students also have access to computer stations, printing, and duplication services in the library.</p> <p>Each year, a technology survey is conducted to find out the needs of the teachers for instructional use (i.e. projector, screens, document cameras, etc.). Software licenses such as the math program, and the Chromebook management program, GoGuardian, were purchased based on the needs of the teachers.</p> <p>CATCH has a Technology Coordinator and a microcomputer support assistant along with a scheduled visiting support specialist on hand full time to assist with technology support. For greater problems and issues, the LAUSD Help Desk is available with technicians on call if issues are escalated for hardware or software.</p>	<p><i>Annual Instructional Materials allocations to departments and teachers</i></p> <p><i>School Site Council</i></p> <p><i>Needs Assessments</i></p> <p><i>Instructional Materials funding procedures</i></p> <p><i>Grant funding</i></p> <p><i>Organization chart</i></p> <p><i>Instructional Technology Division (ITD) Help Desk</i></p>

Indicator A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>Throughout the year, all teachers are engaged in a focused PD program. New teachers continue to be supported make sure they choose to stay and maintain stability and consistency with CATCH's culture, schoolwide learner outcomes and foci. Teaching assignments are ensured to be in compliance with state credentialing requirements.</p>	<p><i>Conference attendance verification forms</i></p> <p><i>CUE Conference Attendance Verification</i></p> <p><i>Sign in sheets from Google Suites Training</i></p>

<p>CATCH Prep’s Advanced Placement (AP) teachers are encouraged to attend the College Board’s AP workshops to prepare for the curriculum each year. Staff members also attend conferences like Computer Using Educators (CUE) in Palm Springs to support the school’s vision in preparing our students to have technological skills to compete in the global society.</p> <p>With two teachers working on their Google certifications this year, the professional development committee has focused on technology and its proper use in the classroom. CATCH has offered Google Workshops for any staff member to attend on multiple Saturdays during the fall and spring semester of the 2019-2020 school year. And many teachers utilize class websites, use Google Classroom, Google Drive, maintain online grading programs, and use Powerschool. Teachers have access to Chromebook carts in each building and multiple computer rooms for students to have access to technology.</p>	<p><i>CTE Professional Development attendance verification</i></p> <p><i>Ongoing Professional Development</i></p>
--	---

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Decisions regarding resource allocations are based on feedback from the teachers during professional development meetings, discussion and suggestions made during Instructional Leadership Team meetings, and feedback brought to board meetings. All initiatives and materiel acquisitions that involve resource allocation impact student learning, as efforts are made to emphasize specific elements of the instructional program to target ongoing student needs.</p> <p>CATCH allocates all of its resources to support student learning, as the primary impetus for our vision, mission, academic and college and career readiness standards, our critical learner needs, and our Schoolwide Learner Outcomes. Recent additions to the CATCH educational program have furthered our ability for all students to not only master content standards and skill frameworks in each subject area, but to adhere to our school's Schoolwide Learner Outcomes.</p>	<p><i>Annual Budget Three Year Budget</i></p> <p><i>LCAP</i></p> <p><i>Board Meeting Agendas</i></p> <p><i>Board Meeting Minutes</i></p>

Indictor A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Findings	Supporting Evidence
<p>CATCH is a directly funded LAUSD charter high school that has established the following processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against the mishandling of institutional funds:</p> <p>Annual budgets are created every year during the month of May and approved by the governing board. Annual financial audits are completed in the fall of each year by</p>	<p><i>Board Meeting Agendas and Minutes</i></p> <p><i>Annual Budget Financial Audits</i></p> <p><i>School website</i></p> <p><i>Fiscal Procedures Manual</i></p>

<p>an independent auditing firm.</p> <p>Financial audits are submitted to the District and State on or before December 15. Historically, CATCH has had no identified control deficiencies or instances of noncompliance during the auditing of its financial statements over the past 18 years.</p> <p>In addition, CATCH has a Fiscal Procedures manual, reviewed and approved by the Board bi-annually that specifies the school’s internal fiscal control policies to protect against mishandling of instructional funds.</p>	
--	--

Indicator A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Findings	Supporting Evidence
<p>CATCH Prep’s processes and protections for the management of school’s funds are effective:</p> <p>The Executive Director has the authority to approve purchase requests, and purchase requests over \$80,600 requires a bidding process and additional approval from the Board.</p> <p>The Executive Director and the board approve each payroll. It is sent to LACOE (the Los Angeles County Office of Education) for review and approval.</p> <p>The Executive Director, LAUSD fiscal staff and LACOE representatives also review all bank reconciliations.</p> <p>There is one credit card for the school. The Executive Director approves the use of the credit card and submits receipts for transparency and auditing purposes.</p> <p>Purchase requests are made via a HelloWorks Requisition System. The Executive Director reviews purchase requests, and then submits it to the Board for approval. The item, material or service is then purchased by CATCH Prep’s designated purchasing personnel.</p>	<p><i>Board Meeting Agendas and Minutes</i></p> <p><i>Annual Budget Financial Audits</i></p> <p><i>Fiscal Procedures Manual</i></p> <p><i>Independent Audit Review</i></p> <p><i>LAUSD Fiscal Oversight Report</i></p> <p><i>HelloWorks Requisition System</i></p>

Indicator A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Findings	Supporting Evidence
<p>CATCH Prep’s Board and Staff have provided very responsible leadership in executing resource planning for the future. The Governing Board and Executive Director</p>	<p><i>Board Meeting Agendas and Minutes</i></p> <p><i>Annual Budget Financial Audits</i></p>

<p>discuss the budget once every two months with the assistance of a LACOE representative.</p> <p>End of the year reviews with the administrative team allow for transparency in this process and ensure resources are applied towards the education program and the organization’s mission, while making sure the budget is balanced every year.</p> <p>In addition to the annual budget, CATCH Prep also maintains a multiyear financial projection, which is shared with the board on an annual basis. This projection is for 3-5 years.</p>	<p><i>Fiscal Procedures Manual</i></p> <p><i>LAUSD Fiscal Oversight Report</i></p>
---	--

Indicator A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

Findings	Supporting Evidence
<p>Supporting faculty and staff with the best compensation and benefits plan we can has always been a priority at CATCH Prep.</p> <p>Faculty compensation keeps pace with or exceeds that of LAUSD. The pay scale is reviewed annually to discuss changes. The base school salary for CATCH Prep is determined by the Los Angeles Unified School District Pay Scale, as well on the year’s current school budget, as well as the cost of living in Southern California. The Board may adjust these parameters annually.</p>	<p><i>LAUSD Pay Scale</i></p> <p><i>Annual Board Review</i></p> <p><i>Compensation Forms</i></p>

Indicator A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Findings	Supporting Evidence
<p>CATCH Prep does not outsource funds on marketing consultants. Instead, the school leadership team attends free workshops and seminars to include research-based marketing strategies in all external promotion. The school leadership team also records and archives all past materials and practices to inform future marketing efforts.</p> <p>CATCH Prep’s main marketing tools have been relationships and results. We present yearly at dozens of High School Fairs for 8th graders across the city of Los Angeles who will be choosing a school to attend for 9th grade. CATCH also promotes its results as the top-achieving high school in South Los Angeles through various Radio Commercials each Spring, our Facebook</p>	<p><i>College Readiness Guide</i></p> <p><i>Black College Expo Flyer</i></p> <p><i>KIPP HS Recruitment Fair</i></p> <p><i>Brochures</i></p> <p><i>KJLH Radio Spot</i></p> <p><i>Instagram, Facebook, Twitter Accounts</i></p>

Page, Instagram hub, Twitter Account, and TikTok Channel.	
---	--

Indicator A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Supporting Evidence
<p>CATCH is committed to informing all pertinent leaders and authorities about CATCH's financial needs.</p> <p>Communication is sent out through public notices that are disseminated into the community, during regular schoolwide parent meetings, on the CATCH website, through the Leimert Park Neighborhood Council Meetings, and through Press Releases via email.</p> <p>This ongoing process of communication ensures the effectiveness of our processes for informing the public and appropriate governmental authorities.</p>	<p><i>Board Meeting Public Notices</i></p> <p><i>School Website</i></p> <p><i>School Flyers</i></p> <p><i>Council Meeting Minutes</i></p> <p><i>Press Releases</i></p>

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

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Opportunities for a wide range of Professional Development topics that are meaningful and relevant for our staff
2. Availability of fiscal resources to implement programs and school projects to support the growth and maintenance of our school and the instructional programs
3. Opportunities for students and staff to give feedback on teacher and administration support and performance at the end of the year
4. Well-defined and funded emergency and safety plan
5. Increased opportunities to serve on committees such as DAC, Professional Development, Data, School Site Council, Safety, and Social Emotional Learning

Areas of Growth

1. CATCH is seeking new methods to improve its school board presence on campus. Many staff members, although aware and invited, have not been to a board meeting. Improving the school board's presence at school functions could be an option
2. Create a technology sustainability plan for long-term maintenance and replacement of equipment
3. Continue to increase and expand parent participation in councils, committees, and other roles where they can have influence.

SYNTHESIS:

The diversity of CATCH Prep's student population necessitates and fosters collaborative and cooperative interactions. The current vision, mission, and school-wide learning outcomes were shared with the instructional leadership team, school site council, and charter council for feedback. When policies are updated or created, the information is disseminated to all relevant stakeholders. The governing councils review data, make decisions, and effect policy at the school-site level. Our various stakeholder groups at CATCH evaluate our progress toward our goals by using various tools to measure their effectiveness highlighting the areas of strength and areas of growth. In reviewing data, stakeholders feel they have a voice and influence over school-site decision-making. This allows for enhanced shared responsibility and ownership of the processes and procedures to support student learning. The school supports teachers attending conferences and workshops that provide new strategies and knowledge, which are shared with their colleges and directly affect student learning. Through our budgeting process, we evaluate current programs and survey our stakeholders as part of a comprehensive needs assessment to prioritize funding. Each year, CATCH conducts a technology survey to assess the status of the instructional technology needs on our campus. This information is used when determining the allocation of resources to enhance the instructional program with addition technology.

*The summary information will be used for Tasks 4 and 5.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

As we plan to mitigate Learning Loss as a result of the pandemic, Board workshops may be helpful to keep the decision makers informed about what's actually happening in classrooms as a result of the pandemic — even after students return. The Board may choose to help with time management issues students experience from a result of feeling “overwhelmed” with so much going on in their homes and at school by doing things like extending the school day or school year. School governance has the potential to also increase student achievement in Math and English Language Arts at CATCH by considering adaptations to our Master Schedule (like a 7th period) to increase the time students spend in key core classes.

Category B: 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 schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>CATCH is effective in its use of current educational research as all members of the staff and faculty provide input for the instructional program and curricular design. For every major curricular decision, research lies at the forefront of all aspects of our instructional program, as we seek to make decisions that are driven by credible sources on curricular design.</p> <p>While currently all textbooks and instruction are online due to the coronavirus pandemic, we also have physical copies of texts and resources at the site. Of course, all materials are aligned with the Common Core State Standards, and teachers are actively adapting both their curricular design and instructional delivery to align with the whatever delivery model is available at the time — face-to-face learning, hybrid, or remote. Teachers actively use the Common Core State Standards to create pacing guides (i.e. a Scope and Sequence document) and to guide their daily instruction. Moreover, teachers attend workshops to keep abreast of the most current education research and share this information at weekly staff professional development meetings. Additionally, each teacher shares their own research in our school's Google Docs Research Forum. All in all, teachers have high expectations of students and reflect these expectations through providing strong support in selection of curriculum as we seek to maintain a viable, meaningful instructional program for all student learners.</p> <p>Departmental examples:</p> <p>Apart from focusing on the relevance of the content and skills of their discipline, the English Department incorporates several research-based curriculum development strategies to inform and guide instruction in the classroom, such as Mindfulness and Social Emotional</p>	<p><i>California Frameworks and 21st Century Skills</i></p> <p><i>The Common Core State Standards</i></p> <p><i>Student course schedules</i></p> <p><i>Master Schedule</i></p> <p><i>Subject area textbooks and online instructional resources</i></p> <p><i>Scope and Sequence documents</i></p> <p><i>Current Educational Research resources (i.e. American Educator journal, Compendium of Research on the Common Core State Standards)</i></p> <p><i>CATCH Google Docs Research Forum</i></p>

support, use of district and state vetted textbooks, National Board Criteria in planning, West-ed referenced information for reading improvement, use of low-stake tests, Kagan strategies, Make It Stick, Teach Like a Champion, various podcasts related to education, Mastery Grading, a backwards planned dept. plan based on student college/career needs, alumni feedback, strategies learned from conferences such as CATE, shared data used for planning, TedEd, and related websites.

Science is implementing research based Linked Learning (CTE) approaches, the department is attending PD to become more versed in NGSS (which was researched heavily before implementation), investigating the potential for more CTE credentialed teachers in their department.

In P.E., students are informed and learn about the 5 physical fitness components. These components teach students the basics of being and staying healthy as students can do these type of workouts anywhere using pure bodyweight. The physical education classes also teach students mature techniques about sports skills through physical, affective and cognitive knowledge.

