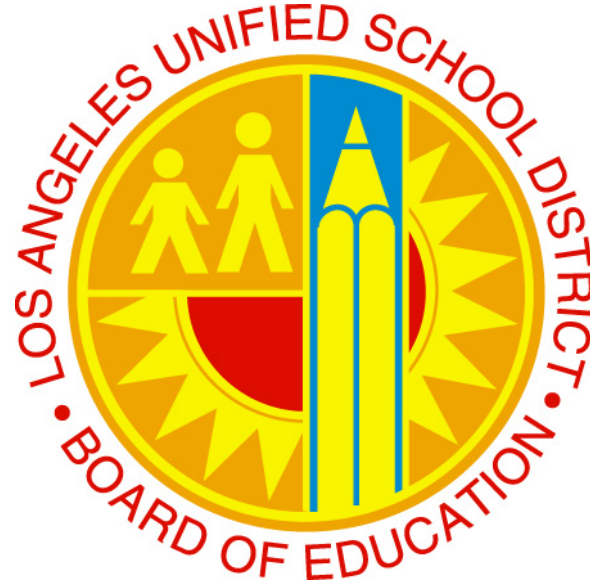


Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

WEST ADAMS PREP SH (1874801)



**Superintendent
Austin Beutner**

Board Members

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

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Kelly Gonez

Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: WEST ADAMS PREP SH (1874801)

Local District: C

CDS Code	County		District					School					
	1	9	6	4	7	3	3	0	1	1	4	8	5

For additional information on our school programs contact the following:

Principal: NAVA, ERICA

E-mail address: eabila@lausd.net

SPSA Designee: MARTINEZ, PAOLA Position: ASMT, NONCLSRM, PREP

E-mail address: pxm1444@lausd.net

School Address: 1500 W WASHINGTON BL, LOS ANGELES, CA 90007

School Telephone Number: 3233732500

Approved by Federal and State Education Programs with authority as delegated by the Board

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

ERICK MATA



06/08/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the Single Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Superintendent or designee	ERICK MATA <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/08/2018</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<input type="radio"/> N/A	<u>04/24/2018</u> <i>Signed Date</i>
Local District PACE Administrator	ISMAEL BERVER <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<input type="radio"/> N/A	<u>04/04/2018</u> <i>Signed Date</i>
Local District Title I Coordinator	OSCAR SALAS <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<input type="radio"/> N/A	<u>06/08/2018</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/02/2018	Israel Castillo	Please sign here

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

This school plan was adopted by the School Site Council on the following date:

03/22/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Pamela Payne

 Typed name of SSC chairperson



 E-Signature of SSC chairperson

04/03/2018

 Date

Please sign here

NAVA, ERICA

 Typed name of school principal



 E-Signature of School principal

04/03/2018

 Date

Please sign here

Please print this page and sign.

2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 824,208</u>
<input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 13,552</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 837,760</u>	

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

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

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

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

Goal 2: English Learners—Proficiency for All

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

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

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

The California Department of Education no longer requires that this goal be addressed in the LEA plan

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

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school’s vision. (Describe what your school intends to become in the future.)

West Adams Preparatory High School will prepare all students to become successful and viable members of an ever-changing global society.

School Mission

Directions: State your school’s mission. (What is your school’s purpose, i.e., why does the school exist and what is it here to do?)

West Adams High School staff are committed to maintaining an enriching learning environment in which teachers will collaborate to develop rigorous learning opportunities relevant to all students.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>West Adams Preparatory High School, located just southwest of downtown Los Angeles, is a comprehensive Los Angeles Unified School District (LAUSD) high school that first opened in 2007. The school has a partnership with LA’s Promise Fund, a nonprofit organization that currently manages two traditional, comprehensive high schools including West Adams HS, a middle school, and operates two charter schools in South Los Angeles.</p> <p>West Adams lies at the southern end of the Pico-Union neighborhood, a largely Latino and immigrant population in Central Los Angeles. With over 25,000 people per square mile, it is one of the most densely populated neighborhoods in Los Angeles. Most of the adults in this community have a high school diploma or less, therefore, the West Adams Preparatory High School community has worked diligently to promote high school graduation and college preparedness.</p> <p>The more personalized structure of West Adams’ SLC model serves to assist parents and students in these areas. The SLC model and a College Center, staffed by 1 College Counselor and 1 LA’s Promise College Access Administrator, also serve to support the growth of a college-going culture among West Adams’ high poverty students through providing access to college information, college counseling, university admissions personnel, and support throughout the college application and financial aid processes. The school has a fully staffed Parent Center, which offers classes in parenting, computer education, legal services, English, and other issues of interest to parents. West Adams also provides numerous resources for students and parents including after-school clubs, tutoring, internet classes, and athletics, as well as after-school programs.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Secondary, grades 9-12 students grouped into 3 Small Learning Communities with equal distribution of students across grade levels and student demographic characteristics Average class size: 30</p>
<p>3. Indicate student enrollment figures:</p>

Students enrolled: 1,411
Gifted and Talented: 10%
Students with Disabilities: 12.7%
Limited English Proficient 32.2%
Migrant 0.1%
Foster .1%

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

2018-19 Title I Ranking is 90.42%

5. Identify language, racial and ethnic make-up of the student body:

African American: 6.6%, Asian: 0.6%, Latino: 91.3%, American Indian or Alaska Native 0.1%, Filipino 0.1%, Pacific Islander 0.0%, White 1.3%
English Only: 12.1%, Initially Fluent English Proficient: 7.7%, Limited English Proficient: 32.3%, Reclassified Fluent English Proficient: 47.7%

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Counselors meet with parents and students for individualized graduation plan. Translation is provided as needed.
Parents are also informed in the form of mail correspondence & personal phone calls.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input checked="" type="checkbox"/> | L.A.'s Promise |
| <input checked="" type="checkbox"/> | Reed |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

West Adams is in its second year in receiving GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) support. GEAR UP, is a federally funded program that works to address challenges faced by the low income, first-generation, minority students who make up almost 50% of today's college population. Through a competitive process, awardees receive six- or seven-year grants to provide services designed to meet this challenge. This program provides 9th-10th grade students counseling, workshops, tutoring, mentoring and college field trips opportunities. GEAR UP also provides parent workshops and support groups.

West Adams is an LA's Promise (formerly MLA Partner Schools) partnership school. LA's Promise is a nonprofit organization that manages 3 LAUSD schools in partnership with the district. LA's Promise's work with West Adams Prep began in 2005, two years before the school opened. The organization worked with the architecture firm, Studio Works, on the school's overall design, worked with community members to determine key attributes of the school such as the school name, colors and mascot, and developed key school policies with parents, such as the school uniform policy. Through its online directory and site-based health initiatives, including T-dap clinics, LA's Promise provides numerous wraparound services at West Adams and throughout the neighborhood to support the well-being of the students and community. LA's Promise's goal is to support the development of the students and community around West Adams Prep, so that the children who live nearby will have the opportunity to go to college and live healthy, successful lives.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

West Adams' most recent 2012 WASC Self-Study was also the first year that the school underwent the WASC accreditation process. That process resulted in a six-year accreditation with a mid-term visit, scheduled for 2015; the Visiting Committee commended the young school's "commitment to improvement through previous efforts", and noted that "there is a commitment to improving student achievement ... The school has identified and developed a plan of action that will be the roadmap for that progress." Teachers, administrators, and the West Adams community shared a strong positive outlook for the school and its self-determined course of action.

The 2016 WASC visit, recognized that West Adams had "addressed the concerns from the MidCycle visit, specifically focusing on building an action plan and aligning the work to the Action Plan." The following year, 2016-2017, saw our leadership teams further set strong long-term, school-wide goals for building upon our gained progress. These goals centered around a Whole Child, Personalized Learning Approach that, we hoped, would help alleviate the significant disadvantages that our school and its families both faced.

In September 2017, Focus Groups were constructed. Participants, which included all stakeholders, were given the opportunity to self-select Focus Groups via survey. Selections were honored as much as possible, although a priority was maintaining a diversity of voices within each Focus Group. Upon reviewing data, the following were determined as Critical Student Learning Needs:

- Improve proficiency in ELA and Mathematics as evidenced by the SBAC assessment
- Continue to improve access and achievement in Advanced Placement courses
- Continue to increase passage rates in all core A-G classes
- Continue to improve EL reclassification

Category A 1. The school may benefit from increasing clear, consistent communication regarding roles, procedures, and transparency in school decision making processes. Likewise, the school may benefit from increased communication regarding transparency regarding fiscal allocations during quarterly staff meetings (i.e., SLC budgets or department budgets), the development of the SLCs and the ways by which the school would measure student achievement of PRIDE and the school vision. Similarly, the school may benefit from greater involvement of stakeholder leaders in regular review of its core statements (SLOs, vision, mission, Personalized Whole Child Approach) 2. The school may benefit from sharing more updates from school assets (PSWs, PSAs, academic counselors, ELD Coordinator) either through in-person meetings (i.e., Faculty Meetings) or through asynchronous channels (i.e., the school website) to provide the staff a current and accurate understanding of the state of the school's many indicators, and what actions are being undertaken by those offices to address those indicators. By doing so, stakeholders may also gain better understanding of how their role may play an important part in likewise addressing those indicators.