Indicator B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>All of the A-G courses offered at CATCH are currently aligned with both the California State Standards, which define the knowledge, concepts and skills that students need to acquire at each grade level, and the Common Core State Standards, which place a higher emphasis on having students write, research, and analyze non-literary texts, developing literacy in history, science, and technical subjects. The Common Core State Standards also focus on applying mathematical ways of thinking to real world challenges, enabling students to develop a depth of understanding and the ability to apply mathematics to novel situations. Furthermore, the Common Core State Standards require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving and communication skills. CATCH instructs students in the Common Core State Standards to align the curriculum, assess and monitor student progress, and to design support and intervention programs. All course descriptions are modeled after the University of California course description templates, in order to meet expectations for all</p>	<p><i>The Common Core State Standards</i></p> <p><i>California Content Standards</i></p> <p><i>College and Career-Readiness Dashboard</i></p> <p><i>A-G requirements</i></p> <p><i>UC "A-G Guide"</i></p> <p><i>CATCH Conservatories</i></p>

<p>UC “A-G” requirements.</p> <p>CATCH students have the highest College Readiness Rate as measured by UC course completion in all of South Los Angeles: 100%. This is achieved through effective primary instruction, and an MTSS implementation that is targeted and focused on student needs and outcomes.</p> <p>Since 2017, CATCH has also offered an after-school CTE Arts & Media Conservatory in which CTE-credentialed teachers instruct classes designed to improve real-world industry skills. From Robotics, to Fashion Design, Journalism, and Media Arts, CATCH students get career experience and guidance from industry professionals while earning CTE credit for coursework.</p>	
--	--

Indicator B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>At CATCH, all curriculum is designed with the idea of holistic integration in mind. In this way, all standards and instructional outcomes are connected to the CATCH Schoolwide Learner Outcomes (SLOs), which are centered on the following:</p> <p>The CATCH Community will prepare our students to be:</p> <p>Prepared for post-secondary life: College & Career Ready</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> •Competing A-G Requirements with “C” or better •Communicating effectively in speaking and writing across the curriculum •Analyzing and evaluating data effectively •Completing internships & participating in extracurricular activities •Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications <p>Broad-minded and Balanced Lifelong Learners</p>	<p><i>CATCH Charter Petition</i></p> <p><i>The Common Core State Standards</i></p> <p><i>CATCH Schoolwide Learner Outcomes</i></p>

<p>Evidenced by:</p> <ul style="list-style-type: none"> •Developing critical thinking skills through both individual and collaborative problem-solving, inquiry, and research •Ongoing pursuit of intellectual, civic, artistic, and/or physical interests and endeavors •Seeking help and guidance through special programs, intervention and credit recovery <p>High Achieving</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> •Maintaining excellent attendance •Setting short-and-long term goals through college and career •exploration/preparation •Increasing student achievement on the State (Dashboard) indicators <p>Socially Responsible and Engaged</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> •Participating in community, social, athletic, civic, and/or cultural activities •Completing Service Learning •Making healthy life choices for self, others, and the earth 	
--	--

Indicator B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
<p>As we continue to develop and refine our practices at CATCH Prep, we are emerging in the areas of project-based learning and interdisciplinary lessons that could integrate the disciplines with the career technical programs.</p> <p>There are opportunities within our school structure that we can maximize to further our work in this area. In an effort to encourage integration among academic and career technical disciplines, CATCH Prep emphasizes writing across the curriculum, ELA/literacy standards schoolwide, and employs a weekly schoolwide Essay</p>	

<p>Prompt writing opportunity through CATCH Class.</p> <p>Two Advanced Math Teachers and the Conservatory Engineering/Robotics teacher collaborate annually on a 4 to 6-week unit in which students build both 1 underwater and 2 land robots for competition. This competition is in its 3rd year, and it draws parents and community members from across Leimert Park.</p> <p>In addition, individual teachers integrate among disciplines for example, the Spanish language teachers integrate culture and visual arts for Dia De Los Muertos. They have their students research, create, and display <i>ofrendas</i> in the school library. They also regularly study Spanish speaking painters to learn about history, arts, and create paintings in the style of the artist being studied.</p>	
--	--

Indicator B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, 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
<p>Local feeder middle schools have information nights at least once a semester for their students, and CATCH attends these events to present our quality instructional program to prospective parents and students. Additionally, CATCH’s website is frequently updated and available to prospective students and families, and the community at large with relevant and current school information.</p> <p>CATCH also has existing partnerships with local community colleges to offer courses on our campus and off campus after school which include numerous courses for requirement completion (Arts, Social Studies) as well as extension of Linked Learning Pathway articulation and certification (CTE Patient Care). Fuller development and participation in the articulated college courses within the Linked Learning Pathway and future Pathways is an ongoing task that needs further development and support. Courses are offered by primary community college partner Southwest College as well as through a program with USC.</p> <p>Furthermore, the administrative team and school counselor work closely with local community colleges and four-year universities in order to increase students’ stakeholding in the process of selecting and applying to colleges. Our post- secondary partnerships with local</p>	<p><i>CATCH website Informational Flyers</i></p> <p><i>High School Matriculation fairs</i></p> <p><i>Middle school recruitment presentations and events</i></p> <p><i>Dual enrollment program documents</i></p> <p><i>Parent and Student engagement surveys</i></p> <p><i>Articulation agreements and records of community college course enrollment and completion</i></p>

community colleges allow us to offer dual enrollment. In our collaboration with Los Angeles Southwest College, for example, we've been able to offer college level courses on our campus. In our efforts to continue to promote a college going culture, we host recruitment events throughout the year as well as college visits and tours.

We have received positive feedback regarding our curricular program from graduates, particularly those who have gone on to attend four-year universities. While we know that we still have room for improvement in maintaining communication with graduates in order to gauge the effectiveness of our curricular program, we know our graduates have largely demonstrated resilience and academic excellence in their respective universities because they've remained in good academic standing.

B2. Equity and 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. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator B2.1. Variety of Programs — Full Range of Choices: 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
<p>Every student at CATCH is given two documents upon enrollment: one is the CATCH-Plan, which outlines all academic courses necessary to graduate with all A-G requirements and to have a competitive high school transcript; the other is a Post-Secondary Plan, in which students discuss their own dreams and aspirations, and match their goals to suggested academic coursework and extracurricular activities. For the Post-Secondary Plan, three main options are outlined: Top tier universities, State schools, and Technical Training and/or Community College. This process is ongoing and plays a fundamental role in the culture of our school.</p> <p>CATCH prepares students to be college and career-ready by delivering a college preparatory curriculum that infuses the arts and technology. Learning through the arts and technology improves motivation, concentration, and confidence, and enhances student engagement in critical and divergent thinking skills. Our rigorous curriculum, from the A-G requirements to Honors and AP courses, is geared towards preparing students for the professional demands of the 21st century.</p> <p>These combined efforts have led us, for instance, to a rate of 85% of our graduating students attending four-year colleges and universities, which has consolidated the fact that our school fosters a culture where college and career are essential priorities. Further, as a result of our academic culture and our partnerships with local colleges (i.e. Center X at UCLA, the UC Berkeley History-Social Science Project, the USC School of Social Work, the Loyola-Marymount University School of Education, the CSU Dominguez Hills Occupational Therapy department) and community organizations (i.e. the Los Angeles Fire Department Academy, the Los Angeles Police Department), we have developed our students for their</p>	<p><i>Student CATCH-Plans</i></p> <p><i>Student Post-Secondary Plans</i></p> <p><i>A-G requirements</i></p> <p><i>Sample student schedules</i></p> <p><i>The Common Core State Standards</i></p> <p><i>AP and Honors course syllabi</i></p> <p><i>Dual Enrollment program documents</i></p> <p><i>Sample student schedules</i></p> <p><i>Professional Development conference notes and materials</i></p>

future experiences in college and careers. By partnering with community colleges, we have been able to offer our students the option of dual enrollment for courses in business and personal development.

Indicator B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
<p>Many elective courses on our campus offer students access to real-world applications, hand-on training, and work-based learning. For example, student publications allow access to social media, newspaper, and yearbook design through publishing programs. The drama course offers training in stage design, vocational training in carpentry, lighting, and sound design.</p> <p>Through a partnership with USC, some of our SPED students are offered paid internships at local business off campus to give them access to first-hand experiences in the workplace. Within the SPED classes, differentiated instruction to support student learning through additional supplemental materials like audiobooks, big print textbooks, and manipulatives are utilized to support the continuation of rigorous and coherent instruction.</p> <p>To eliminate barriers to student learning in rigorous coursework, there are no requirements for admittance to AP courses, and students are encouraged to take Honors/AP courses by the promotion of our Counseling Department’s AP motto, “Just Try One.” Many students have been identified as AP ready according to their PSAT scores and they have been invited to take an AP course on our campus. The recommendation for students who want to take on the AP course is to complete the preliminary course work needed and to sign an AP Agreement.</p> <p>School activities beyond the classroom continue to support our rigorous, relevant coherent curriculum on campus. Associated Student Body students, along with service clubs, Black Lives Matter, DACA Club, and California Scholarship Federation create and participate in afterschool activities that parallel real-life experiences. For example, the students collect, wrap, and visit disadvantaged school to hand out Christmas Gifts in our annual “Santa For Students” toy drive.</p> <p>CATCH students also participate in local protests for racial</p>	<p><i>Master Schedule</i></p> <p><i>Course Syllabi</i></p> <p><i>Student Work (Student Work Folder)</i></p> <p><i>Links to digital publications (journalism)</i></p> <p><i>USC Program Coordinator</i></p> <p><i>AP Course Syllabi</i></p> <p><i>AP Readiness List</i></p> <p><i>AP Enrollment Data</i></p> <p><i>CATCH ASB Club List</i></p> <p><i>CATCH Calendar of Events</i></p>

justice and equality in the wake of the killings of George Floyd, Breonna Taylor, and others.

Indicator B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>CATCH highly welcomes parent involvement. With the addition of a Student Services office only a few blocks away from the central campus, parents have continued to have opportunities to interact directly with both counselors and administrators regarding a range of topics, such as college preparation and a student’s own learning goals. Additionally, parents often volunteer on campus with such tasks as administrative assistance and event coordination for student activities. As such, parents have a number of ways to stay involved with their student’s learning. In addition to Back to School Night in the fall and Open House in the spring, as well as parent conferences which take place throughout each semester, parents are encouraged to regularly visit the campus to address any concerns, to attend schoolwide meetings regarding academic performance and school culture, to take part in the School Site Council (SSC), and even to make individual visits to their student’s class during the instructional day.</p> <p>Furthermore, every new student to CATCH has a meeting prior to enrollment that includes the parent and a school administrator, in which academic history is discussed with the students’ needs, goals, and learning styles in mind. Students, parents, and school staff therefore have the opportunity to communicate clearly on academic and behavioral expectations, so that their learning plan is at once clear and cohesive.</p> <p>Since the pandemic shut down CATCH and all Los Angeles schools to on-campus learning in March, we’ve moved our assemblies to an online format. Each Friday, students and parents are texted a Google Meet phone number & Class Code to use to join our weekly assembly. Here, we celebrate student achievement, discuss relevant academic, socio-emotional, and community updates, and bring our family of students together as a cohort of scholars getting ready to attend college and make a difference in the world.</p>	<p><i>Back to School Night and Open House meeting agenda</i></p> <p><i>Weekly School Community Engagement Google Meet Assemblies</i></p> <p><i>Parent meeting minutes</i></p> <p><i>School Site Council meeting minutes</i></p> <p><i>Sample student transcripts</i></p>

Indicator B2.4. Post High School Transitions: 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
<p>As the CATCH culture is highly college preparatory, most programs emphasize the transition from high school to postsecondary education. Through programs such as our summer SAT Prep class and our Personal Statement Workshop, we allow students to boost the strength of their college applications. Students also receive one-on-one assistance when applying to colleges and universities.</p> <p>Furthermore, all throughout the year, we partner with organizations at major universities like UC Berkeley, UC Irvine and UCLA to bring opportunities to visit college campuses and to hear directly from current college students about what the realities and expectations of college should be, particularly for students of color.</p> <p>Since our last WASC full visit, all 100% of our senior class qualifies for the UC system, while 100% also qualify for the Cal State system. Traditionally, nearly 85% of our students go on to enroll in four-year colleges or universities upon graduating from CATCH.</p> <p>Through the WASC 1-Day Review in 2018, CATCH learned about the National Student Clearinghouse as a resource to access tracking data regarding post-secondary enrollment and completion of CATCH Prep graduates from 2003 to 2018. We now receive this data and widely examined and integrate it in terms of planning. Clearinghouse data reveals that, for example, 72% of students from the Class of 2014 graduated within six years of high school graduation. However, the number of students tracked in the data is significantly lower than the actual number of students in the graduating class. As such, more research will be needed to determine how to best use this data in the future.</p>	<p><i>SAT Prep class curriculum (pre-pandemic)</i></p> <p><i>Personal Statement Workshop program</i></p> <p><i>Student transcripts</i></p> <p><i>National Student Clearinghouse</i></p> <p><i>CATCH Alumni Association Annual minutes/barbeque photos</i></p> <p><i>Annual CATCH Senior Survey of Intended Post-Secondary</i></p>

ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Variety of programs offered to meet the individual needs of students in academics, athletics, social-emotional learning and extra-curricular activities
2. Use of technology in the classroom to enhance instruction and communication with students and parents
3. Access to intervention programs to address the academic needs of struggling students
4. Significant increase in student participation in Advanced Placement and honors level courses
5. Increase in teachers attending professional development in their specific subject area

Areas of Growth

1. Increase opportunities for parent and student workshops (i.e., Google Classroom, and other web-based forms of communication)
2. Increase collaboration with community partners to ensure students are provided with college and career readiness opportunities outside the classroom (i.e. internships and articulation agreements with community colleges, etc.)
3. Increase time for Science to lesson plan around NGSS and CAST
4. Increase parent comfort level with, and use of Google Classroom
5. Increase number of teachers participating in formal and informal classroom observations
6. Follow up on CATCH graduates in a systematic way.

SYNTHESIS:

CATCH Prep offers a variety of programs to meet the needs of the students in academics, athletics, special interests, and extracurricular activities. Academically, students participate in a rigorous, relevant, and coherent standards-based curriculum that supports academic standards and college and career readiness standards to meet high school and A-G requirements. Students are able to individualize their course options in non-honors, honors, and AP level course load. There has been a significant increase in students enrolling in honors and advanced placement courses while intervention programs offer students an opportunity for learning recovery to meet A-G and graduation requirements. Teachers are encouraged to incorporate technology and have been attending professional development sessions on technology to effectively teach students through multiple modalities to enhance instruction for student achievement. CATCH implements a variety of programs to equip students with 21st century skills to make a smooth transition from high school to college or career readiness.

*The summary information will be used for Tasks 4 and 5.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

CATCH Prep’s curriculum can and should be adapted as a result of the global coronavirus pandemic. When students return to campus, departments should consider revisions to their scope and sequence documents as Learning Loss is sure to be a cohort-wide issue that all students grapple with. Curricular foci should also consider the time management issues that come when students are tasked with, both, catching up on skill development and meeting grade level standards after having missed lengthy periods of instruction due to the pandemic. If done thoughtfully and with schoolwide input and considerations, evolutions to CATCH Prep’s curriculum across all departments — especially Math and English — can garner achievement gains that further commit CATCH to our SLO’s, Vision, and Mission to prepare all students for college and the opportunities that lie therein.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Indicator C1.1. Results of Student Observations and Examining Work: 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
<p>All CATCH students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. By maintaining a high level of expectation for all student learners, CATCH ensures that all students have access to an instructional program that is robust and relevant. Our students choose from Common Core State Standards aligned and A-G approved courses that include an honors program and an AP program. Additionally, our Schoolwide Learner Outcomes are embedded into our curriculum. As a result, students facilitate classroom discussions, create study groups for upcoming exams, and complete performance tasks that require knowledge of a wide-ranging set of skills, among other activities. Through close analysis of student work, we have examined how students develop an understanding of the academic standards, the college- and career- readiness standards, and the Schoolwide Learner Outcomes through various work samples and assessments.</p> <p>CATCH believes that the quality of instruction can be measured by the activities and tasks that students are asked to perform. As a result, teachers plan structured learning experiences that help students apply the concepts and skills that they have learned. Samples of student work demonstrate that students are able to gather information, organize it, and then apply it to develop original thoughts. Sample student work also demonstrates our students' progress towards meeting our Expected Schoolwide Learner Results, including, but not limited to:</p> <ul style="list-style-type: none"> • Various types of maps: thinking/concept maps, unit maps, sequence maps. 	<p><i>Parent Student Handbook</i></p> <p><i>A-G Course syllabi</i></p> <p><i>Portfolios</i></p> <p><i>Curriculum maps</i></p> <p><i>Student work samples</i></p> <p><i>Transcripts</i></p> <p><i>Course list</i></p> <p><i>Historical student achievement data</i></p> <p><i>PSAT and SAT results</i></p> <p><i>Classroom observation logs</i></p> <p><i>Research projects</i></p>

<ul style="list-style-type: none"> • Various types of graphic organizers used to compare and contrast text/images, scaffold analysis of text, analyze political cartoons & photographs, scaffold writing, compute mathematical tasks, write lab reports, learn language. • Various types of individual and group projects, including those that are interdisciplinary. • Writing assignments including short answer responses in all disciplines, essays, and research papers. • Student-led Socratic seminars. 	
---	--

Indicator C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p>At the beginning of each unit of study, students complete a Unit Concept Map (UCM) that helps prepare them for the upcoming unit of study. While UCM's help students create "big-picture" perspectives of the content, they also guide students towards understanding the objectives of the unit and understand the standards that they are about to practice. Along with UCM's, teachers utilize unit, lesson, and daily focus questions to help students understand what they should be able to know by the end of each unit, lesson, and daily activity. On a daily basis, students can find the day's learning objective, Common Core State Standard(s), focus question, and sequence of activities on the board. As a standard practice, all teachers begin their class by stating that days learning objective and standard(s) that will be practiced. Each courses' state standards are permanently posted in every classroom.</p> <p>CATCH teachers also utilize grading rubrics and syllabi to portray to students the expected performance standards as well as which state standards they are responsible for within each assignment. With the transition to Google Classroom as a learning management system, this will continue to progress as our teachers become more familiar with the digital tools available to them — both, during a pandemic or otherwise.</p>	<p><i>Curriculum maps</i></p> <p><i>Scope and Sequences</i></p> <p><i>Classroom observations</i></p> <p><i>Classroom white boards</i></p> <p><i>Student work samples</i></p> <p><i>Course syllabi</i></p> <p><i>Common Core State Standards</i></p> <p><i>Lesson plans: Goals/Objectives</i></p> <p><i>Unit concept maps Rubrics</i></p>

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
<p>At CATCH, teachers focus on being guides for students in an effort to facilitate learning. CATCH teacher's work as coaches as they help develop skills, teach new strategies, exhibit patience, provide guidance, provide feedback and correction when necessary, and allow for ample opportunities for students to practice those skills. Consequently, teachers use elements of the flipped classroom where teachers serve primarily as guides in the problem-solving process, and use project-based learning to encourage collaboration and dependence on each other and their skill sets rather than the teacher. While the majority of the coaching occurs in the classroom, teachers use the same approach when serving as advisors to clubs, during leadership training workshops, one-on-one tutoring sessions, and school- wide projects.</p> <p>For example, when observing an English classroom on a typical day, one may find the teacher facilitating a Socratic seminar or guiding students towards understanding the message of a novel. In a History classroom, an observer may find the teacher facilitating a debate, or guiding students through the analysis of a primary source document. In all classrooms, teachers also serve as literacy coaches to help students develop their reading and writing skills. Outside of the classroom, teachers act as coaches when helping students prepare for scholarship group interviews, or providing in depth scaffolding during one-on-one tutoring sessions.</p> <p>CATCH utilizes research-based instructional strategies, including the use of multimedia and technology to engage students in meaningful higher order thinking activities. Teachers in all the disciplines embed the use of technology within their curriculum to help build technological capacity, mimic real-world technology use, and ultimately to help meet the school's Schoolwide Learner Outcomes. By the time they graduate, students</p>	<p><i>Teacher monthly evaluations</i></p> <p><i>Lesson plans</i></p> <p><i>Curriculum maps/Scope and Sequence</i></p> <p><i>Classroom observations</i></p> <p><i>Professional development calendar</i></p> <p><i>Use of Khan Academy for math</i></p> <p><i>Nearpod</i></p> <p><i>Mote</i></p> <p><i>KAMI</i></p> <p><i>Student work samples including PowerPoint and Prezi samples</i></p> <p><i>Technology Inventory list</i></p> <p><i>Google Drive (student work samples folder)</i></p> <p><i>Links to notes, Google Classrooms, online videos, photos of electronic whiteboards, graphing calculator stations</i></p> <p><i>Course Syllabi</i></p> <p><i>Class Websites</i></p> <p><i>Unit Tests</i></p> <p><i>Field Trip Calendar</i></p>

are able to perform tasks needed in college and careers, and include: creating and producing documents, reports, research papers, presentations, and independently using technology to access & integrate information. On a daily basis, students use multimedia and technology to access primary and secondary sources in their history classrooms, or collaborating in groups through online forums in English classes. CATCH has been strategic in its acquisitions of technology for student use. As such, students are able to effectively use technology because of its availability. We've moved from a a 1:1 student to computer ratio to a 1:2 model, where students have school-issued devices at school and at home. Since the pandemic began, this model has proven valuable as all learning now occurs remotely from a student's home environment.

CATCH's Special Education Department has been trained on Autism Awareness and the IEP process. Our science teachers have had to attend NGSS trainings in order to support the transition of implementing new science standards, and our social studies department attended training on implementing our new textbooks. All of our teachers that teach AP classes are required to take courses or attended conferences including AP seminars.

For most teachers, multimedia and technology are used to deliver instruction through use of online distribution of resources (textbooks and notes), grades, PowerPoint and similar presentation software in the classroom, as well as delivery of notes and resource materials via email and online file servers (i.e. Google Classroom), document readers, electronic whiteboards, and utilizing video streams web outlets (YouTube, TV5monde, and Khan Academy, etc.). In math and science classes, students at each level are also encouraged to use calculators and multidimensional calculation tools as well (graphing calculators, Desmos). CTE classes for robotics use 3D printing technology for models and computer programming.

Indicator C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>Student work samples demonstrate that students effectively use resources beyond the textbook to complete assignments. For example, science lab reports indicate the use of lab materials and the internet to draw</p>	<p><i>End of unit projects</i> <i>Debate writing briefs</i> <i>Performance tasks</i></p>

conclusions. In history courses, sample work indicates the use of primary and secondary sources, computers, and various multimedia to conduct research. Across all the disciplines, student samples demonstrate the use of the internet to access short videos and/or clips, use interactive websites, access databases containing relevant content information, and to participate in discussion forums.

Sample student work demonstrates that students are able to think, reason and problem solve both in groups and individually when provided with adequate scaffolding and guidance. For example, student work samples in history classrooms show that students are able to formulate sophisticated historical interpretations of events after guided analysis of texts, including primary and secondary sources. Such work requires that students decode words, make inferences about a text, answer the teachers' guiding questions about the text, develop questions about the text, and ultimately combine these tasks to create original and authentic interpretations. In mathematics, teachers use performance tasks that build on content knowledge, use processing skills, and developed work habits to demonstrate their ability to think, reason, and problem solve. In one example, a teacher used a sample performance task from a professional development session where students were given a copy of a credit card offer from a real bank. Students were then prompted to determine how the variability of credit card use would affect monthly payments and interest rates charged. Students had to create graphs with rationales for their data. In both of these examples, students were given the opportunity to work in the investigative process both independently and collaboratively.

Sample student work demonstrates that students use technology on a regular basis to help them achieve both the academic standards and the Schoolwide Learner Outcomes. For example, writing samples includes citations pages that indicate that students have conducted research on a computer. In other examples, the final drafts of sample essays are typed and are accompanied with a rubric that grades them on technology use. Sample exams demonstrate that teachers have required students to conduct portions of exams on a computer, and then emailed to the teacher. Other samples of work that demonstrate the use of technology included end of semester projects such as business plans in Economics or portfolios from Media Arts. Schoolwide, our annual student created and inspired school magazine serves as a representation of a collective body of work that emphasizes the use of technology.