Category B 1. While each of the school's core instructional strategies are rooted in research, that research may benefit from improved clarification to the staff. Furthermore, the school may benefit from utilizing its monitoring and oversight measures to examine whether application of core instructional strategies reflect the research-based pedagogical understandings those strategies address. This may increase the effectiveness of measures intended to improve A-G passage, EL progress toward mastery, overall literacy, and 21st century learning skills. 2. Within classrooms, instruction may also benefit from clearer ties between instruction and realworld experiences. This is especially important given that each SLC has a Linked Learning pathway. 3. The school may also benefit from establishing a system to follow up with graduates after they leave West Adams.

Category C 1. While the school has an established PD system, the PD plan may benefit from increased detail regarding session foci, especially regarding connections between instructional outcomes and foci. 2. While the current technology plan and resource system is effective, more student instructional devices would further develop the hardware aspect of the school's 21st century learning skills initiative.

Category D 1. With a range of data points available and assessment tools being used by individual teachers, the school might benefit from added detail within a professional development plan that includes intentional opportunities to share strategies, identify best practices, and determine instructional strategies in response to departmental data.

Category E 1. Parent perception data regarding disciplinary fairness is lower than the District norm (77% vs 87%) – and in turn student sentiment regarding disciplinary fairness is also lower than the district norm (41% vs 51%). Furthermore, staff perception that the school is a supportive and inviting place for staff to work is lower (69% vs 85%) than District norms. As the degree to which leadership communicates decisions and changes in programs influences the atmosphere of trust, respect and professionalism at all levels of the school, the school may benefit from increasing communication with all stakeholders regarding values of trust, respect, and fairness.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	School Site Council was provided with the current SPSA, and various data sources. There was discussion as to how the budget was spent according to SPSA and its benefits as well as what spending should continue or discontinue. Recommendations were made on how best to incorporate staff in the new SPSA writing process. Meeting for approval.	09/11/2017, 09/28/2017, 10/23/2017, 11/06/2017, 12/04/2017, 02/05/2018, 02/26/2018, 03/22/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	English Learner Advisory Committee was provided with the current SPSA and various data resources. The committee discussed what strategies were used, which strategies worked, and which new strategies to include, according to data. Recommendations were made.	12/01/2017, 01/19/2018, 02/02/2018, 03/16/2018
<input checked="" type="checkbox"/> WASC Focus Groups	Each WASC Focus group was provided with a copy of the current SPSA domain and various data resources specific to the domain. These groups discussed what strategies were used, which strategies worked, and which new strategies to include, according to data. Recommendations were made.	02/06/2018
<input checked="" type="checkbox"/> Departments	Department was provided with a copy of the current SPSA domain and various data resources. The department discussed what strategies were used, which strategies worked, and which new strategies to include, according to data. Recommendations were made.	09/19/2017
<input checked="" type="checkbox"/> Other: Shared Decision Making	Shared Decision Making Committee was provided with the current SPSA and various data resources. The committee discussed what strategies were used, which strategies worked, and which new strategies to include, according to data. Recommendations were made.	09/18/2017, 10/16/2017, 03/05/2018, 03/19/2018

Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

- | |
|---|
| <input checked="" type="checkbox"/> CELDT |
| <input type="checkbox"/> School Report Card |
| <input checked="" type="checkbox"/> MyData |
| <input checked="" type="checkbox"/> Student Grades |
| <input checked="" type="checkbox"/> IEP Goals Data |
| <input type="checkbox"/> DIBELS Math |
| <input type="checkbox"/> DIBELS |
| <input type="checkbox"/> School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> CA Dashboard |
| <input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Experience Survey |
| <input type="checkbox"/> Publisher's Assessments |
| <input checked="" type="checkbox"/> Reading Inventory (RI) |
| <input type="checkbox"/> N/A |

1. List key findings related to school's graduation rate based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Data indicates 83% of our students graduated in 2017 which is higher than the LAUSD average of 74%.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

In the fall of the 2017-2018 school year, around 15% of our students were missing 5 or more classes (Tier 3) and 12% were missing 3-4 classes (Tier 2) required for graduation, placing them at risk of not graduating on time. During the fall of 2017-2018, 54% of our students were on-track to graduate. Many of these Tier 2 and 3 students are English Language Learners due to their ELD track, in which students typically do not begin taking some A-G classes, such as English, until their 11th grade year. Additionally, many of the students in Tier 2 and 3 have chronic absenteeism, which increases their risk of failing A-G classes and falling behind in comprehension.

Other following areas for improvement were identified: connecting learning to prepare students for career and college, building interdisciplinary lessons which connect to pathway industry themes., developing the program of studies for the 3 pathways, bring in more outside sources to connect college and career readiness.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Strategies and actions that contributed to our school's success were as follows:

Decreased Counselor to student ratio to 1: 215. 1 ELD Counselor focused on ELD 1-2 students. In addition, we had an A-G Counselor, 2 PSA Counselors and a College & Career Counselor. Counselors created a master schedule that ensures every student is enrolled in A-G ready courses, created EL classes to support LTEL students in acquiring English skills that supported them into reclassifying and graduating from high school. The College and Career Center worked collaboratively with community partnerships to provide awareness to students on the various college options. Counselors conferenced with students regarding A-G & IGP. Analyzed data to closely monitor the attendance of all students, with special attention given to 'targeted' student groups (i.e., ELL and students in special education). Reviewed grades at semester's end to assess student achievement. CSR Teachers reduced class size to provide more personalized learning targeting at-risk students who may need more support. Advisory Curriculum focused on College and Career Readiness Standards. Students had the opportunity to make literacy and instructional (project presentation) connections by visiting district-approved field trips under direct supervision of teachers and staff. Provided after school and Saturday intervention curriculum for at-risk students to support them into become grade-level proficient and graduating from high school. Provided after school tutoring as a proactive measure, for students to maintain passing grades in A-G courses. Focused on School-wide Learner Outcomes (SLOs): Prepared, Resilient, Innovative, Determined, Empowered as well as selected foci for the school year to ensure differentiated instruction. Evidence-Based-Writing-Graphic-Organizer (EBWGO), annotating the text, and think-pair-share strategies provided students with consistency. The school's had an ongoing investment in Chromebook carts which resulted in the significant incorporation of 21st century learner profiles in all classes. The school also invested heavily in wall to wall LINK learning. Within these LINK learning communities, project based learning is a guiding force of instruction, which are patterned after those of the Buck Institute Professional Development opportunities that teachers had been offered during the summer of 2017, and throughout the semester. All students are focused on college level readiness and career awareness during their advisory class through specialized curriculum. In order to support 100% graduation goal, at-risk students were registered in multiple pathways for making up A-G courses, including APEX, Summer School, Saturday, & Adult School.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

Tier 3

Meet with students and guardian to develop a support system, identify graduation plan, monitor academic progress, create measurable goals and timeline for completion, implement strategies that support their A-G passage. Monitor semester/yearly A-G course completion. Monitor semester/yearly A-G course completion. Refer students 60 A-G credits behind to alternative education opportunities. Provide Academic intervention through student support progress teams and school-wide interventions to increase number of students making adequate progress.

Tier 2

Meet with students in groups to review graduation progress, grades, and semester academic goals. Provide credit recovery classes and summer school. Monitor the progress of 1st - 4 year RFEP students, and meet with struggling RFEP students.

Tier 1

Monitor A-G course passage. Provide credit recovery during Saturday School or the regular school day

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. ***Required**

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

By 2018-2019, we will increase the percentage of targeted students (Tier 1-3) who are on track to graduate by 10%, from 46% to 56%.

By 2018-2019, we will decrease the percentage of students in Tier 3 (missing 5 or more classes) category by 5%, from, 22% to 17%

By 2018-2019, we will increase the number of students earning a 3 or higher on all AP exams by 5% in each class.

By 2018-2019, 60% of students will demonstrate the defined 21st Century Learning Skills of Collaborative Communication, Critical Thinking, Creative Design, and Self-Guided Problem Solving by scoring proficient on an Interdisciplinary Project Based Learning Assignment.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
A master schedule will be created that ensures every student is enrolled in a rigorous A-G ready courses, create EL classes to support LTEL students in acquiring English skills that will support them into reclassifying and graduating from high school, and schedule students multiple pathways for making up A-G courses, including APEX, during school, after school, Saturday sessions, Summer Sessions, and Summer Bridge. Counselor Non-Tutor will support, 179 hours @ = 14,051	07/01/2018 06/07/2019	Counselors will meet on a regular basis, specifically during professional development to ensure students are on track in meeting A-G requirements for graduation.
The College and Career Center will work collaboratively with community partnerships to provide awareness to students on the various college and career options.	07/01/2018 06/07/2019	College and Career Counselors will meet on a regular basis, specifically during professional development to ensure students are aware of community partnerships and the various college and career options.
Will conduct monthly workshops on A-G requirements and Review student use of the college center and its impact on student knowledge and awareness of post high school options.	07/01/2018 06/07/2019	Counselors will meet on a regular basis, specifically during professional development to ensure students are on track in meeting A-G requirements for graduation.
Conference with students regarding Individual Graduation Plan.	07/01/2018 06/07/2019	Counselors will meet on a regular basis, specifically during professional development to ensure students are on track in meeting A-G requirements for graduation.
Analyze data to closely monitor the attendance of all students, with special attention given to at-risk students.	07/01/2018 06/07/2019	Counselors will meet on a regular basis, specifically during professional development to ensure students are on track in meeting A-G requirements for graduation.
Analyze data to monitor the progress of students enrolled in the Credit Recovery courses.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads, coaches, and counselors will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
Schoolwide Professional development opportunity will be provided to conduct data analysis of schoolwide AP data to identify areas of success and growth to target classroom instruction.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coaches, and counselors will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
AP/Honors Student Advisory Council (composed of two students from each AP/Honors class) will meet monthly to discuss classroom support structures to increase AP exams passage rates. The information will be shared with teachers to better inform their instructional practices.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coaches, and counselors will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	14,051		100