Writing samples

Text analysis work samples

Assessments

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

Findings	Supporting Evidence
<p>Through the implementation of the CCSS, NGSS, and California State Standards, teachers gather and evaluate evidence of students’ abilities to demonstrate learning through student work samples that show that CATCH Prep students are able to apply their knowledge through the multiple academic tools inside and outside the classroom in order to synthesis past knowledge and apply it to their future learning. Through student work samples submitted to our focus group, faculty and staff evaluated the documentation and found evidence of CATCH Prep scholars’ ability to research, inquire, discover, and invent. Examples of multi-faceted classroom projects, research-based essays, persuasive essays, and document-based writing samples were seen to show interactions with authentic texts and primary source documents. Evidence also shows students’ ability to hypothesize and discover new knowledge through the application of math and science concepts to real world learning through analysis of experiments and development of both group and individual projects.</p> <p>Through classroom observation and reflection through a faculty on-line survey, teachers observed classrooms in which students presented in front of class both individually and in groups. They also make claims using support in a structured format. In math class, word problems and projects that have students apply mathematical concepts to real life were observed. The student learning process and ability to understand and apply their knowledge was demonstrated in formative assessments of teachers’ observation of the utilization of class discussions, classwork, warm-ups, exit slips, peer editing, homework, and posted student work with clear rubrics.</p> <p>Larger summative assessments are also evidence for students’ opportunity to research, inquire, discover, and invent knowledge and evidence that they have learned. Our electives also show unique ways of summative assessments in our school’s fashion show or our drama program’s play, and graphic design’s final website, for example.</p>	<p><i>CCSS/NGSS/State Standards</i></p> <p><i>Course Syllabi</i></p> <p><i>Faculty Observation Results</i></p> <p><i>Teacher Observations Forms</i></p> <p><i>SLOs Student Survey Results</i></p> <p><i>Google Folder (Student Evidence)</i></p> <p><i>PSAT Data</i></p> <p><i>SAT/ACT Data</i></p> <p><i>AP Scores</i></p> <p><i>SBAC Scores</i></p> <p><i>CAASPP Data</i></p> <p><i>CATCH Prep Calendar of Events</i></p>

Indicator C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>Beyond CATCH’s CTE courses, many of our courses provide specific community outreach and career skills for students to gain real world experiences. In our economic classes, our teachers provide financial preparedness through lessons concerning personal debt, taxes, budgets, loans, interest rates, and the stock market. In our yearbook and journalism courses, students develop career building skills through writing, page design, photography, interviews investigating stories, and use of multimedia programs to create finished products documenting experiences for their peers within the year.</p> <p>As a graduation requirement, all students are required to participate in a community service project. Students log a minimum of 20 hours and then create a portfolio that highlights the process, starting with the application, the hours in which they participated, and the social impact of their time.</p> <p>Students have had a variety of different volunteer opportunities from working with local food banks to volunteering at the local hospital.</p> <p>Some of our math courses, like our geometry course, assign an architectural design project in their classes. Students design their own room apply their math skills to real world applications using precise measurements.</p> <p>CATCH also provides a College/Career Center to provide help with college and career readiness. Open for walk-ins daily during nutrition and lunch, many ninth-grade classes take their students to the office to introduce them to the College Office and explain the requirements needed for different universities. The college office identifies students that have AP potential according to their PSAT scores. The college office also administers the ASVAB test to students interested in fields in the military.</p> <p>Senior students are given multiple opportunities to attend college and career seminars, including FAFSA trainings, College Admission Information Night, Field Trips to Career Pathways, and presentations from College Admission Representatives.</p>	<p><i>Documentation of Internships and Certifications</i></p> <p><i>LA Youth @ Work Certification</i></p> <p><i>Virtual Enterprise Fair</i></p> <p><i>National Youth Leadership Forum</i></p> <p><i>College Center Reports</i></p> <p><i>CATCH Plan</i></p>

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Increased use of technology in the classrooms to support instruction
2. Variety of instructional strategies and resources (i.e. purposeful grouping, online resources, debates and Socratic methods, essential questions, and supplemental materials such as novels, DBQs, etc.)
3. Implementation of EL strategies across disciplines to prepare EL students to reclassify
4. Support college and career readiness through hands on learning and student collaboration

Areas of Growth

1. Continue to develop and explore effective digital instructional strategies specific to each subject area
2. Greater implementation of Next Generation Science Standards (NGSS) in science classrooms with greater emphasis of labs, real world connections, and hands-on activities
3. Make cooperative groupings more purposeful, structured and continue to increase/improve physical tools needed such as desks, placemats
4. Make Essential Questions more active (not just posted) - the lesson/activity answers the essential question

SYNTHESIS:

CATCH Prep teachers effectively use a variety of differentiated strategies, which include an online learning management system, Google Classroom, and other technological resources, NewsELA, KAMI, Mote, Nearpod, and more. Students have access to Chromebooks on campus and at home, as well as other supplemental materials, like workbooks and novels. CATCH teachers and administration have worked to build a strong culture of collaboration through co-planning, sharing resources, and offering multiple programs so that all students have an opportunity to excel and study what interests them.

- List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)
- List any additional identified student learner needs that resulted from the Focus Group analyses.
- In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
 - Analyze what areas within the schoolwide action plan/SPSA need to be addressed
 - Identify important next steps within the schoolwide action plan/SPSA.

CATCH Prep believes that “teacher approach” will be essential to supporting students as they transition back to school after the pandemic subsides. This “approach” is what will help and support students as they tackle grade-level standards that may not have

*The summary information will be used for Tasks 4 and 5.

considered the ramifications of a global health emergency when first written. As teachers employ more empathy, patience, and understanding to serving students and families that are likely to have been more disproportionately impacted by COVID-19 than other communities, our students will be more motivated and purposed to continue to apply maximum effort to their education. Without this, CATCH would be concerned how students would manage their time if feeling disconnected from the purpose and outcome of school. In regards to student achievement, this evolved approach to classroom learning should help to further connect students to teachers, content, and relationship between high school success and college and career access.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p>CATCH uses a variety of assessment tools in order to collect data concerning student performance. The different assessment data is gathered from the following tests and assessments: Smarter Balance Assessment Consortium (SBAC) in Math and ELA, Science Performance Exam, PSAT Scores, and AP Exam Scores. These scores are evaluated by our administrative team and data team and then shared with the entire faculty.</p> <p>The ELD coordinator annually administers the ELPAC test, to monitor the progress of English Learners. The ELPAC scores are reviewed and evaluated by our ELD Coordinator, and then made available for students, parents, and teachers, via Powerschool.</p> <p>CATCH uses a variety of assessments that are both comprehensive in their measurement of skills and content mastery and highly effective in determining student performance. The following outlines our general approach to our assessment process, and how assessments are distributed and analyzed throughout the school year:</p> <p>Diagnostic assessments are distributed at the beginning of every school year.</p> <p>Benchmark exams are given every 6 weeks across all courses. All teachers analyze benchmark data and report findings. All benchmarks are aligned with the Common Core State Standards for math, English and history and are designed to mimic the Smarter Balanced assessments for respective subject areas.</p> <p>Students receive feedback on their performance immediately after they take the benchmarks.</p>	<p><i>Diagnostic assessments and data reports</i></p> <p><i>Benchmarks</i></p> <p><i>Student Surveys</i></p> <p><i>Professional Development</i></p> <p><i>Smarter Balanced data reports</i></p> <p><i>UCLA Diagnostic Exam Results</i></p> <p><i>SBAC Scores</i></p> <p><i>AP exams</i></p> <p><i>AP Readiness Results</i></p> <p><i>PSAT results</i></p> <p><i>ACT/SAT/SAT II Scores</i></p> <p><i>Science Performance Exams</i></p> <p><i>ELPAC Scores</i></p> <p><i>CELDT Scores</i></p>

<p>Teachers monitor overall class performance as well as individual student performance an effort to analyze and evaluate trends. Concepts are then re-taught as needed.</p> <p>State administered assessments are also analyzed to evaluate the growth of students overall, and in specific areas.</p> <p>Math courses utilize the UCLA diagnostic exam to assess where student knowledge at the start of class in order to lead instruction throughout the school year. Formative and summative assessments are given at various intervals depending on the class, including diagnostic tests, unit/chapter quizzes and tests, benchmark assessments, performance-based assessments, SBAC interim assessments, projects, portfolios, and final exams. The Data Committee shares the data through the Instructional Leadership Team and at faculty/department meetings</p> <p>Student PSAT results (pre-pandemic) are also analyzed for all students in grades 9-11 to assess each students' critical thinking skills and college readiness through College Board College and Career Readiness indicators.</p> <p>Both formal and informal assessments, ranging from tests or quizzes to one-on-one conferences with students, are conducted daily inside every classroom to assess student progress on a more microscopic level.</p> <p>Teachers are trained throughout the school year in assessment strategies (i.e. book response journals, KWL charts)</p> <p>Project-based assessments are administered, evaluated, and analyzed. These assessments measure students' higher order thinking skills and demonstrate increased knowledge of subject matter and processes.</p> <p>Students receive a report card every 6 weeks with final 18-week report cards for both the fall and spring semesters. Additionally, students and parents have access to Google Classroom, which provides information on grades and classroom assignments. Powerschool allows parents to access all student data, including attendance, standardized test scores, transcript, grades, immunization, and other pertinent student information.</p>	
--	--

Indicator D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<p>CATCH's basis for grades, student growth, and performance levels is consistent throughout the school and is highly effective, as we consider the following factors and steps:</p> <ul style="list-style-type: none"> • Performance levels are aligned to and consistent with the performance levels given by the California Department of Education. • Student growth is judged by their progression through performance bands in each subject. • Student growth is also determined by student progression through bands in specific skill sets or clusters of standards, as well as on the individual standard level. In this way, we are able to combine and utilize data from multiple sources and formats. • The grading system is the same throughout the school, creating consistency in terms of expectations and culture. Grades are inputted and tracked in PowerSchool as well as Google Classroom (since the pandemic), and all assessment data is then analyzed in conjunction with student grades in order to evaluate correlations between student performance on various tests and their individual grades. • The many forms of informal and formal assessments used to determine student performance levels are inclusive of the variety of learners found within a general classroom. Incorporating the different forms of assessment makes for a more consistent methodology in determining student performance, growth, and grades. 	<p><i>Grading System</i></p> <p><i>Benchmark Exams</i></p> <p><i>Data Reports from Benchmarks and State Tests</i></p> <p><i>PowerSchool reports</i></p>

Indicator D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>CATCH has implemented a system in which all stakeholders are informed and play an active role in student achievement. All governing board members are informed about student progress through reports provided by the administrative staff, which in turn is informed about the progress of student achievement through reports provided by the teaching staff. This cycle of</p>	<p><i>Board Meetings Minutes</i></p> <p><i>Phone Call Logs</i></p> <p><i>Student Performance Reports</i></p> <p><i>Professional Development Plan</i></p> <p><i>Special Education Department</i></p>

<p>communication ensures both effectiveness and transparency.</p> <p>As teachers gather information on student achievement informally in class or through online programs and databases, they inform students about their achievement and progress. As a result, these teacher student discussions promote a culture in which all stakeholders are aware and active in the achievement of the academic standards, the college-and-career readiness standards, and the Schoolwide Learner Outcomes. Additionally, as teachers meet with individual students to analyze and discuss their own performance data, students are given tangible tools to assess their own college-and-career- related skills and mastery of academic standards. Concurrently, parents are informed by the teachers about their students' academic achievement. In doing so, all stakeholders are appropriately informed in a systematic and timely manner.</p> <p>English Learners are initially assessed and placed in classes based on their ELPAC scores. They are constantly monitored for progress both formally and informally. EL students are formally assessed annually using the ELPAC test, with the expectation that they will progress one level each year. Students meeting the criteria for reclassification are monitored by the ELD Coordinator for four years to ensure academic success. EL students with IEPs receive an updated Present Level of Performance and parents are informed of their progress at IEP meetings.</p> <p>The Special Education coordinator, and our school counselor monitor special education students regularly throughout the school year and formally assess their academic progress. They have annual meetings with the student, parents, and general education teachers to discuss the academic progress of the student and document the findings.</p> <p>The teachers collaborate by grade levels, departments, small learning communities, and interdisciplinary teams to share best practices, common planning time, and classroom observations. Many teachers on our campus utilize standard rubrics for assessments to ensure equitable evaluation of student work.</p>	<p><i>Calendar</i></p> <p><i>IEP Forms</i></p> <p><i>DHH/SPED Teacher Communication Forms</i></p> <p><i>IEP Progress Reports</i></p> <p><i>ELPAC Data</i></p> <p><i>Interim Assessments</i></p> <p><i>Teacher Rubrics</i></p> <p><i>Teacher Syllabi</i></p> <p><i>Leadership Meeting Agendas</i></p>
--	--

Indicator D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, 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	Evidence
<p>The school leadership team evaluates various components of the program area, graduation requirements, credits, course completion, homework, and grading policies, to ensure student needs are met through a challenging, coherent and relevant curriculum. The Executive Director and the counseling staff to create a master schedule based on student need and graduation requirements. The counseling department routinely monitors the course offerings to ensure a wide variety of A-G courses and CTE courses to ensure academic success of our students.</p> <p>When the need arises, the counseling department will make adjustments to the master schedule or offer new courses to meet our student needs. The regular analysis of student marks, course completion, and credit recovery are monitored by counselors and intervention strategies are utilized to keep students on track for graduation.</p> <p>Each semester, course syllabi are reviewed by each department. Grading policies and homework completion are reviewed to ensure standardized grading policies. Once course syllabi are reviewed, it is submitted to the school leadership team to keep on file for future review if the need arises. At the end of the semester the school leadership team reviews each teacher’s roll book to ensure regular grading, retention of parent/student feedback/meetings, and the administration of formative and summative assessment.</p> <p>The school leadership team monitors teacher progress through an in-depth evaluation system: teachers state their goals, submit lesson plans, and respond to feedback online. Administration observes teachers in their classroom and gives feedback to teachers both in person and on the portal to support teacher growth. The administrative team works closely with the Instructional Leadership Team to review and assess the effectiveness of each program area through monthly meetings. Feedback concerning student progress and relevant curriculum are discussed on a regular basis using data.</p>	<p><i>CATCH Prep Grading Requirements</i></p> <p><i>A-G Course Completion</i></p> <p><i>Master Schedule</i></p> <p><i>Department Agendas</i></p> <p><i>Course Syllabi</i></p> <p><i>Roll Book Submissions</i></p> <p><i>ILDT Agendas</i></p>