Focus Area: **Effective Classroom Instruction** *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will collaboratively develop and implement pacing plan, and common formative and summative assessments based on CCSS and grade-level standards.	07/01/2018 06/07/2019	Teachers, Instructional Coaches, Department Chairs and Instructional Team Leads will meet to plan lessons according to CCSS to support student needs according to data.
Advisory Curriculum that will focus on graduation requirements and College and Career Readiness Standards.	07/01/2018 06/07/2019	Counselors will plan workshops during advisory class to advise students on A-G graduation requirements.
Students will have the opportunity to make literacy and instructional(project presentation) connections by visiting district-approved field trip sites for literacy or numeracy instructional purposes under direct supervision of teachers, such as the Science Center, Huntington Library, Natural History Museum, Hyperion Water Treatment Plant, Wallis Annenberg Center, MOCA, Griffith Observatory, and various college campuses.	07/01/2018 06/07/2019	Teachers, Instructional Coaches, Department Chairs, Instructional Team Leads and Counselors will review data and plan lessons according to CCSS to support student needs in making connections by visiting district-approved field trips.
CSR Teachers will reduce class size to provide more personalized learning targeting at-risk students who may need more reinforcement. The History and Science CSR Teachers will support proficiency in ELA and mathematics within their core content areas to & meet A-G standards.	07/01/2018 06/07/2019	Principal and other members of the ILT will monitor the grade-level/ department meetings and conduce classroom observations.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Will develop lessons around habits of mind & growth mindset that include the following strategies to improve classroom instruction: -Evidence-Based-Writing-Graphic-Organizer (EBWGO) -Annotating the text -Think-pair-share -Writing across the curriculum -Higher level questioning -Cooperative learning -Checking for understanding -Use of academic language -Close reading-reading with a purpose -Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics. -Project Based Learning -Restorative Justice	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal will monitor PD topics, agendas and sign-ins for teacher attendance.
All teachers will incorporate interdisciplinary projects to increase students ability to problem solve rea-world issues.	07/01/2018 06/07/2018 New	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies.
Utilize Schoology to support student achievement by posting classroom assignment to give students additional opportunities to complete classroom assignments.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies.
Use performance assessments and PBLs to help students demonstrate mastery through different modalities.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies.
Implement Project Based Learning that draws upon the four designated 21C components across all A-G courses.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Through the ITAM Empowered Learner grant, all students will receive their own Chromebook that will be utilized interactively during classroom instruction to support 21C skill development.	07/01/2018 06/07/2019 New	Teachers, department chairs, teacher leads, coordinators and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30383327	N/A	13579	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	30313656	N/A	13643	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	5,736		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention classes will be offered for making up A-G & graduation requirements, including APEX, during the school day, after school, Saturday sessions, Summer sessions and Summer Bridge, intervention for at risk students needing further support in improving academic and proficiency skills.	07/01/2018 06/07/2019	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades or to offer credit recovery opportunities for students who need to make up credits in order to fulfill A-G graduation requirements. Administrator & Intervention Coordinator will maintain tutoring attendance records.
Teachers will provide after school tutoring (178.16 hrs. @ \$79 per hr.) as a proactive measure, for at-risk students to maintain passing grades in A-G courses.	07/01/2018 06/07/2019	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades or to offer credit recovery opportunities for students who need to make up credits in order to fulfill A-G graduation requirements.
Administrators, coordinators, counselors, and classified staff will conduct ongoing project recovery to locate no-shows and the students who are absent for more than 10 days.	07/01/2018 06/07/2019	Teachers and counselors will analyze student data to support students with chronic absenteeism.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
AP teachers will provide students with a summer instructional packet that will include assignments that will support student preparedness.	07/01/2018 06/07/2019 New	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades.
AP teachers will provide additional opportunities for skill building and tutorial support beyond the classroom instruction, including a mock AP exam experience.	07/01/2018 06/07/2019 New	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades.
AP students will be encouraged to participate in AP readiness classes at UCLA to increase AP passage rates.	07/01/2018 06/07/2019 New	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades.
Refer students with significant credit deficiencies to intervention programs, including SSPT, SPED, credit recovery, and alternative education opportunities with meet students' unique needs (with the intent they return to complete graduation requirements once deficiencies are addressed).	07/01/2018 06/07/2019 New	Teachers, coordinators, and counselors will analyze student data to support the need for tutoring to maintain passing grades or to offer credit recovery opportunities for students who need to make up credits in order to fulfill A-G graduation requirements. Administrator & Intervention Coordinator will maintain tutoring attendance records.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	14,075		100

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : 100% Graduation*
***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Counselors will hold Individual Graduation Plan (IGP) conferences to meet with students and guardian to develop a support system, identify graduation plan, monitor academic progress, create measurable goals and timeline for completion, implement strategies that support their A-G passage. Monitor semester/yearly A-G course completion.	07/01/2018 06/07/2019	Counselors will analyze MISIS and other data to determine which students and parents need further information to assist students in meeting A-G graduation requirements. Provide parent workshops on how to understand the IGP.
Counselors will provide monthly parent workshops on graduation requirements, A-G requirements & college/ career readiness.	07/01/2018 06/07/2019	Counselors will analyze MISIS and other data to determine which students and parents need further information to assist students in meeting A-G graduation requirements. Provide parent workshops on CA, LAUSD & A-G graduation requirements.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Counselors will provide additional supports for EL students & SWD.	07/01/2018 06/07/2019	Counselors will analyze MISIS and other data to determine which students and parents need further information to assist students in meeting A-G graduation requirements. Provide differentiated workshops on graduation requirements and college readiness.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

- | |
|---|
| <input checked="" type="checkbox"/> CELDT |
| <input type="checkbox"/> School Report Card |
| <input checked="" type="checkbox"/> MyData |
| <input checked="" type="checkbox"/> Student Grades |
| <input type="checkbox"/> IEP Goals Data |
| <input type="checkbox"/> DIBELS Math |
| <input type="checkbox"/> DIBELS |
| <input type="checkbox"/> School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> CA Dashboard |
| <input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Experience Survey |
| <input type="checkbox"/> Publisher's Assessments |
| <input checked="" type="checkbox"/> Reading Inventory (RI) |
| <input type="checkbox"/> N/A |

1. List key findings related to student proficiency in English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

In Literacy/English Language Arts, 32% of the students met or exceeded the standards on the SBAC for 2016-2017. There was a significant increase in the speaking and listening domain with 72% scoring at or near standard.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

In Literacy/English Language Arts, SBAC scores decreased by 2%. 68% of students did not meet Literacy/English Language Arts standards. Students are struggling in three of the literacy claims (Reading, Writing, and Listening, Research/Inquiry). In reading 65% are at or near standard. There was a significant decrease in research/inquiry with 66% scoring at or near standard. There was also a significant decrease in writing with 57% scoring at or near standard. Only 17% of Black students met or exceeded the standards and 32% of Hispanic students met or exceeded the standards. 29% of female students met or exceeded the standards and 35% of male student met or exceeded the standard. In addition, 28 students took the English AP exam; 6 scored with a passing score. Over 68% of our students did not meet Literacy/English Language Arts standards.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

There was a significant increase in the speaking and listening domain with 72 % scoring at or near standard. The strategies that contributed to this success were:

- Professional Development focused on writing, developing critical thinking skills, analyzing complex text and best practices.
- Teachers incorporated common core standards to prepare students for mastery of standards.
- All planning and professional development was differentiated to support Standard English Learners (SELs), English Learners (ELs), and students with disabilities (SWD)

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school did not meet its measurable objective. There was a decrease of 2% of students meeting or exceeding the Literacy/English Language Arts SBAC in 2016-2017

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

By 2018-2019, we will improve student achievement in literacy as measured by the number of students meeting or exceeding standard on the English Language Arts portions of the SBAC, with a targeted increase of 5%, from 46% to 51%

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Instructional Coaches, Coordinators, Teachers, Department Chairs, APs, grade-level leads and teachers will collaborate to develop common pacing plans, CCSS aligned interim and summative assessments.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
Professional Development will focus on school-wide instructional strategies: writing, developing critical thinking skills, analyzing complex text and best practices.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
Teachers continue to attend California Content State Standards trainings and share best practices/materials with other department members.	07/01/2018 06/07/2019	Principal will monitor PD topics, agendas and sign-ins for teacher attendance.
All planning and professional Development is differentiated to support Standard English Learners (SELs), English Learners (ELs), and students with disabilities (SWDs).	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Reduce teacher to student ratio to effectively support student needs in meeting core standards and A-G requirements	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR Teachers in ELA will reduce class size to provide more personalized learning targeting at-risk students who may need more reinforcement.	07/01/2018 06/07/2019	Principal and other members of the ILT will monitor the grade-level/ department meetings and conduce classroom observations.
Teachers will develop lessons around habits of mind & growth mindset that include the following strategies to improve classroom instruction: -Evidence-Based-Writing-Graphic-Organizer (EBWGO) -Annotating the text -Think-pair-share -Writing across the curriculum -Writing Journals -Higher level questioning -Cooperative learning -Checking for understanding -Use of academic language -Close reading-reading with a purpose -Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics. -Project Based Learning -Restorative Justice is employed to improve classroom instruction	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
Teachers also employ a wide range of virtual strategies to further promote 21st Century skills, such as: -LMS (Schoology) -Teacher-owned websites (ie., Google Classroom, Sites) -Wikispaces -Google Apps For Education (Forms, Slides, Shared Documents) -Asynchronous Community Projects -Accelerated Reader -Commonlit.org -Readtheory.org	07/01/2018 06/07/2019 New	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
Students will have the opportunity to make literacy and instructional(project presentation) connections by visiting district-approved field trip sites for literacy or numeracy instructional purposes under direct supervision of teachers, such as the Science Center, Huntington Library, Natural History Museum, Hyperion Water Treatment Plant, Wallis Annenberg Center, MOCA, Griffith Observatory, and various college campuses.	07/01/2018 06/07/2019 New	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Interventions During and After the School Day and Other Supports

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will be provided with intervention/ supplemental instructional materials as a proactive strategy and to support at-risk students not meeting ELA standards -Accelerated Reader -APEX -Summer Bridge -After school tutoring -Saturday School -Summer School -Woodcraft Rangers	07/01/2018 06/01/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth & credits recovered.
Intervention classes will be offered for making up A-G & graduation requirements, including APEX, during the school day, after school, Saturday sessions and Summer session intervention for at risk students needing further support in ELA skills.	07/01/2018 06/07/2019	Administrators, Instructional Coach, coordinators, counselors and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met.
Clerical staff will assist in providing data, calling parents, setting up conferences, and providing translation for intervention programs.	07/01/2018 06/07/2019	The Principal will ensure that proper intervention documentation and tasks are completed.
Custodial support will be needed for intervention programs held after school and on Saturdays.	07/01/2018 06/07/2019	The Principal will ensure that proper documentation and tasks are completed.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : English Language Arts*
***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops will be designed around student literacy success(i.e. A-G requirements, review pacing plans, student requirements/expectations, attendance)	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these workshops.
ELA & History departments will coordinate Literacy Night where students will showcase projects around literacy across the curriculum.	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these events.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers and coordinators will facilitate parental training regarding SBAC to ensure that parents are partners in supporting literacy success with students.	07/01/2018 06/07/2018	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these parent workshops.
Parental outreach efforts will be made via student sent fliers, mailed invitations, ConnectEd calls, and personalized phone calls to invite families to events.	07/01/2018 06/07/2019	Title I Coordinator and Community Representative will maintain call logs, calendars, flyers, agendas, sign-ins & parent evaluations.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to student proficiency in Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

In Mathematics, 17% of the students met or exceeded the standards on the SBAC for 2016-2017, a 1% increase. 64% of students met standards in the sub group claim Communicating Reasoning, a 4% increase from 2015-2016.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

In Mathematics, 83% of the students did not meet standards on the SBAC for 2016-2017. Students are struggling in the three SBAC sub group claims. In Concepts & Procedures 66% scored below standard. In Problem Solving 54% scored below standard. In Communicating Reasoning 36% scored below standard. 0% of Black students met or exceeded the standards, 17% of Hispanic students met or exceeded the standards. 13% of female students met or exceeded the standards. 21% of male students met or exceeded the standards.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

We did not meet neither of our 2 measurable objectives. However there was a 4% score increase in the sub group claim Communicating Reasoning.

Strategies that contributed to this success were:

- All planning and professional Development was differentiated to support Standard English Learners (SELs), English Learners (ELs), and students with disabilities (SWDs).
- Instructional Coaches, Coordinators, Teachers including CSR Teachers, Department Chairs, APs, grade-level leads and teachers collaborated to develop common pacing plans, CCSS aligned interim and summative assessments.
- Department shared strategies with other departments on how to facilitate writing across the curriculum.
- Higher level questioning
- Cooperative learning
- Checking for understanding
- Use of academic language
- More opportunities to take computer based testing and use computers in general
- Teachers were be provided with intervention/ supplemental instructional materials as a proactive strategy and to support at-risk students not meeting Math standards.
- More tutoring available to maintain at-risk students passing with a C or better

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

The school did not meet its measurable objectives. The school intends to be more intentional to support students in meeting or exceeding math standard levels by using the following strategies:

- Program students in math courses based on supporting data.
- Reduce class size in lower level math classes.
- Intervention and tutoring programs will focus on specific math skills.
- Provide students more opportunities to use technology during the year to support mastery of standards.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

By 2018-2019, we will improve student achievement in numeracy as measured by the number of students meeting or exceeding standard on the mathematics portions of the SBAC, with a targeted increase of 5%, from 15% to 20%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Reduce teacher to student ratio to effectively support student needs in meeting core standards and A-G requirements	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
CSR Teachers in Math will reduce class size to provide more personalized learning targeting at-risk students and will develop lessons around habits of mind & growth mindset that include the following strategies to improve classroom instruction -Evidence-Based-Writing-Graphic-Organizer (EBWGO) -Annotating the text -Think-pair-share -Writing across the curriculum -Higher level questioning -Cooperative learning -Checking for understanding -Use of academic language -Close reading-reading with a purpose -Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics. -Project Based Learning -Restorative Justice is employed to improve classroom instruction.	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics.	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
Restorative Justice is employed to improve classroom instruction	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
More opportunities to take computer based testing and use computers in general to support mastery of standards.	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.
Students will have the opportunity to visit district-approved field trip sites for literacy, numeracy, or instructional purposes under direct supervision of teachers, such as Science Center, Huntington Library, Natural History Museum, Hyperion Water Treatment Plant, Wallis Annenberg Center, MOCA, Griffith Observatory, and various college campuses.	07/01/2018 06/07/2018	Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal and other members of the ILT will monitor the grade-level/ department meetings and conduct classroom observations.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30313646	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30309834	N/A	13644	111,682	1.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will be provided with intervention/ supplemental instructional materials as a proactive strategy and to support at-risk students not meeting Math standards.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth &, credits recovered. The Instructional Coach and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met. The Instructional Coach and teachers will deliver pre and post assessments for intervention. The Principal will ensure that proper intervention documentation and tasks are completed.
Intervention classes will be offered for making up A-G & graduation requirements, including APEX, during the school day, after school, Saturday sessions and Summer session intervention for at risk students needing further support in Math skills.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth &, credits recovered. The Instructional Coach and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met. The Instructional Coach and teachers will deliver pre and post assessments for intervention. The Principal will ensure that proper intervention documentation and tasks are completed.
Clerical staff will assist in providing data, calling parents, setting up conferences, and providing translation for intervention programs.	07/01/2018 06/07/2019	The Principal will ensure that proper intervention documentation and tasks are completed.
Custodial support will be needed for intervention programs held after school and on Saturdays.	07/01/2018 06/07/2019	The Principal will ensure that proper intervention documentation and tasks are completed.
Tutoring specifically for EL students to improve Language skills to support success in math classes.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth &, credits recovered. The EL Counselor and Coordinator and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met. The Principal will ensure that proper intervention documentation and tasks are completed.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Academic : Mathematics

***Required if any Focus Area above is addressed.**

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Parent workshops will be designed around student success in Mathematics (i.e. A-G requirements, review pacing plans, student requirements/ expectations, attendance)				07/01/2018 06/07/2019		The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.		
Math & Science departments will coordinate STEM Night where students will showcase projects focused on Science Technology Engineering & Mathematics curriculum.				07/01/2018 06/07/2019		The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.		
Teachers and coordinators will facilitate parental training regarding SBAC to ensure that parents are partners in supporting mathematics achievement with students				07/01/2018 06/07/2019		The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.		
Parental outreach efforts will be made via student sent fliers, mailed invitations, ConnectEd calls, and personalized phone calls to invite families to events				07/01/2018 06/07/2019		Community Representative will maintain agendas, sign-ins & parent evaluations.		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input checked="" type="checkbox"/> CELDT
<input type="checkbox"/> School Report Card
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

29% of our student population are classified as EL or LTEL
 76% of RFEP students are on track to meeting A-G requirements.
 49% of ELD students received 1 or more failing grades in the five week Spring Progress Report
 72% of LTEL students received 1 or more failing grades in the five week Spring Progress Report
 The number of ELD students scoring proficient or better on the CELDT test increased from 8.1% to 9.1%
 56% met growth target.
 The number of students who reclassified increased from 11.5%-13%

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Class sizes are too large.
 Programming students in appropriate classes.
 ELPAC administration
 Number of years of schooling received in native country – based on enrollment form.
 Students have increased difficulty in mastering speaking and writing aspects of English – based on CELDT, & student academic grades.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

We did not meet our measurable objectives. The number of ELD students scoring proficient or better on the CELDT test increased from 8.1% to 9.1% instead of 10%. However, the school did make progress towards meeting objectives.
 The strategies that contributed to this improvement are as follows:
 -EL Coordinator trained teachers on ELPAC, DIBELS, and RI data to increase the use of this data to inform lesson planning and delivery.
 -Instructional Coaches, Coordinators, Teachers, Department Chairs, APs, grade-level leads and teachers collaborated to develop common pacing plans, CCSS aligned interim and summative assessments according to ELD standards.
 -The ELD department utilized data to analyze student work and assessments.
 -Developed lessons around habits of mind and the appropriate curriculum.
 -EL Coordinator & Title III Coach provided PD on English Language Development and SDAIE strategies to support teachers in implementing explicit English Language Development instruction strategies to be utilized across the curriculum to support EL & LTEL students.
 -Department shared strategies with other departments on how to facilitate writing across the curriculum.
 -Front-loaded academic vocabulary explicitly to improve comprehension of the lesson
 -EL Coordinator monitored the progress of all EL students, met with the students who were not meeting standards, provided recognition to the students who were meeting standards, and met with counselors to maximize the class schedule to support struggling students.
 -Created interventions to support EL students in acquiring English skills that will support them in achieving early advanced or advanced levels in the ELPAC.
 -Created intervention auxiliary classes to support EL students in acquiring English and math skills that will support them in achieving proficient or advance levels in SBAC
 -EL Coordinator and/or instructional coaches informed parents and students about ELPAC criteria and requirements for reclassification.
 -Parents were invited to the ELAC meetings to inform them of district-wide policies as well as school-wide data pertaining to EL students.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

We did not meet these two measurable objectives.