Indicator D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p>Assessment results have a significant impact on the educational program at CATCH. By utilizing highly effective assessment strategies and analyzing data in an extensive manner, CATCH is able to make effective decisions regarding the school program, resource allocations, and professional development activities. Teachers are trained during professional development opportunities to address the needs and results presented by various assessments.</p> <p>Our in-depth analysis of assessment results has led us to improve upon existing practices, including the inclusion of math intervention courses, strategies and curriculum for SAT Prep courses (pre-pandemic), and the emphasis for Summer Bridge programming. CATCH also continually assesses each teacher’s ability to analyze results, in an effort to ensure that we not only obtain all pertinent results, but that we effectively make changes that address the implications of these results. In doing so, all resources are allocated for the overall advancement of student needs.</p> <p>Since we have identified the need to maximize student achievement as measured by SBAC performance, the math department has been trained in the utilization of Khan Academy and a select group of math teachers have been trained in the EdX program, an online math program that can assess a student’s math skills and individualizes their learning in order to increase student achievement. The main purpose of EdX is to be used as a blended learning intervention — however this has been paused during the pandemic as students learn completely remotely.</p>	<p><i>Teacher Evaluations</i></p> <p><i>Teacher-generated Data reports</i></p> <p><i>SAT scores</i></p> <p><i>CAASPP Score</i></p> <p><i>CAASPP Achievement by Subgroup</i></p> <p><i>EdX</i></p> <p><i>Professional Development Agendas</i></p> <p><i>Graduation Rates</i></p>

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

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

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>CATCH has enlisted a Data Team to collect, analyze, and disseminate the information collected to the administration, faculty, and staff. The information collected by the data team reports findings on a regular basis in order to evaluate assessments and improve instruction.</p> <p>Summative assessments are utilized in the form of quizzes, chapter tests, unit test, SBAC interim assessments, and final examinations. Some departments, such as the foreign language and math department, created final exams are administered to all the students to ensure that student learning goals are standard across the department courses. Course passage rates are discussed within departments annually. Most teachers continually modify instruction using information and data derived</p> <p>The assessment system used to monitor progress of all students is highly effective as it uses a wide variety of quantitative and qualitative data to monitor progress of students, as evidenced by the following measures:</p> <p>Assessment data is first generated through an assessment tool, such as CAASPP's Interim Assessment Portal.</p> <p>Teachers use such avenues to analyze data at the individual student/standard level, to the overall student achievement level for the standards used for that subject.</p> <p>Student achievement progress is tracked on an ongoing basis through the same programs and applications that generate the data, which provides us with an opportunity to evaluate how students have progressed in a manner that is multi-faceted, as it relates to the academic and college- and career- readiness standards.</p> <p>Schoolwide Learner Outcomes are correlated and aligned to assessments, and are then monitored and tracked throughout the academic year. Upon graduation, students</p>	<p><i>Professional Development Plan</i></p> <p><i>Student achievement data reports</i></p> <p><i>Interim Assessments: IBAs and ICAs</i></p> <p><i>IEP meeting calendars/notes</i></p> <p><i>504 meeting calendar/notes</i></p> <p><i>EL reclassification monitoring forms</i></p> <p><i>ELPAC Results</i></p> <p><i>Data Team Agendas</i></p> <p><i>Administrative/Leadership Team Agendas</i></p> <p><i>Formative Assessments</i></p> <p><i>Department Final Exams</i></p>

<p>provide feedback concerning the relationship between their high school career and their own mastery of the SLOs.</p> <p>To work with subgroup populations and decrease the achievement gap, annual IEPs are held for SPED students to evaluate student success, implementing accommodations for students when needed and changing the IEP if necessary. Changes and updates are shared with teachers to ensure effective and appropriate assessment strategies are used. Similar processes and strategies are used for students with 504 plans. Annual progress is monitored by the state, district, school site, and parents.</p> <p>English Learners at CATCH are assessed yearly on the ELPAC. Students who have reached Early Advanced or Advanced on the ELPAC are eligible for the reclassification process. Parents are notified by the district office of the potential for reclassification and a meeting is held to be sure parents understand the process of reclassification and address any parental concerns. Students who are reclassified as fluent, English proficient, continue to be monitored by the ELD coordinator for two years to ensure student success and provide additional support if necessary.</p>	
--	--

Indicator D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>CATCH utilizes student feedback through the use of student surveys, discussions and conferences, and reflection assignments that follow our benchmark exams. In this way, students are given the opportunity to provide feedback on their learning and the education program as a whole, which are all based on the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes. The teaching and administrative staff analyze student responses in an effort to make decisions that take student feedback into account.</p> <p>CATCH Prep also utilizes Experience Surveys to assess and determine student perceptions of CATCH and the various programs and services offered. On questions regarding our Schoolwide Learner Outcomes, 89% of CATCH scholars agreed that upon graduation they would</p>	<p><i>Student Feedback Forms</i></p> <p><i>Benchmark Reflection Assignments</i></p> <p><i>Experience Surveys</i></p> <p><i>Lunch w/ Executive Director</i></p>

be able to use their “critical thinking skills through both individual and collaborative problem-solving, inquiry, and research,” for example.

The CATCH leadership team uses interviews and dialogues with students regularly to determine the extent to which students understand the expected level of performance based on the standards and SLOs in relation to preparation for college, career, and life.

The Executive Director also hosts a monthly lunch to encourage student feedback concerning CATCH success, areas of need, and suggestions.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Increasing the use of technology for both assessing, organizing and distributing assessment data
2. Using CATCH Plans (A-G Graduation Plans) to monitor student progress in meeting graduation and college access requirements
3. Increased identification of AP ready students through PSAT scores
4. Variety of common instructional strategies
5. Opportunities for student learning that extend beyond the classroom

Areas of Growth

1. Continue to implement NGSS with greater emphasis on labs, real-world connections, and hands-on activities
2. Continue to make purpose/learning objective/focus standard more explicit
3. Continue to make more effective use of data from CFAs and IABs

SYNTHESIS:

The CATCH Prep faculty use a variety of methods in their assessments process to collect, analyze, and report student performance data. Assessment results are distributed through various reporting methods to stakeholders both inside and outside the school. Such data is disaggregated at various levels including the district, the local school site, departments, and classrooms. Online resources such as Google Classroom provide parents, students, teachers, and administrators up to the minute feedback on student performance in all classes. Google Classroom is used by 100% of teachers allowing parents and students to get up to the minute feedback.

There is also a large amount of individual teacher reflection based on classroom assessments that happens at CATCH. Students report that assessments are aligned to instruction and there is some diversity to classroom assessments. There is a strong base of effective assessment and data use at CATCH which can continue to grow to ensure all students are meeting the SLOs. Standardized test results are disaggregated and analyzed annually, to identify student learner needs, and create schoolwide instructional goals.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Assessments will need to be reconsidered as students return to school from the pandemic. Overassessment could damage the return-to-school culture CATCH is looking to achieve once local health authorities deem it to be safe to return to in-person instruction. Students will save time and decrease stress if CATCH teachers further align their assessments and coordinate departments to assess on different days of the week, or times of the month, to reduce student anxiety. As assessments are reconsidered to be less stressful, more meaningful, and less time-consuming for teachers and students, student achievement gains should be expected to increase as the result of more time teaching and learning and less time over-assessing what students know or don't know — especially in the immediate aftermath of a worldwide pandemic.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Parent Engagement

Indicator E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p>The school leadership of CATCH is highly effective in employing a wide range of strategies to encourage parental and community involvement in and beyond the teaching/learning process. CATCH communicates frequently with parents and engages them as individuals, in groups, and broadly employs an array of devices such as PowerSchool, email, regular mail, personalized phone calls home and the school website to disseminate information to all of our families. Translations of meetings, materials, and announcements ensure optimum communication among stakeholders. CATCH also connects with parents and the community at large through presentations of learning, exhibitions, cultural events, community service opportunities, hosting guest speakers, and college and career day activities.</p> <p>CATCH believes that bringing the parents and community together in cooperative projects (i.e. CATCH The Magazine, Winter Extravaganza, Community Tech Lab) has a positive impact on the learning environment and allows students to showcase their talents. CATCH encourages the involvement of parents and students in the planning and decision-making process. Parent involvement (parent approval is included for all services, and goals) is an integral part of the IEP process for students with special needs.</p> <p>The Parent Council provides the opportunity for parental communication and involvement. The Parent Council meets regularly to discuss school programs, fundraising, and special events. Open House, Back to School Night, the Halloween Carnival, Winter Extravaganza, College and Career Day, FAFSA Night, and Spring Talent Show as well as our fundraising events are frequently held and</p>	<p><i>Board and Committee minutes</i></p> <p><i>Constant Communication with parents and families through the use of letters, flyers, phone calls, Emails, PowerSchool, and the school website.</i></p> <p><i>PowerSchool Parent Portal www.PowerSchool.com/public</i></p> <p><i>School Website www.catchhighschool.com</i></p> <p><i>Computer Lab that is open to the public</i></p> <p><i>The CATCH Student Services Office offers free college and career help to any local high school student, hosts culturally relevant community events and provides volunteer opportunities</i></p> <p><i>100% Parent participation in the IEP process</i></p> <p><i>Parent meetings</i></p> <p><i>Free SAT and ACT test prep available to all students in the community</i></p> <p><i>CATCH Announcements, Meetings Dates and Information, and Resource Materials Posted on the school website and on PowerSchool</i></p> <p><i>Parent-student handbook available in the main office and at www.catchhighschool.com</i></p>

<p>offer parents and community members an opportunity to participate in programs and services offered by CATCH.</p> <p>All students and parents have access to PowerSchool, a web-based student information system that allows teachers to record student data on a regular basis. The parent portal is designed to open the lines of communication between parents and educators by allowing them to monitor their child's attendance and academic performance.</p> <p>Through PowerSchool parents have access to a wealth of information about their child's school life, including grades on tests and assignments for every class. In addition, parents can get information about the courses their children are taking, attendance records, and any disciplinary action that has been taken towards the student. Parents can also use PowerSchool to make sure their children are on track to graduate, as the system includes a graduation plan that details how many credits their children need to earn their diploma.</p> <p>Parent/teacher conferences are held each 6-week grading period, or as needed, and are an additional way parents are kept informed and actively involved in their children's education. Parent participation in these meetings is essential and is an effective way to ensure parent involvement in the learning process and the curriculum planning process for their students.</p> <p>Parent Surveys, letters and flyers are routinely sent to all parents of students attending CATCH. At the regular staff meetings, teachers share ideas and information about community events and parents are then informed about these events.</p> <p>Interpreters are used to allow non-English speaking parents the opportunity to participate in all school programs and all school documents including the Parent/Student Handbook, letters, flyers and notices are available in English and Spanish.</p>	<p><i>Parent/Teacher Conferences every 6 weeks</i></p> <p><i>Bilingual information available</i></p> <p><i>On-Site translators</i></p>
--	--

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator E2.1. Safe, Clean, and Orderly Environment: 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 and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p>CATCH is a beautiful, gated, and inviting campus, and is well-known as a safe haven for students. CATCH prides itself in maintaining a safe and clean campus. Visitors and passerby always notice that the grounds are well-manicured and litter-free. Inside the campus, potted plants surround the well-shaped eating and resting area dotted with blue lunch benches. CATCH banners and signs identify studios and other areas for students and visitors new to the campus. Our slogan banner, “<i>Where Everybody can be Anybody</i>” hangs proudly, as a daily reminder of this truth for students.</p> <p>Under Proposition 39, CATCH has been co-located at Audubon Middle School, and for the past 10 years has fostered a positive relationship with Audubon. CATCH’s Executive Director and Audubon’s Principal meet regularly to discuss facilities, safety, community developments, and school climates. CATCH will continue to collaborate with Audubon in conducting emergency drills and sharing a common safety plan. In moving to Audubon, and serving as a role model to the younger children who attend the middle school every day, CATCH welcomes the responsibility of setting examples in both academics and behavior throughout the school year. Proudly, the District has noted our co- location as one of their most successful models, and it is our expectation that CATCH will continue to collaborate with Audubon Middle School and the District.</p> <p>CATCH has several policies in place to ensure a safe environment for our students. All students who are provided access to the Internet participate in an Internet Safety Education Program. Teachers, administrators, and staff are responsible for providing internet safety education and must comply with this policy. Full-time security personnel and LAUSD school police officers are on constant patrol throughout the school day and after school. Security personnel collaborate with the deans, the</p>	<p><i>School Safety Plan</i></p> <p><i>Parent Student Handbook</i></p> <p><i>CATCH Discipline Policy</i></p> <p><i>Suspension/Expulsion Data</i></p> <p><i>OHSA Regulations Posted</i></p> <p><i>Professional Development</i></p> <p><i>Full-time School Security</i></p> <p><i>Student Attendance Data</i></p> <p><i>Visitor Sign-In Sheets</i></p> <p><i>Safety Drills</i></p> <p><i>Emergency Kits and fire distinguishers equipped in every classroom</i></p>

school police, and the administration with constant radio contact. During nutrition and lunch periods, teachers are assigned to supervise of several areas to assist the principal and security employees.