By 2017-2018, Students taking the CELDT & scoring proficient or better will increase from 9.1% to 10%.

By 2017-2018, RFEP students on A-G track will increase from 69% to 75%.

In order to reach our next objectives, we will:

-Reduce class size to provide more personalized learning targeting English Learner students who may need more reinforcement.

-Use SDAIE strategies to support increase English language proficiency, and Implement consistent core SDAIE and Thinking Maps instructional strategies to ensure delivery of effective standards-based SDAIE lessons.

-Front-load academic vocabulary explicitly to improve comprehension of the lesson

-Writing across the curriculum

-Annotating Text

-Higher level questioning

-Cooperative learning

-Checking for understanding

-Use of academic language

-Close reading, reading with a purpose, and annotating text

-Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics.

-Project Based Learning

-Restorative Justice is employed to improve classroom instruction.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 *Required

By 2018-2019, we will increase literacy/fluency skills of English Language Learners as measured by an increase of 5% reclassification.

By 2018- 2019, Newcomer (1-3 years new to U.S.) students will make adequate progress as measured by successful completion of ELD courses, with 70% passing rate in ELD 1-3 classes.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Instructional Coaches, Coordinators, Teachers, Department Chairs, APs, grade-level leads and teachers will collaborate to develop common pacing plans, CCSS aligned interim and summative assessments according to ELD standards.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Principal will monitor PD topics, agendas and sign-ins for teacher attendance.
The ELD department will utilize data to analyze student work and assessments.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
EL Coordinator & Title III Coach will provide PD on English Language Development and SDAIE strategies to support teachers in implementing explicit English Language Development instruction strategies to be utilized across the curriculum to support EL & LTEL students for reclassification.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal will monitor PD topics, agendas and sign-ins for teacher attendance.
EL Coordinator & Title III Coach will also train teachers on ELPAC, DIBELs, and RI data to increase the use of this data to inform lesson planning and delivery.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
Teachers continue to attend ELD trainings and share strategies & best practices/materials with other department members on how to facilitate writing across the curriculum.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments. Provide teachers, the opportunity for peer observation to improve teaching strategies. Principal will monitor PD topics, agendas and sign-ins for teacher attendance.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

Effective Classroom Instruction

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Reduce teacher to student ratio to effectively support student needs in meeting core standards and A-G requirements	07/01/2018 06/07/2019	Principal and other members of the ILT will monitor the grade-level/ department meetings and conduce classroom observations.
Teachers will develop lessons around habits of mind & growth mindset that include strategies to improve classroom instruction: Use SDAIE strategies to support increase English language proficiency, and Implement consistent core SDAIE strategies to ensure delivery of effective standards-based SDAIE lessons. -Front-load academic vocabulary explicitly to improve comprehension of the lesson -Evidence-Based-Writing-Graphic-Organizer (EBWGO) -Annotating the text -Think-pair-share -Writing across the curriculum -Higher level questioning -Cooperative learning -Checking for understanding -Use of academic language -Close reading-reading with a purpose -Grade level differentiation will be implemented into lesson plans, writing prompts and rubrics. -Project Based Learning -Restorative Justice is employed to improve classroom instruction.	07/01/2018 06/07/2019	Provide teachers, the opportunity for peer observation to improve teaching strategies.
Students will have the opportunity to make literacy, numeracy and instructional(project presentation) connections by visiting district-approved field trips under direct supervision of teachers, such as Science Center, Huntington Library, Natural History Museum, Hyperion Water Treatment Plant, Wallis Annenberg Center, MOCA, Griffith Observatory, and various college campuses.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.
More opportunities to take computer based testing and use computers in general	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze the progress of, student grades, student work, classroom assessments, end-of-unit assessments, culminating tasks, periodic assessments.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Program EL classes to support LTEL students in acquiring English skills that will support them into reclassifying and graduating from high school.	07/01/2018 06/07/2019	EL Counselor, EL Coordinator, Title III Instructional Coach, teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth &, credits recovered.
EL Coordinator will quarterly monitor the progress of all EL students, meet with the students who are not meeting standards, provide recognition to the students who are meeting standards, and meet with counselors to maximize the class schedule for support the struggling students.	07/01/2018 06/07/2019	EL Coordinator, and administrators will work collaboratively to provide this support.
Create intervention to support EL students in acquiring English skills that will support them in achieving early advanced or advanced levels in the ELPAC and a minimum of Basic in the Reading Inventory.	07/01/2018 06/07/2019	Teachers, department chairs, teacher leads and coaches will be provided the opportunities to meet and analyze student progress/growth &, credits recovered.
EL Coordinator and/or instructional coaches will inform parents and students about ELPAC and Reading Inventory criteria and other requirements for reclassification.	07/01/2018 06/07/2019	Admin, coaches, coordinator, counselors and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met. The Instructional Coach and teachers will deliver pre and post assessments for intervention.
Intervention classes will be offered for making up A-G & graduation requirements, including APEX, during the school day, after school, Saturday sessions and Summer session intervention for at risk students needing further support in literacy and numeracy skills.	07/01/2018 06/07/2019 New	Admin, coaches, coordinator, counselors and teachers monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met. The Instructional Coach and teachers will deliver pre and post assessments for intervention.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

Building Parent Capacity and Partnership to Support the Academic Goal *Required

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide meetings with EL students and their parents at crucial times during the school year to inform them about their specific missing requirements to reclassify.	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.
Parents will be invited to the ELAC meetings to inform them of district-wide policies as well as school-wide data pertaining to EL students.	07/01/2018 06/07/2019	EL Coordinator and Community Representative will maintain agendas, sign-ins & parent evaluations. The Principal will monitor to ensure that EL Coordinator conducts these meetings.
Parent workshops will be designed around student success(i.e. reclassification, A-G requirements, review pacing plans, student requirements/ expectations, attendance, etc.)	07/01/2018 06/07/2019	Community Representative will maintain agendas, sign-ins & parent evaluations. The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.
Teachers and coordinators will facilitate parental training on how to support their child's academic success at home.	07/01/2018 06/07/2019	Community Representative will maintain agendas, sign-ins & parent evaluations. The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings.
Teachers will also make personalized home phone calls to invite families to events such as: -Literacy Night -Back to School Night -Open House -Parent Conference/PHBAO -Awards/Recognition Ceremonies -Reclassification Ceremony	07/01/2018 06/07/2019	Community Representative will maintain agendas, sign-ins & parent evaluations. The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these activities.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
 2018-2019 Single Plan for Student Achievement

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

According to Parent & Community Engagement activity Rosters, the involvement of parents engaged in parent initiatives on and off campus increased to 34%. PHBAO, Open House and Back to School Nights demonstrate more than 500 parents on average attended these events.

In 2016-2017, from 25% to 45%, with 79% of students and 94% of staff completing the survey.

According to the School Experience Survey Results of 2016-2017:

90% of parents agreed that the school provides opportunities & resources to help parents support their child's learning.

86% of parents feel welcomed to participate at the school

92% of parents agree that the school informs parents about school activities in different ways.

89% of parents are aware that the school offers extra academic support for students.

79% of parents feel their child is safe on school grounds.

76% of parents know who to speak with at the school if they had a concern about bullying.

74% of staff agreed that they get the help they need to communicate with parents.

96% of staff feel safe on school grounds.

44% of teachers responded that parent talk to them about how to help their child's learning at home.

86% of the staff agreed that the school is a supportive and inviting place for students to learn.

84% of teachers responded that they enjoy teaching at this school.

43% of students responded that they feel like they are part of the school.

55% of students feel that adults at this school treat students with respect.

40% of students agree that they have a voice in decision making at this school.

79% of students feel safe at this school.

83% of students agree that the school make efforts to create a safe, respectful and caring environment.

In November 2017, 6% of parents responded to the school experience survey,

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Some of the issues affecting the culture, climate, and engagement for students, staff, parents and community are that the effectiveness in communication systems between students, staff, parents and community, need to be improved. There may not be enough evening and weekend events for parents to participate in, and thus, are not completely informed about the details in regards to their children's academic progress and what assistance the school can provide. A concern is that a high number of students are not living with a legal guardian, due to a continued influx of unaccompanied minors immigrating from other countries, that's not including students in foster care or homeless where it makes it more difficult to reach guardians, due to lack of stability.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

An increased percentage of parents have participated in Open House, PHBAO, Back to School night and SLC nights.

An increased percentage of parents have participated in IGP review. 100% of parents/guardians have been contacte to review their child's IGP.

Strategies that contributed to this success were the following:

-Increase in outreach activities on behalf of the Community Representatives and Intervention Coordinator, ensuring that the monthly calendar and event fliers are distributed in a timely manner, as well as scheduling Blackboard ConnectEd phone calls, personal phone calls and updating pertinent information on to the school's website.

-There was also an increase in participation by the principal, counselors, coordinators, LA Promise Fund, Educare and community organizations representatives in providing parent education and enrichment activities through Parent Center workshops and college visits/tours.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. ***Required**

Social Emotional Learning Team works in connection with Sandy Hook Promise to promotional emotional well being of our students. Comprised of counselors and teachers from a variety of departments, the SELT organizes events and assemblies related to gun violence, bullying, loneliness, substance abuse, social/emotional needs, sexual health, and healthy relationships. They also organized a luncheon for students and staff to increase the atmosphere of caring and concern on campus.

We have a Social Worker (PSW) in each Small Learning Community (SLC) to support the emotional health of our students. They have instituted school wide prevention campaigns such as Kindness, Anti-Bullying, Finals Week Self-Care, and Panther Teen Talk. The PSWs focus on Tier 2 interventions, academic struggles, nutritional concerns, school safety, healthy use of technology, and social emotional needs.

We have a technology coordinator and an instructional technology assistant that care for our technology and monitors internet safety.

Our school collaborates with Woodcraft Rangers to create a more positive school experience for students by way of extra-curricular clubs for students to get involved in after school.

The school is supervised before school, during school, and after school. Assistant principals, support staff, and campus aides have set times and places to supervise, and walkie talkies to communicate.

The school will be more intentional in communicating with parents about their child's progress by scheduling more Parent Portal Schoology trainings & registration opportunities. The school will also increase the use of Blackboard ConnectEd, and personal phone calls on behalf of teachers. The counselors will be more intentional in launching an IGP awareness & review.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. ***Required**

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 ***Required**

By 2018-2019, the involvement of parents engaged in parent initiatives on and off campus will increase by 5%, 32% to 37%.

By 2018-2019, there will be a 10% increase in student initiated lunch activities.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement *Required *Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Hire community representative to operate as a liaison between school and community.	07/01/2018 06/07/2019	The Community Representatives will maintain the translation equipment so that it is readily accessible during parent events. The Community Representatives and Intervention Coordinator will maintain records of communication logs.
Provide effective training to all staff in creating a welcoming environment to students, parents and community members interested in visiting and learning about our school.	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers conduct these meetings. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
Principal, counselors, coordinators, teachers, community representatives will work together to develop a calendar and provide parent education/enrichment activities through Parent Center workshops, and college awareness workshops, presented by teachers and counselors and partnerships such as LA Promise Fund and Woodcraft Rangers.	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers, Counselors conduct these meetings. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
Increase parent participation of Parent-Teacher Conferences through the distribution of fliers, the use of Blackboard ConnectEd, and personal phone calls.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
Counselors will launch an A-G requirements & Individual Graduation Plan awareness & review campaign for all parents and students.	07/01/2018 06/07/2019	The Principal will monitor to ensure that the Instructional Coaches, Coordinators, Teachers, Counselors conduct these meetings. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
Coffee with Principal meetings will take place on the last Thursday of every month where parents will meet school staff and be informed about the current and upcoming learning opportunities and events.	07/01/2018 06/07/2019	The Principal will plan to ensure that the Instructional Coaches, Coordinators, Teachers, Counselors also participate at these meetings. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide monthly reports on student progress during Coffee with the Principal, ELAC, SSC and other committees.	07/01/2018 06/07/2019	The Principal will plan to ensure that the Instructional Coaches, Coordinators, Teachers, Counselors share pertinent data at these meetings. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
Expand parent participation in Academic Programs/ Instruction such as Open House, Back to School Night, SLC Nights, Literacy Night, Math, & Science Nights, and Award/Recognition events and assemblies.	07/01/2018 06/07/2019	The Principal will plan to ensure that the Instructional Coaches, Coordinators, Teachers, Counselors plan these events in a timely manner. The Community Representatives and Intervention Coordinator will maintain records of communication logs. The Community Representatives will maintain attendance roster data.
The Intervention Coordinator will lead the School Experience Survey participation of all constituents.	07/01/2018 06/07/2019	The Intervention Coordinator, Technician Coordinator, and Community Representatives will communicate and coordinate that all constituents complete the SES in a timely manner. The Intervention Coordinator, Technician Coordinator, and Community Representatives will maintain records of communication logs.
Provide general supplies for conducting and promoting parent meetings, workshops, and events.	07/01/2018 06/07/2019	The Community Representatives will maintain inventory of supplies needed.
Counselors, teachers, parents and other support staff will support student led activities in order to improve school spirit, culture and climate.	07/01/2018 06/07/2019 New	Admin, counselors, teachers, parents and students will collaborate to plan lunch time activities.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

Student, Staff, Parent Communication *Required

Cultural and Climate : Student, Staff..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community representatives will operate as a liaison between school and community.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will maintain records of communication logs.
The Parent Center will be located in an area to enhance accessibility.	07/01/2018 06/07/2019	The Principal will ensure location's proximity to the main entrance. Office staff and Community Representatives will ensure accessibility to parents.
A monthly calendar will be created to include parent educational workshops, enrichment activities, school-wide events and informational meetings.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will maintain records of communication logs with workshop presenters such as principal, counselors, instructional coaches, coordinators, teachers, LA Promise Fund, EduCare, and community organizations.
The Community Representatives and Intervention Coordinator will ensure that the monthly calendar and event fliers are distributed in a timely manner, as well as scheduling Blackboard ConnectEd phone calls, personal phone calls and the school's website.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will communicate with Technician Coordinator and maintain records of communication logs. The School Experience Survey results will demonstrate communication effectiveness.
The Intervention Coordinator will communicate with the Technician Coordinator to update pertinent information on to the school's website.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will maintain records of communication logs. The School Experience Survey results will demonstrate communication effectiveness.
Translation personnel and equipment will be utilized to provide access to the spoken and written information.	07/01/2018 06/07/2019	The Community Representatives and Intervention Coordinator will maintain records of translation scheduling.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	12,500		100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	509	0.00	100

**Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

By June 2017, the School Report Card data indicated the following:
 56.7% of the students have proficient attendance; a 3.7% increase from 2015-16.
 26.9% of students have have chronic absences; a 5% decrease from 2015-16.
 In 2015-16, Data demonstrated that 14% of students were tardy to period 1.
 In 2015-16, 0.1% of the students were suspended one or more times; a decrease from 0.4% in 2014-15.
 In 2015-16, 46% of the students surveyed felt like they are part of this school; a 3% decrease from 2014-15.
 In 2015-16, 49% of the students surveyed felt happy to be at this school; a 2% decrease from 2014-15.
 In 2015-16, 55% of students surveyed stated they felt the teachers treated them fairly; the same result from 2014-15.
 In 2015-16, 63% of students surveyed stated that the school makes it clear how students are expected to act; a 1% increase from 2014-15.
 In 2015-16, 58% of students surveyed stated that teachers go out of their way to help students; the same result from 2014-15.
 In 2015-16, 56% of students surveyed stated that adults at this school treat all students with respect; a 2% decrease from 2014-15.
 In 2015-16, 55% of students surveyed stated that school grounds are safe; a 1% increase from 2014-15.
 In 2015-16, 86% of students surveyed stated that they have been bullied at school.
 In 2015-16, 68% of students surveyed stated that most adults at this school expect them to go to college, a 2% decrease from 2014-15.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required

Issues affecting student attendance:
 -90.4% of our students are socio-economically disadvantaged. Many of our high school students find themselves working during school hours or late evenings in order to support their families or themselves.
 -A great number of our students are recent immigrants with a lack of knowledge of services available to them.
 -The language barriers between students and teachers create a feeling of alienation.
 -There is a lack of parent engagement from students with chronic absences and thus creates more difficulty communicating attendance concerns.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Our school met 3 of our 4 objectives.
 By 2017-2018, Students with increase proficient attendance from 56% to 73%.
 By 2017-2018, Students reporting they feel part of the school will increase from 46% to 50%.
 By 2017-2018, Students reporting they feel that adults at this school treat all students with respect will increase from 56% to 70%.
 By 2017-2018, Students who feel they are bullied at school will decrease from 86% to 76%.
 Strategies contributing to this improvement are:
 -Ongoing professional development was provided to all staff on the importance of staff attendance.
 -A progressive case management system was put in place with clear roles and responsibilities that identified students with chronic absenteeism early on.
 -Positive school culture is maintained by providing and publicizing a variety of incentives.
 -Counselors and PSAs counsel students and parents on the importance of attendance.
 -The School-Wide Positive Behavior Plan was implemented by staff members on an ongoing basis.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

By 2017-2018, Students who are tardy to period 1 will decrease from 14% to less than 5%.
 Our above objective was not measurable.
 -We will improve training & implement the School-Wide Positive Behavior Plan on a more consistent basis.
 -The Campus Safety team will provide comprehensive training to build capacity and ensure improved supervision around campus.
 -Provide effective training to all staff in creating a welcoming environment to all students.
 -Provide & suggest prescriptive activities for teachers to implement with students.
 -PSAs will provide school based counseling support for students and families in order to improve attendance.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

This goal is being addressed.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

By 2018-2019, proficient student attendance rate will increase by 10%, 57.2% to 67.2%.