Indicator E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p>In the spirit our vision and mission, CATCH operates as the extension of the family. In this way, the learning environment at CATCH promotes an atmosphere of caring, concern, and high expectations at all times. CATCH's stakeholders support students in their academic achievement, both individually and school-wide, using our Schoolwide Learner Outcomes as a guideline. The college preparatory and support classes available to all students open more doors educationally and ready them for life beyond high school. To guide our students in meeting these high expectations, CATCH offers a supportive staff and truly has the needs of the students in mind. CATCH acknowledges academic achievements as well as student achievements in extra-curricular activities and acknowledge these successes as well.</p> <p>Student individuality is valued through the various events held on campus such as the following: Day of Silence to highlight the silencing and erasure of the LGBTQ community in schools, Denim Day to highlight the fight to end sexual assault, Black History Month to celebrate the achievements of the African-Americans, Cancer Awareness Month to wear pink to support the fight against cancer, Talent Show to showcase student acts, concerts highlighting dance, and more.</p> <p>Each year, students have the ability to create new clubs on campus fostering a community of students who share a common goal or interest. In 2019-2020, there were over 55 student clubs on campus celebrating different cultures, volunteering spirit, special interests and positive goals. The student clubs allow students to feel a sense of belonging to the school community.</p>	<p><i>Post-Secondary Plan</i></p> <p><i>CATCH Student Services Office</i></p> <p><i>Free Test Prep Classes</i></p> <p><i>Volunteer opportunities with the NAACP, The Los Angeles Urban League, LAPD Community Police Advisory Board, and the Los Angeles Metro Fire Academy</i></p> <p><i>Before and After School Tutoring available to all students</i></p> <p><i>Full-time Counselor</i></p> <p><i>Constant Communication with parents and families through the use of letters, flyers, phone calls, Emails, PowerSchool, and the school website.</i></p> <p><i>The CATCH Student Services Office offers free college and career help to any local high school student, hosts culturally relevant community events and provides volunteer opportunities</i></p>

Indicator E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
<p>Trust, respect and professionalism lie at the forefront of all we do. In the classroom, students are often given the opportunity to facilitate class discussions or provide input into the effectiveness of class activities. Students are encouraged to participate in the decision-making process as they relate school-wide. This may happen in the classroom or during our school-wide morning assemblies. Students have been asked to provide input on the planning of school events, or sign up to serve on committees that lead those events. As a result, a culture of trust is built between students, teachers and the school leadership. Student surveys confirmed that they believed that their ideas are “trusted enough to be implemented.”</p> <p>Outside of the classroom, a culture of trust, respect and professionalism is best evidenced through our school’s decision-making processes. Administrators, teachers, and other faculty make schoolwide decisions on a weekly basis at our professional development meetings. Decisions may range from curriculum matters and evaluative methods used by the school leadership, to the development of school policies and rules. Surveys completed by teachers only confirmed that they believe that their “voice matters” and that their “ideas can be trusted”.</p> <p>School Site Council at CATCH is also open to any guest to attend, and a respectful tone is maintained in all meetings with stakeholders presuming “positive intentions.”</p> <p>Faculty and department meetings are collegial which indicates a level of trust between the administration and teaching staff. Social Events such as the Annual Holiday Cappuccino Cart Breakfast, the Holiday Luncheon, fall Chili (Crock)Potluck, Pi(e) Day, and the Poetry Tea are well attended.</p>	<p><i>Schoolwide Flyers Phone Call Logs</i> <i>Email communication PowerSchool</i></p> <p><i>School Website</i> <i>CATCH Student Services Office</i> <i>Parent Council agendas</i></p> <p><i>CATCH Announcements, Meetings Dates and Information, and Resource</i></p> <p><i>Teacher Appreciation Events</i></p> <p><i>Parent/Teacher Conferences every 6 weeks</i></p> <p><i>Team Building exercises embedded in CATCH’s weekly Professional Development sessions</i></p> <p><i>Staff Surveys Full-time Counselor</i></p> <p><i>On-site counseling available to all students</i></p>

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Indicator E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
<p>CATCH has excellent support services in place. Students are guided in their academic needs from the moment of enrollment by means of support from the Director as well as the school counselor and their <i>CATCH-Class</i> Teacher. The <i>CATCH-Plan</i> and <i>Post-Secondary Plan</i> is designed with the student's learning style, abilities, aptitude, and needs in mind. These plans are reviewed regularly to mirror the needs of the student including, graduation requirements, college eligibility and career advice.</p> <p>College and Career counseling is an on-going process that is addressed every time a student meets with the counselor and their <i>CATCH-Class</i> Teacher. Teachers are kept informed on course offerings and college requirements. When more information is needed, teachers immediately refer students to the counselor for one-on-one counseling. On a regular basis, teachers collaborate with the counselor for advice and supportive materials.</p> <p>College application, Personal Statement and Financial Aid workshops are offered throughout the year to assist students with further achieving their <i>Post-Secondary Plan</i>.</p> <p>The student's <i>CATCH-Plan</i> is designed to meet graduation requirements as well as the UC/CSU A-G requirement and focuses on the educational and career goals of the student. Student course schedules are monitored by the Academic and Counselor and Executive Director to ensure graduation. For issues involving academic progress, tutors are always available to a student or a group of students for additional help.</p>	<p><i>CATCH-Class</i></p> <p><i>CATCH-Plan</i></p> <p><i>Post-Secondary Plan</i></p> <p><i>College and Career Center</i></p> <p><i>Full-time College ad Career Counselor</i></p> <p><i>Personal Statement Workshops</i></p> <p><i>Financial Aid Workshops</i></p> <p><i>College Application Workshops</i></p> <p><i>A-G course alignment for high school graduation</i></p> <p><i>After School tutoring available</i></p> <p><i>CAHSEE Preparation classes</i></p> <p><i>SAT/ACT preparation classes</i></p> <p><i>Personal one on one and group counseling available</i></p> <p><i>Connections with outside resources</i></p>

Indicator E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

Findings	Supporting Evidence
<p>CATCH uses various strategies to ensure a personalize</p>	<p><i>A-G Curriculum Honors Courses</i></p>

<p>approach to learning for every student. CATCH teachers and staff have a deep level of commitment to their students that allows for the implementation of a full inclusion program, continuous monitoring of student academic progress, and systematic interventions to ensure growth and success for all students.</p> <p>Through ongoing review of individual student profiles, CATCH provides equal access to a relevant and coherent curriculum tailored to each of our students. Through a carefully developed master schedule of A-G approved courses, various college prep elective offerings, math tutoring classes, honors and AP courses as well as SAT/ACT test prep courses, students are able to receive a truly personalized education tailored to their academic needs. Summer school, an extended day program as well as agreements with the Los Angeles Community College District and the Los Angeles Unified School District Adult School programs allow for further personalization and alternative instructional options to ensure access to and progress in a rigorous standards-based curriculum.</p> <p>CATCH offers students a small learning environment to better meet individual students' needs. Each teacher is trained to modify and accommodate lessons plans in order to accommodate EL, GATE, and students with special needs.</p>	<p><i>AP Courses Tutoring</i></p> <p><i>Test Prep</i></p> <p><i>Extended Day Program</i></p> <p><i>Agreement with LAUSD Adult School Program</i></p> <p><i>Agreement with Los Angeles Community College District</i></p>
--	--

Indicator E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
<p>CATCH's Student Support and Progress Team (SSPT) meets each month to determine the intervention and resources available to students who have been referred by teachers and counselors. Students are monitored by our counselor to ensure that they meet set goals.</p> <p>CATCH's Special Education Coordinator has access to all Individualized Educational Plans (IEP) and disseminates the copies of accommodations to all teachers with resource services for students who are mainstreamed into general education classes.</p> <p>Counselors and coordinators distribute a list of students that have 504 plans to all faculty members at the start of each school year. 504 plans are revised if the student needs additional or alternate accommodations.</p>	<p><i>SSPT Agenda</i></p> <p><i>Special Education</i></p> <p><i>Coordinator 504/SST</i></p> <p><i>Reclassification Data</i></p>

Our Restorative Justice Program, Counselor, and Psychologist intern all collaborate to identify and support at-risk students.

CATCH Prep’s counselor also works to identify students who are at-risk for academics, attendance, and behavior every six-week grading period. Student conference, parent conferences, tutoring referrals, and counseling services are offered to students through the periodic monitoring by the various offices to evaluate if effective intervention strategies are being utilized. Utilizing a referral process found, all stakeholders on campus can monitor previous strategies or interactions on campus across all classes. This system allows us to monitor the effects of discipline strategies, and provide the proper interventions for students who are struggling.

Indicator E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>CATCH’s leadership and staff link curricular activities to the academic standards and Schoolwide Learner Outcomes through the use of State testing, use of standards-aligned curricula, and progress tracking through Benchmark exams (given every 6 weeks) and the use of PowerSchool.</p> <p>Student involvement in co-curricular activities outside of the classroom is both meaningful and intrinsic to the culture here at CATCH, our award-winning Step Team, Dance Team, ASB, CIF Basketball Team as well as our various student-run clubs are founded with the character, knowledge and skills expected of our students and drawn from our Schoolwide Learner Outcomes.</p> <p>Through a partnership with nearby Dorsey High School, CATCH students have the opportunity to participate in all CIF athletics, including cheerleading. CATCH students, therefore, are able to get a small-school education committed to college prep while on campus, and also participate in large-school athletic opportunities. In fact, some star Fall, Winter, and Spring athletes who participate for Dorsey are actually CATCH Prep students.</p> <p>CATCH also disseminates materials which delineate and connect academic and performance expectations via a student handbook, the school website, student council bylaws, and club mission statements/applications.</p>	<p><i>Club/Sponsor List</i></p> <p><i>Event/Activity flyers</i></p> <p><i>Photos</i></p> <p><i>Videos</i></p> <p><i>List of team sports</i></p> <p><i>Documentation of Community Partners</i></p> <p><i>ASB-Leadership documents</i></p> <p><i>Club Constitutions and Bylaws</i></p> <p><i>Sign-ins and agendas from events</i></p> <p><i>CATCH-Dorsey CIF Participation Agreement</i></p>

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Utilize community resources to benefit our student population and help to guide their future college and career choices
2. High rate of student inclusion is evident throughout all extra-curricular activities
3. All stakeholders feel safe on campus and in the surrounding neighborhood
4. Multiple pathways and programs for students to pursue their interests

Areas of Growth

1. Continue to increase parent involvement in all aspects of the school, with extra focus on parents of EL students and students receiving Special Education services.
2. Continue to support the social-emotional needs of students and improve anti drug/alcohol/tobacco education
3. Fairs such as health fair should be done at a larger scale with the assistance of all faculty members.

SYNTHESIS:

CATCH Pride means respect for people, property and the ideas of others.

These words, and this idea, are heard all the time at CATCH Prep Charter High School. A welcoming, family atmosphere of respect, compassion and pride is pervasive at the school. Stakeholders have mutual respect for one another. Administration, faculty and staff have created a positive environment where students feel safe and supported academically, and emotionally.

CATCH scholars are active in a wide range of curricular and co/extracurricular activities. There are structures in place to support students academically, as well as strong connections with the community. There are a variety of systems and personnel in place to address students' behavioral and emotional needs.

The data gathered from online surveys show evidence of an atmosphere of trust and respect on the CATCH campus. Collaboration is a key aspect of trust and transparency during the collaborative sessions where decisions are being made that will impact stakeholders on campus (School Site Council, Instructional Leadership Team, and department meetings). Digital access in a Google group allows information to be organized to provide access to all teachers on campus, and other minutes and reports available on the school website as necessary.

CATCH boasts a very robust co-curricular program ranging from interscholastic athletics through a partnership with Dorsey High School, to robotics, to drama. All of these programs are high achieving, award-winning, and focus on preparing future leaders in the community. CATCH Prep also encourages students to find their place on campus, and

*The summary information will be used for Tasks 4 and 5.

supports a wide variety of clubs on campus that range from service organizations to special interests.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

School culture, in a return from the pandemic, will need to be a key focus area as we all begin coming to school daily in a face-to-face setting. The tone of inclusion and acceptance that CATCH Prep has long become known for will need to be at the forefront of our dealings with students, colleagues, families, and the community. Assessing the effectiveness of this culture, and its pervasiveness, will need to be thoughtful and done through perception data and Experience Surveys. Soliciting feedback from students about how they feel about school — especially in regards to their socio-emotional health and wellness — will be paramount as we ease back to face-to-face learning at sometime in the future. While we want students connected to CATCH in ways that exist outside the classroom, we also do not want to increase the stress-level of students... especially after the trauma many may have experienced due to the ramifications of the pandemic: unemployment, food scarcity, and more. CATCH's community connectedness efforts should keep in mind a gradual return to school involvement in extracurriculars, rather than an expectation that "everything returns to exactly how it was" before the pandemic began.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Organization:
 - a. seek new methods to improve its school board presence on campus.
 - b. Improving the school board's presence at school functions
 - c. Increase and expand parent participation in councils, committees, and roles where they can have influence
- Curriculum:
 - a. Increase opportunities for parent and student workshops
Increase
 - b. More time for Science to lesson plan around NGSS and CAST
- Learning and Teaching:
 - a. Develop and explore effective digital instructional strategies specific to each subject area
 - b. Make cooperative groupings more purposeful, structured
- Assessment and Accountability:
 - a. Make purpose/learning objective/focus standard more explicit
 - b. Make more effective use of data from CFAs and IABs
- School Culture:
 - a. Increase parent involvement in all aspects of the school, with particular focus on parents of EL students and students receiving Special Education services
 - b. Support the social-emotional needs of students and improve anti drug/alcohol/tobacco education

CHAPTER IV



“Education is the single most powerful tool to help people pull themselves out of poverty and change their life trajectory.”