By 2018-2019, Students reporting they feel part of the school will increase from 46% to 55%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Assistant Principals, coordinators, instructional coaches, and counselors develop a progressive case management system with clear roles and responsibilities that identifies students early on and provides personalized follow up/support	07/01/2018 06/07/2019 New	Administration, counselors, PSA, PSW will reinforce & maintain attendance and tardy policy, disciplinary referrals & behavior support data. Administration will verify that staff follow the school-wide attendance program by reviewing attendance records.
Provide effective training to all staff in creating a welcoming environment to all students.	07/01/2018 06/07/2019 New	Administration, Counselors, PSA, PSW will collaborate in planning these trainings.
The School-Wide Positive Behavior Plan, which includes a policy and clearly defined ways of resolving conflicts, was developed by all stakeholders and will be implemented by staff members on an ongoing basis.	07/01/2018 06/07/2019 New	The administration and School-Wide Positive Behavior committee will review and maintain data on the effectiveness of the policy.
Instructional Coaches, Coordinators, Teachers, Department Chairs, Counselors, APs, and teachers will collaborate to develop and implement Character Development Curriculum to be taught during Advisory class	07/01/2018 06/07/2019 New	Administration, Counselors, PSA, PSW will collaborate in planning these trainings. Administration will verify that staff implement the school-wide Character Development Curriculum.
Regularly review and implement the School-wide Tardy Policy	07/01/2018 06/07/2019 New	Administration, counselors, PSA, PSW will reinforce & maintain attendance and tardy policy, disciplinary referrals & behavior support data. Administration will verify that staff follow the school-wide tardy policy by reviewing attendance records.
Train each small school clerical staff on how to pull up attendance rosters so they can schedule parent conferences for counselors and AP.	07/01/2018 06/07/2019 New	Administration, counselors, PSA, PSW, clerical staff will collaborate in these trainings.
APs and clerical staff will monitor attendance and provide support to teachers.	07/01/2018 06/07/2019 New	Administration, counselors, PSA, PSW, clerical staff will collaborate.
Provide ongoing professional development on the importance of staff attendance related to student achievement.	07/01/2018 06/07/2019 New	Administration, counselors, PSA, PSW and teachers will reinforce & maintain attendance and tardy policy, disciplinary referrals & behavior support data. Administration will verify that staff follow the school-wide tardy policy by reviewing attendance records.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School provides additional secondary counselors to reduce student-counselor ratio that allows more personalized guidance.	07/01/2018 06/07/2019 New	Administration will verify student-counselor ratio by reviewing student-counselor communication logs.
Develop specialized roles and responsibilities for every member of the campus safety team and parent volunteers to provide comprehensive training to build capacity and ensure a comprehensive plan for supervision that includes security of all entrances/exits and increased visibility of safety staff throughout the campus.	07/01/2018 06/07/2019 New	The administration and School Safety committee will review and maintain data on the effectiveness of these trainings.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Social / Emotional Interventions *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Character Development Curriculum is taught during Advisory class and reinforced throughout the day by all school staff.	07/01/2018 06/07/2019	Administration, Counselors, PSA, PSW will collaborate in planning these trainings. Administration will verify that staff implement the school-wide Character Development Curriculum.
Positive School Culture is maintained by providing incentives: -“Caught Being Good” tickets, recognizing positive behaviors -Attendance Incentives: assemblies, awards/ recognition ceremonies -High honor roll awards/ceremonies -Spirit lunch activities (i.e.: concerts, dances, luncheons, etc.) -Cultural awareness celebrations (i.e.: concerts, speakers, dancers, films, etc.) -District approved field trip sites -Campaigns such as: Kindness, Anti-Bullying, Finals Week Self-Care, Panther Teen Talk, Healing Arts Group, Bienvenidos Group.	07/01/2018 06/07/2019	Administration, counselors, PSA, PSW, coordinators and teachers will reinforce a positive school culture by providing positive school events and recognizing positive behaviors. The administration and School-Wide Positive Behavior committee will review and maintain data on the effectiveness of the policy and events.
Publicize incentives through posters, flyers, announcements, school website	07/01/2018 06/07/2019	Administration, counselors, PSA, PSW, coordinators and teachers will collaborate to effectively publicize school-wide events.
Use of data (SART, SARB) to track attendance & send tardy, excessive absences, and truancy letters home.	07/01/2018 06/07/2019	Administration, counselors, PSA, PSW will reinforce & maintain attendance and tardy policy, disciplinary referrals & behavior support data and communicate data with parents. Administration will verify that staff follow the school-wide attendance program by reviewing attendance & communication records.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School Nurse and/or PSWs will provide workshops on health, hygiene, and physical and emotional safety related topics to students, parents and staff.	07/01/2018 06/07/2019	Administration, school nurse and PSWs will collaborate in planning these workshops.
Counselors and/or PSAs will counsel students and parents in need of attendance intervention.	07/01/2018 06/07/2019	Administration, counselors, PSWs, PSAs, Intervention Coordinator and Community Representatives will collaborate in planning these intervention strategies.
Counselors and/or PSAs will suggest prescriptive activities for teachers to implement with students.	07/01/2018 06/07/2019	Administration, counselors, PSWs, PSAs, will collaborate with teachers in planning implementing activities/ intervention strategies.
Counselors and/or PSAs will refer students and families to community support agencies.	07/01/2018 06/07/2019	Administration will verify student-counselor ratio by reviewing student-counselor communication logs.
SSPT team meetings will be held for students with chronic tardiness or absenteeism .	07/01/2018 06/07/2019	Administration and COST team will review and maintain data.
SSPT team will also meet to discuss strategies to best meet the needs of students that are referred.	07/01/2018 06/07/2019	Administration and COST team will review and maintain data.
Interventions may include: -Psychiatric Social Worker (PSW) -School psychologist -Supplemental psychological counseling -Supplemental nursing services -Resource Specialist -Alternative Placement -IEP	07/01/2018 06/07/2019	Administration, counselors, PSA, PSW, coordinators and teachers will reinforce & maintain data on the implementation and effectiveness of interventions. Administration will verify & reviewing records.
PSWs will provide school based counseling support for students and their families in order to improve their emotional health and academic success as a result.	07/01/2018 06/07/2019	PSWs will reinforce & maintain data on the implementation and effectiveness of support. Administration will verify & reviewing records.
The School Nurse will follow-up on health concerns that contribute to poor achievement and chronic absenteeism: -Health related counseling and education -Staff development concerning health-related issues and counseling -Participate in multi-disciplinary teams	07/01/2018 06/07/2019	Nurse will maintain data. Administration will verify & reviewing records.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide trauma screening to identify trauma and resilience factors in students in order to provide coping strategies to increase resiliency for students and families facing traumatic stress.	07/01/2018 06/07/2019 New	PSWs will reinforce & maintain data on the implementation and effectiveness of support. Administration will verify & reviewing records.
Social Emotional Learning Team provides workshops to promote community amongst students and staff.	07/01/2018 06/07/2018 New	SELT will reinforce & & maintain data on the implementation and effectiveness of support. Administration will verify & reviewing records.
The school nurse will: -lead school and community health-related information groups and projects (classroom health presentations -participate in multidisciplinary teams such as Student Support and Progress Team (SSPT) -follow-up on the prevention and control of communicable diseases contributing to students' poor academic achievement	07/01/2018 06/07/2019 New	The school nurse will collaborate with administrators, counselors, and teachers in planning these intervention strategies.
The PSW will: -screen and analyze trauma exposure, social-emotional and school climate data to identify students in need of support and triage to appropriate services -implement an array of schoolwide campaigns and initiatives on topics such as Positive School Climate and Mental Health and Wellness -conduct social emotional assessments, triage and provide referrals and linkages to school and community health, mental health, and basic needs resources -Assess and manage suicide/threat risk assessments, including the development and implementation of reentry and safety plans, and behavior contracts -collaborate with other specialized service providers to coordinate care for students with intensive mental and/or behavioral health needs	07/01/2018 06/07/2019 New	PSWs will reinforce & maintain data on the implementation and effectiveness of support. Administration will verify & reviewing records.
The School Psychologist will: -provide counseling to students individually or in groups for a myriad of issues -consult with school staff on behavioral intervention strategies and management of progress monitoring -identify appropriate evidenced-based interventions and collaborate in their implementation -create staff and parent presentations based on needs assessments to develop targeted presentations, including behavior management in the classroom and with individual student challenges	07/01/2018 06/07/2019 New	

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 3 Days)	N/A	N/A	12106	69,468		100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 0.5 Day)	N/A	N/A	12106	11,579		100
CE-ESSA T1 Schools(7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 4 Days)	N/A	N/A	13222	96,541	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	N/A	N/A	13222	12,069	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	N/A	N/A	13114	120,992	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal

Social/Emotional Goal : 100% Attendance, Suspension..