- Eva Longoria



CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

- Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results for student groups.

Final WASC 2021 Critical Student Learner Needs

1) 24-Hour Schooling: *Creating opportunities for students to access the entire scope of a curriculum and skills framework from anywhere at anytime.*

The lessons of the pandemic, and how CATCH was immediately able to move our teaching and learning experiences online to a remote setting overnight have taught us many things as a learning community. Our teaching is different today than it was pre-pandemic — we're more thoughtful about student's time management for example. Our assessments are different as well — we're laser- focused on what student's don't know as opposed to what they've already mastered.

After examining CATCH's Focus Group findings, it's clear that creating a school and learning environment that exists 24 hours a day, and is ubiquitous, will best meet many of the curricular, teaching, learning, and assessments needs of our community. For example when thinking about how to "increase opportunities for parent and student workshops," if we conduct these workshops in a live session online, and then archive the presentation to live on our YouTube Channel, or inside our Parent Portal on Google Classroom, then parents and community members who weren't able to attend can access and benefit from the information at any time. 24 hours a day.

This same thinking supports CATCH's need to "Develop and explore effective digital instructional strategies specific to each subject area," and "make cooperative groupings more purposeful, structured." With content, lessons, assignments, and class sessions well-organized and archived online, students can go to school outside and beyond the regular hours of a school day — which will be essential as students return from the pandemic to more face-to-face schooling.

24-Hour Schooling also means the use of communication tools that “push” information out to students and teachers. For example, since the pandemic we know use Google Calendar as an “Assignment Reminder” application and organizer for scholars at CATCH. Students get “reminders” on their phone that a Math assignment is due on Thursday, or that a History Project is due next Friday... and this helps them stay organized and manage their time appropriately.

Push notifications also work for inquiry communications. Through our Google Classroom Stream, students can communicate with each other, or their teacher, around skills and content beyond the hours of the school day. For example, if a student posts at 7:30pm to their Algebra Stream, “Did anybody get Problem #7 on the Math homework tonight... I keep getting stuck,” another student could respond at 8:15pm with a response and a strategy for completing the problem.

This is 24-Hour Schooling. And over the next WASC cycle, it is a Critical Learner Need that CATCH will be focused on.

2) *Tell-Your-Story Skills:* *Empowering students to create, write, and share their personal narratives for college access by including their service, activities, and real-world contributions to their community in the wake of canceled and devalued SAT/ACT exams.*

As a school committed to college access for students of color from under-resourced backgrounds, CATCH has long been committed to SAT preparation as a mechanism to level the playing field of college access for our students. However, this all changed since March 13, 2020 — the day Los Angeles area schools were shut down due to the pandemic.

Since that time, which has coordinated exactly with our schools 2021 WASC Self- Study cycle, CATCH has looked elsewhere to support our students’ college access goals. This has led us squarely to the PERSONAL STATEMENT essays that competitive colleges require, and the narrative skills and personal experiences of service and contribution students need to gain admittance to the nation’s top-tier universities and colleges.

We’re rethinking the way we approach needs identified in Chapter III like “mak[ing] more effective use of data from CFAs and IABs.” In the past, CATCH might have approached this needs by creating a goal of “10% increase in student achievement as measure by the CAASPP in English Language Arts.” But the pandemic has changed our thinking. Radically. Now, we want to use needs like “mak[ing] more effective use of data from CFAs and IABs,” to inform the way we teach a specific skill, like narrative writing. What strands on the IAB

in English Language Arts are students struggling in? How can teachers bolster that skill development through instruction? And what types of activities will help students to gain that skill for the purpose of supporting their college personal statement, rather than a numeric percentage bump on a state assessment?

This thinking is a different approach for CATCH as we're entering our 18th year. With an established culture and effective instructional practices that garner the highest student achievement results in all of South Los Angeles, this 2021 WASC cycle is the perfect time to re-consider our process for continuous improvement.

This is why, too, we're revamping our service learning expectations for students through this Critical Learner Need. Going forward, student service will be correlated with IMPACT rather than TIME. We're interested in vaulting change in our local community, and want students to connect to activities with stated purposes and social justice goals.

The goal, of course, is not just college access and something to say about yourself when applying to attend a university thousands of miles away, but the opportunity to be a part of something larger than yourself. Specifically, this looks more like attending the Women's March in Downtown Los Angeles or cleaning up graffiti on a Saturday afternoon, than it does filing paperwork at the local hospital or answering phones at a nearby non-profit.

3) Learning-Loss Mitigation: *Recovering the en masse loss of learning that has occurred as a result of virtual schooling during the pandemic through a re-imagined school day and evolved teacher "approach."*

Through the experience of operating our school during the pandemic, CATCH believes that the impact of LEARNING LOSS will affect our school for years and years. Not only are students attending less school minutes than ever before, those minutes are often not as effective in a virtual setting as they are during face- to-face instruction.

This, we believe, necessitates a way our school thinks about interventions like MTSS. In our previous model, we would identify students for Tier I and Tier II supports and services in small cohort sizes, or individually. Our programs, therefore, are designed to meet a smaller number of students a time. But, once the pandemic subsides, CATCH anticipates receiving students entering 9th grade where the entire class identifies as needing an intervention... how can MTSS support this?

To get ahead of this problem that we foresee, and to address some of the school culture issues identified in Chapter III like "supporting the social-emotional needs of students" and "focusing on the needs of parents of English Learners and students receiving Special

Education services,” CATCH intends to shift our approach to instruction and how we operate the school day.

To be decided by our school community, we’re thinking about ways to extend our school day — make it longer and have more breaks for students to eat and socialize. We’re also planning to consider making our school year longer, to help create more educational time as a result of learning loss. Elective offerings are planning to be explored as well, so that we can do the kind of catch-up and skill building needed for our students to be competitive for college admissions — especially as the pandemic has disproportionately impacted students of color; the entire composition of the CATCH Prep learning community for the past 18 years.

In every way, the impact of LEARNING LOSS on CATCH will be significant, and by making this a critical learner need, our school community can keep it top of mind throughout all of our efforts throughout the upcoming WASC cycle.

CHAPTER V



“Change will not come if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

- Barack Obama



Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan. 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 close achievement gaps of student groups in the schoolwide action plan.
- C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

GOAL 1

1) 24-Hour Schooling: Create opportunities for students to access the entire scope of a curriculum and skills framework from anywhere at any time so that students can have additional learning opportunities outside of the regular school day.

Measurable Outcomes Evidenced by:	<ul style="list-style-type: none"> • Observations of teachers’ and students’ Google Classroom environments • Student feedback in site developed surveys • Overall decrease in grades of D and F • Improved SBAC scores • Higher percentage of students passing AP exams • Decrease in amount of missing assignments per student, per class • 100% of teachers trained in and implementing SAMR Model (Substitution, Augmentation, Modification, Redefinition) of EdTech integration
Rationale	<ul style="list-style-type: none"> • Aligns with LCAP Goal(1): Recruit, hire, train and retain high quality staff who are competent, committed, collaborative, caring and appropriately assigned to the subject areas and the pupils that they teach. • Aligns with LCAP Goal(2): Increase student achievement in ELA and Math • Pandemic-Proof. Can exist in a face-to-face, hybrid, or remote educational setting.

<p>SLOs Addressed</p>	<ul style="list-style-type: none"> • Prepared for post-secondary life; college and career ready <ul style="list-style-type: none"> ○ Completing A-G Requirements with “C” or better ○ Communicating effectively in speaking and writing across the curriculum ○ Analyzing and evaluating data effectively ○ Completing internships & participating in extracurricular activities ○ Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications. • Broad-minded and Balanced Lifelong Learners <ul style="list-style-type: none"> ○ Developing critical thinking skills through both individual and collaborative problem-solving, inquiry, and research ○ Ongoing pursuit of intellectual, civic, artistic, and/or physical interests and endeavors ○ Seeking help and guidance through special programs, intervention and credit recovery • High Achieving <ul style="list-style-type: none"> ○ Maintaining excellent attendance ○ Setting short and long term goals through college and career exploration/preparation ○ Increasing student achievement on the State (Dashboard) indicators
<p>Critical Academic Need Addressed</p>	<p>As students transition back to face-to-face learning, it will be necessary to increase opportunities for teaching and learning to take place. Moving content, lessons, activities, and discussions online, and using communication tools to “push” them to users will help extend learning beyond the physical campus or finite hours of the typical school day.</p>
<p>Strategy</p>	<p>CATCH Prep will continue to develop our teaching practices and instructional design by saving and archiving all assignments, quizzes, tests, and projects, and recording lessons and exercises to be accessible from any device with an internet connection 24 hours a day. CATCH teachers will be fully trained and updated on the latest SAMR methods so that technology is leveraged to create a 24-hour schooling experience that students can access in addition to the instructional minutes provided according to the Bell Schedule.</p>

Goal 1: 24-Hour Schooling Action Steps

	Action Item	Responsible Person(s)	Means to Monitor Progress	Resources/ Expenditures	Timeline
1.1	Define the leadership structure to implement WASC action plan Goal 1	<ul style="list-style-type: none"> Administration WASC Leadership Team ILT 	<ul style="list-style-type: none"> Team Calendar, Agendas and Minutes 	<ul style="list-style-type: none"> Time Effective communication/planning 	Now, until Spring 2020
1.2	<p>Continue and deepen weekly EdTech and Integration work during Professional Development focusing on:</p> <ul style="list-style-type: none"> a. Digital Learning Tools b. Increasing differentiation of instruction for English Learners/SELs, and students receiving SpEd services as well as GATE identified students c. Continuing the creation and use of common lessons, CFAs and IABs to identify achievement gaps and provide early intervention d. Developing a culture of ongoing, informal peer observations (visiting a colleague's Google Meet/Classroom environment) e. Creating opportunities to explore cross-curricular collaboration around instructional innovation. f. Sharing best practices 	<ul style="list-style-type: none"> Administration Department Chairs ILT TSP Coordinator Instructional Coaches 	<ul style="list-style-type: none"> PD Plan/Calendar PD Sign-Ins Instructional Rounds/Pilot Walks Data Calibration/ Examination of student work and teacher assignments Google Drives CFA and IAB data; analysis of data 6, 12, 18 Week grades 	<ul style="list-style-type: none"> Planning Time Effective communication/planning Timely and ongoing data Sub coverage Funding for Saturday planning 	In Progress and Ongoing

1.3	Continue to implement and strengthen the effectiveness and organization of Google Classrooms — including for credit and learning recovery classes, tutoring, Office Hours, and interventions	<ul style="list-style-type: none"> • School Leadership Team • ILT • Department Chairs • Instructional Coaches 	<ul style="list-style-type: none"> • 6, 12, 18 • Week grades • Course Passage Rate • Graduation Rate • Increase number of teachers certified in Google • Intervention Attendance 	<ul style="list-style-type: none"> • Time • Funding to pay teachers for credit recovery classes during and after school, and on Saturdays • Funding for tutoring 	In Progress and Ongoing
1.4	Training in SAMR Framework to conduct deeper and more intentional lesson designs while constructing a Unit Study (for access in class and at-home/online)	<ul style="list-style-type: none"> • School Leadership Team • Data Coordinator • ILT • Department Chairs • Instructional Coaches 	<ul style="list-style-type: none"> • Smart goal Setting • Focused Lesson Study • Data Talks 	<ul style="list-style-type: none"> • Time • Training 	2020 and ongoing
1.5	Technology Training in digital resources like Khan Academy, Nearpod, Kami, Mote, etc.	<ul style="list-style-type: none"> • Faculty • Staff • Administrators 	<ul style="list-style-type: none"> • Sign in docs from training • Use of Google Docs/Drives 	<ul style="list-style-type: none"> • Time • Funds for training 	Ongoing
1.6	Google Classroom training for parents and family members	<ul style="list-style-type: none"> • Administration • ILT • Technology Coordinator 	<ul style="list-style-type: none"> • Google Classroom Reports 	<ul style="list-style-type: none"> • Computer Access • Google Trainers 	Ongoing
1.7	Consider/Create Content Streaming “Channels” (English, Math, Science, Physical Education, etc.) for students to stay connected to school	<ul style="list-style-type: none"> • Administration • Department Chairs • ILT 	<ul style="list-style-type: none"> • Google Classroom Streams • Shared Drives 	<ul style="list-style-type: none"> • Adobe Premiere Studio • Screenshot Software • Audio Recording Equipment 	Spring 2021- Spring 2022

GOAL 2

2) Tell-Your-Story Skills: Empower students to create, write, and share their personal narratives for college access by including their service, activities, and real-world contributions to their community.

Measurable Outcomes Evidenced by:	<ul style="list-style-type: none"> • Student Community Service Logs • College Acceptance Rates • Percentage Of Students Attending 4-Year Universities Immediately Upon Graduation • Student feedback in site developed surveys • Maintain 100% A-G completion rate • Increased level on California Dashboard College Readiness Indicator
Rationale	<ul style="list-style-type: none"> • Aligns with LCAP Goal(3): Improve college and career readiness by providing all students access to an a-g curriculum founded on the California Common State Standards, and include AP courses. • Pandemic-Proof. Does not require SAT Prep (which has been inaccessible and inequitable for students of color). Can exist in a face-to-face, hybrid, or remote educational setting.
SLOs Addressed	<ul style="list-style-type: none"> • Socially Responsible and Engaged • Prepared for post-secondary life; college and career ready <ul style="list-style-type: none"> ○ Completing A-G Requirements with “C” or better ○ Communicating effectively in speaking and writing across the curriculum ○ Analyzing and evaluating data effectively ○ Completing internships & participating in extracurricular activities ○ Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications.
Critical Academic Need Addressed	<p>With the cancellation of SAT requirements by the University Of California, and colleges across the United States making national exams like the SAT and ACT optional, students at CATCH need new skills and avenues to be able to access a 4-year college degree. By strengthening student narrative writing skills and creating more opportunities to serve and impact our local community of Crenshaw, more students will be able to continue their education in college.</p>
Strategy	<p>CATCH Prep will implement a TELL YOUR STORY project as a culminating end-of-year project in every grade level. Students will develop the skills and revision practices to author their own narratives. Service learning requirements at CATCH will change from a TIME/HOURS requirement to an IMPACT requirement. Students will be encouraged to participate in activities that center around social justice and change.</p>

Goal 2: Tell-Your-Story Skills Action Steps

	Action Item	Responsible Person(s)	Means to Monitor Progress	Resources/ Expenditures	Timeline
2.1	Define the leadership structure to implement WASC action plan Goal 1	<ul style="list-style-type: none"> Administration WASC Leadership Team ILT 	<ul style="list-style-type: none"> Team Calendar, Agendas and Minutes 	<ul style="list-style-type: none"> Time Effective communication/planning 	Now, until Spring 2021
2.2	Create a TELL YOUR STORY end-of-year project for grade levels 11 & 12	<ul style="list-style-type: none"> School Leadership Team ILT Department Chairs 	<ul style="list-style-type: none"> Student Work 12th Grade College Acceptance Survey 	<ul style="list-style-type: none"> Planning Time Rubric Creation Funding for tutoring 	Spring 2021-Spring 2022
2.3	Create a TELL YOUR STORY end-of-year project for grade levels 9 & 10	<ul style="list-style-type: none"> School Leadership Team ILT Department Chairs 	<ul style="list-style-type: none"> Student Work 12th Grade College Acceptance Survey 	<ul style="list-style-type: none"> Planning Time Rubric Creation Funding for tutoring 	Spring 2022-Spring 2023
2.4	Develop a better understanding of the writing skills gaps that exist among students as measured by the CAASPP and other local assessments.	<ul style="list-style-type: none"> School Leadership Team ILT Department Chairs Instructional Coaches 	<ul style="list-style-type: none"> CAASPP Data Reports Quarterly Benchmark Results IAB and ICA data 	<ul style="list-style-type: none"> Professional Development Time Panning Time for Unit Revisions 	In Progress and Ongoing

2.5	Revise Service Learning Requirement for all graduates. (Instead of Hours minimum, create Impact Narrative component — including photos, videos, etc.)	<ul style="list-style-type: none"> Administration College Counselor Department Chair ASB DAC Parent Committee 	<ul style="list-style-type: none"> Student Work / Service Learning Completion Documentary Evidence: pictures, videos, social media 	<ul style="list-style-type: none"> Relationship Building with local non-profits and action initiatives Promotion of new protocol 	Now-Spring 2022
2.6	Strengthen and expand community partnerships with local service agencies like Black Lives Matter, The Urban League, NAACP, and others	<ul style="list-style-type: none"> School Leadership Team Counseling Staff PTSA Members 	<ul style="list-style-type: none"> Service Learning Guide Student Work / Service-Learning Completion 	<ul style="list-style-type: none"> Substitute Coverage funds for teachers and staff to go off-campus for meetings & planning 	Now-Spring 2022
2.6	Develop ways to publicize, celebrate and nurture existing partnerships using CATCH web site, social media, Parent Center, Library, SLC structure, Counselling Staff, and other means.	<ul style="list-style-type: none"> Site Administration School Counselor School Leadership Team 	<ul style="list-style-type: none"> Social Media Posts and Increased Participation in CATCH Prep events 	<ul style="list-style-type: none"> Website / Organization Subscriptions Time 	Ongoing
2.7	Showcase student service work in more public forums (Service Night, Community Impact Forum, etc.)	<ul style="list-style-type: none"> Administration Department Chairs Teachers ASB 	<ul style="list-style-type: none"> Sign Ins Photos Videos 	<ul style="list-style-type: none"> Time Materials Flyers 	Ongoing
2.8	Add Conservatory/CTE Course In Writer's Workshop — industry professionals from Hollywood Screenwriting Guild teach narrative skills and strategies	<ul style="list-style-type: none"> School Board (New Hire) Leadership Team ILT 	<ul style="list-style-type: none"> Student Work 12th Grade College Acceptance Student Experience Survey 	<ul style="list-style-type: none"> Planning Time Effective Communication / Promotion 	Now — Spring 2022

GOAL 3
 3) Learning-Loss Mitigation: Recover the *en masse* loss of learning that has occurred as a result of virtual schooling during the pandemic through a re-imagined school day and evolved teacher “approach.”

Measurable Outcomes Evidenced by:	<ul style="list-style-type: none"> • Increase percentage of students receiving grades of “B” or better in courses. • Continue SBAC proficiency rate growth in English Language Arts and Math • Maintain or increase number of students taking AP courses, particularly AP Statistics • Decrease the number of students not achieving Meets/Exceeds on Quarterly Benchmarks • Increased attendance (both virtually, and face-to-face)
Rationale	<ul style="list-style-type: none"> • Aligns with LCAP Goal(3): Improve college and career readiness by providing all students access to an a-g curriculum founded on the California Common State Standards, and include AP courses. • Aligns with LCAP Goal(4): Maintain a safe and college prep learning environment where students and parents feel welcomed, supported, and able to academically and socially excel. • Pandemic-Proof. In rethinking MTSS to be broader than its currently designed, CATCH can be prepared to meet the needs of any new student regardless of their past learning context.
SLOs Addressed	<ul style="list-style-type: none"> • Broad-minded and Balanced Lifelong Learners • Prepared for post-secondary life; college and career ready <ul style="list-style-type: none"> ○ Completing A-G Requirements with “C” or better ○ Communicating effectively in speaking and writing across the curriculum ○ Analyzing and evaluating data effectively ○ Completing internships & participating in extracurricular activities ○ Using technology to access, gather, evaluate, and use information, create original work, enhance communication, learn and solve problems, and for real-life applications.
Critical Academic Need Addressed	<p>Learning Loss will be the untold damage of the pandemic, and disproportionately so for students of color from under-resourced backgrounds. As a charter school that accepts 9th graders and all students from multiple districts across Southern California, CATCH needs to have systems in place to meet all students where they are and prepare for the same lofty goal: college access.</p>
Strategy	<p>CATCH Prep will look for ways to have students in school more often. This may mean a longer school day with more breaks for socializing and eating. It could mean a longer school year. It could also mean that school extends beyond the 4-walls of a classroom or the confines of a physical campus. These will be decisions our learning community makes together over the course of this upcoming WASC cycle.</p>

Goal 3: Learning Loss Mitigation Action Steps

	Action Item	Responsible Person(s)	Means to Monitor Progress	Resources/ Expenditures	Timeline
3.1	Define the leadership structure to implement WASC action plan Goal 1	<ul style="list-style-type: none"> • Administration • WASC Leadership Team • ILT 	<ul style="list-style-type: none"> • Team Calendar, Agendas and Minutes 	<ul style="list-style-type: none"> • Time • Effective communication/planning 	Now, until Spring 2021
3.2	Create a Learning Loss Committee to plan, design, and solicit feedback on possible solutions to Learning Loss scenarios as a result of the pandemic.	<ul style="list-style-type: none"> • School Leadership Team • ILT • Department • Chairs 	<ul style="list-style-type: none"> • Agendas, Minutes, Calendar 	<ul style="list-style-type: none"> • Planning Time • Effective communication/planning 	Spring 2021-Fall 2021
3.3	Training in Intervention Strategies designed for larger cohorts — engagement techniques, self-efficacy models, feedback frameworks, etc.	<ul style="list-style-type: none"> • School Leadership Team • ILT • Department • Chairs 	<ul style="list-style-type: none"> • PD Agendas • Instructional Rounds / • Lesson Study • Data Talks 	<ul style="list-style-type: none"> • Time • Training 	2020 and ongoing
3.4	In-house grade distribution audits, data talks	<ul style="list-style-type: none"> • Administration • Counselors • Data Coordinator 	<ul style="list-style-type: none"> • Grade Audit Reports 	<ul style="list-style-type: none"> • Time • Training 	Ongoing
3.5	Redesign or reconsider CATCH Class. Think about a “CATCH Up” class to provide students with time in the day to practice skills not developed as a result of pandemic.	<ul style="list-style-type: none"> • Administration • ILT • Department Chairs • ASB 	<ul style="list-style-type: none"> • CATCH Class • Student Experience Surveys 	<ul style="list-style-type: none"> • Planning Time • Teacher Training 	Spring 2021-Fall 2021

3.6	Consider adding more “breaks” into the student learning day. Time for students to be social and connect with each other more often and more meaningfully.	<ul style="list-style-type: none"> • Administration • Department Chairs • ASB • DAC Parent Committee 	<ul style="list-style-type: none"> • Bell Schedule • Virtual Learning Schedule 	<ul style="list-style-type: none"> • Planning Time • Committee Meeting Time 	Spring 2021-Spring 2023
3.7	Enhance our Mentorship Program with USC to include more students and develop their self-efficacy and advocacy skills as they take ownership of their education post-pandemic	<ul style="list-style-type: none"> • USC Faculty • School Leadership Team • ASB • DAC Parent Committee 	<ul style="list-style-type: none"> • Mentorship Program Enrollment • Grades/ GPA of participants • Student Experience Surveys 	<ul style="list-style-type: none"> • Planning Time • Effective Promotion / Communication 	Spring 2021-Spring 2022

APPENDICES



“For every one of us that succeeds, it’s because there’s somebody there to show you the way out. The light doesn’t always necessarily have to be in your family; for me it was teachers and school.”

- Oprah Winfrey



Appendices

A. Local Control and Accountability Plan (LCAP):

<https://static1.squarespace.com/static/5967dda9db29d62c9596cbd6/t/5d1a427cb8841f0001189728/1562002046122/CATCH+-+19-20+LCAP+FINAL.pdf>

<https://static1.squarespace.com/static/5967dda9db29d62c9596cbd6/t/5fce9cdcbaa6f26ca80f1e58/1607376092463/CATCH+Prep+-+Learning+Continuity+Plan+FINAL+-+20-21.pdf>

B. Student, Parent, Community Questionnaires/Surveys

<https://forms.gle/xuJCrWc4poKbZmfw7>

<https://forms.gle/5SKxDNs338dvYdgo7>

<https://forms.gle/oaZ9sRXKLq8jGk6c7>

<https://forms.gle/MNE8FQzfedPAQ7Ro9>

<https://forms.gle/f7svUgrmQp7dmUr6>

<https://forms.gle/EJDaMafi22Z2CyX79>

<https://forms.gle/94u2ES7phFPbsL348>

<https://forms.gle/c5WeGxDy6k8ZAKN97>

C. The most recent California Healthy Kids Survey — CATCH Does Not Participate in the Healthy Kids Survey as we do not receive any Tobacco-Use Prevention Education (TUPE) funds. (<https://www.cde.ca.gov/ls/he/at/chks.asp>)

D. Master schedule: <https://drive.google.com/file/d/1J4SogkGUE2p2Pa7fpAO2XWDT0JIUM4fO/view?usp=sharing>

E. Approved AP course list: <https://apcourseaudit.inflexion.org/ledger/school.php?a=NTM2Mw==&b=MA==>

- F. UC a–g approved course list:** <https://hs-articulation.ucop.edu/agcourselist/institution/1090>

- G. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
www.catchhighschool.com

- H. California School Dashboard performance indicators**
<https://www.caschooldashboard.org/reports/19647330101659/2019>

- I. School accountability report card (SARC)**
The SARC was replaced by the Every Student Succeeds Act (ESSA) in 2018
(<https://www.cde.ca.gov/ta/ac/sa/legislation.asp>)

- J. CBEDS school information form**
<https://www.cde.ca.gov/ds/sd/sd/filescbedsorab.asp>
<https://www.cde.ca.gov/ds/sd/sd/fscbedsorab18.asp>

- K. Graduation requirements**
<https://achieve.lausd.net/Page/2114>

- L. Budgetary information, including school budget**
<https://static1.squarespace.com/static/5967dda9db29d62c9596cbd6/t/5e320e421c79471b9ffb44c7/1580338754514/CATCHPrepRpt19.pdf>