***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Psychiatric Social Worker (PSW) will conduct Parent Workshop sessions pertaining to socio-emotional wellness during or beyond the school day.	07/01/2018 06/07/2019	Administration, PSW, Intervention Coordinator and Community Representatives will collaborate in scheduling these parent workshops. PSW, Intervention Coordinator and Community Representative will maintain participation records & communication logs.
The PSAs will conduct parent workshops pertaining to attendance during or beyond the school day.	07/01/2018 06/07/2019	Administration, PSA, Intervention Coordinator and Community Representatives will collaborate in scheduling these parent workshops. PSA, Intervention Coordinator and Community Representative will maintain participation records & communication logs.
All staff including partnerships (i.e. Woodcraft Rangers, LA Promise Fund, GEAR Up) will further inform and communicate with parents through Blackboard ConnectEd, personal phone calls, letters, flyers, etc., for a variety of events such as: -Parent Conferences/PHBAO -Back to school night/Open House -Award/Recognition Ceremonies -Health/Resource Fairs -Coffee with the Principal -Attendance Parent Workshop -SLC Theme Nights -Assemblies	07/01/2018 06/07/2019	Administration, counselors, PSAs, PSWs, teachers, partnership staff, Intervention Coordinator and Community Representative will collaborate in scheduling these events. Intervention Coordinator and Community Representatives will maintain participation records & communication logs.
Written Communication with parents regarding attendance may include: -Referral to social/emotional/mental health support services -Letters or notices of chronic absenteeism -Letters or notices of declining grades -Clerical staff will support the attendance goal with personalized phone calls and translation of parent communication -Letters or flyers on why attending school is so important and how it effects the academic success of their child	07/01/2018 06/07/2019	Administration, counselors, teachers, Intervention Coordinator, clerical staff and Community Representative will collaborate in scheduling parent communication & will maintain communication logs.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

- Advisory Curriculum that will focus on College and Career Readiness Standards, and lessons that encourage awareness and 21st Century skills and monitoring progress.
- The College and Career Center will work collaboratively with community partnerships to provide awareness to students on the various college & trade options.
- Advisory workshops regarding graduation requirements.
- College counselors will launch A-G awareness campaign
- Counselors will inform all students on available AP classes and dual enrollment classes

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Tier 1: First or Minor Disruptive Behavior. Universal (All Students). School-wide, Culturally Responsive Systems of Support (75-85% of students)

- Review/reteach behavior expectations
- Student conference
- Parent contract (with student, teacher and adult)
- Referral to Anger Management Programs
- Behavior Journaling/Reflection Sheet
- Corrective consequence, e.g. letter of apology
- Individual Behavior Contract
- Utilize the LAUSD MAX Discipline Module for record keeping

Tier 2: Repeat or Moderate Disruptive Behavior. Selected (At risk Students). Classroom & Small Group Strategies (10%-20% of students)

- Peer mediation
- Conflict resolution
- Daily behavior monitoring
- Alternative programming
- Referral to counseling-Restorative Justice
- Alternative programming
- Referral to coordination of Support Teams
- Parent supervision
- Restitution
- Referral to community resources
- Utilize the LAUSD MAX Discipline Module for record keeping

Tier 3: Targeted Intensive Behavior. Targeted Intensive (High-risk students). Individual Interventions (3-5% of students)

- Referral to Student Success Team
- Align support with (Specific, Measurable, Attainable, Reasonable, Timely (SMART) goals
- Behavior assessment
- Behavior plan
- Referral to community resources
- Referral to IEP team as needed
- Utilize the LAUSD MAX Discipline Module for record keeping

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

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

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

All school staff, students, parents and community were invited to English Learner Advisory Committee (ELAC), School Site Council (SSC), and Shared Decision Making (SDM) meetings where the schoolwide program would be discussed. All school certificated staff participated in focus groups where schoolwide goals, objectives, and data were reviewed to determine strategies, needs and objectives for the following school wide program plan.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the Single Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the Single Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Los Angeles Unified School District

2018-2019 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
WEST ADAMS PREP SH (1874801)	C	NAVA, ERICA

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,411	90.00	29.00	0.09	10183 \$ 451,536 10397 \$ 1,116,009 10400 \$ 655,925 10405 \$ 13,847 Total \$ 2,237,317

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2018-2019 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate <ul style="list-style-type: none"> • CSR Teachers will reduce class size to provide more personalized learning targeting at-risk students who may need more reinforcement. • Students will visit district-approved field trip sites for literacy or numeracy instructional purposes under direct supervision of teachers, such as Science Center, Huntington Library, Natural History Museum, Hyperion Water Treatment Plant, Wallis Annenberg Center, MOCA, Griffith Observatory, and various college campuses. • Teachers will collaboratively develop and implement pacing plans, and 	1,651,492	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 87% • Cohort Dropout Rate, High School: 10% • Cohort Dropout Rate, Middle School: .05% • Percentage of Graduating Cohort Completing the A-G with a “C” or better: 46% • Percentage of graduation cohort

WEST ADAMS PREP SH (1874801)

common formative and summative assessments based on CCSS and SBAC blueprints and grade-level standards in all ELA, mathematics, and EL classes.

- Teachers will provide more opportunities for students to take computer based testing and use computers in general using computer labs, ipad carts, and chromebooks.
- Through the College and Career Center, students receive support from school and community partnerships (i.e., USC, LACC, etc) and West Adams counselors. This support provides awareness to students on the various college options (i.e., UC, CSU, private, and community colleges). In addition, students receive support on all aspects of the college process (i.e., personal statements, completing applications, and financial aid).
- Provide Summer Bridge to ease the transition into high school to prepare for 100% Graduation
- Provide before/after school, Saturday and Summer intervention in core curriculum

Counselors will:

- closely monitor the attendance of all students, with special attention given to 'targeted' student groups.
- Review with student their grades at semester's end to assess student progress.
- Review student use of the college center and its impact on student knowledge and awareness of post high school options.
- Closely monitor the progress of students enrolled in the Credit Recovery elective or after school lab to ensure they are working towards completion of required courses for graduation.
- APs, counselors, and classified staff will conduct ongoing project recovery to locate no-shows and the students who are absent for more than 10 days.
- College counselors will launch A-G awareness campaign for parents and students, additional supports for EL students, utilize technology, workshops, literature and parent outreach strategies, including college visits.
- Provide ongoing academic support to students, after-school tutoring, peer mentoring, exam reviews, and college visitations.
- At each progress report card school wide identification, referral and the delivery of academic support for students in danger of failing the next progress report.
- Intervening with students who are at-risk of not meeting grade level standards.
- Intervening with students who are at-risk of not meeting A-G requirements.
- Continue the college-readiness program that includes a college-readiness curriculum, expectations lessons that encourage awareness and 21st Century skills and monitoring progress using learning plans in advisories.

receiving a Qualifying Score of "3" or higher on at least 2 AP exams: 12%

- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 28%
- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 12%

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<ul style="list-style-type: none"> • Teachers will teach academic vocabulary before going into any subject unit lesson. • Students will practice academic vocabulary with a partner orally and in writing. • Teachers will be provided with intervention/ supplemental instructional materials as a proactive strategy and to support at-risk students not meeting CCSS standards. • Create intervention classes to support all at risk students in acquiring English and math skills that will support them in achieving proficient or advance levels in the SBAC. • EL coordinator will provide PD on English Language Development and SDAIE strategies to support teachers in implementing explicit English Language Development instruction to ELs to support increase English language proficiency, and Implement consistent core SDAIE and Thinking Maps instructional strategies to ensure delivery of effective standards-based SDAIE lessons. • Administer ELA and math diagnostics and assessments to monitor EL students' progress toward grade level and ELD standards. Teachers will review individual data to help students understand their progress toward meeting grade level and ELD standards. Use this data to determine how to best create and/or differentiate curriculum, teaching, and classroom setting to accommodate various specific needs in a regular and intervention classroom. • Support LTEL students in acquiring English skills that will support them into reclassifying, reaching proficiency in SBAC, and graduating from high school. • EL coordinator will quarterly monitor the progress of all EL students, meet with the students who are not meeting standards, provide recognition to the students who are meeting standards, and meet with counselors to maximize the class schedule to support struggling students. • Create intervention to support EL students in acquiring English skills that will support them in achieving early advance or advance levels in the ELPAC & SBAC. • EL coordinator and/or instructional coaches will provide overview of ELPAC and ELPAC rubric to teachers, parents and students, ELPAC testing strategies, criteria and requirements of reclassification. • Hold meetings with EL students and their parents at crucial times during the school year to inform them about their specific missing requirements to reclassify. 	<p>299,956</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Average Distance from "3" on the Smarter Balanced Assessment for ELA • Average Distance from "3" on the Smarter Balanced Assessment for Math • Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76% • Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22% • Percentage of ELs that did not reclassify within 5 years: 15% • Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%

- Inform teachers on EL students' needs to reclassify and provide teaching strategies to implement to support student reclassification.

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percent of students missing 18 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>A school wide attendance program to ensure that the number of students losing educational time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent. The Psychiatric Social Worker (PSW) & Pupil Services & Attendance Counselor (PSA) will collaborate and:</p> <ul style="list-style-type: none"> • Conduct Parent Workshops during or beyond the school day. • Facilitate SSPT teams to provide interventions for students chronically absent • Coordinate assemblies or other incentives such as lunch time activities, and field trips for students with proficient attendance. • Provide individual or group counseling during or beyond the day • Refer families to community services <p>Administration will verify that staff follow the school wide attendance program:</p> <ul style="list-style-type: none"> • Protocols to attendance to avoid erroneous absences records • Mid-Year & Year-end assemblies to recognize students with proficient attendance • Utilize ConnectEd calls to inform parents • Training and positive support plans as alternatives to suspension • Clerical Staff will support the attendance goal with personalized phone calls and translation of parent communication. • Assistant Principals, coordinators, instructional coaches, and counselors develop a progressive case management system with clear roles and responsibilities that identify students early on and provides personalized follow up/support. • Assistant Principals, coordinators, instructional coaches, and counselors develop an ongoing attendance incentive program that rewards students who have high attendance and motivates students to improve attendance. • Assistant Principals, coordinators, instructional coaches, and counselors provide the services to target students with chronic absences. <p>The following services will be provided:</p> <ul style="list-style-type: none"> • Develop and monitor student attendance plans • Individual and group counseling • Parent education groups and workshops • Participate and implement multidisciplinary teams: SSPT 	<p>266,892</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students attending school 96% or more (172-180 school days): 63% • Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower): 11% • Percentage of All Staff attending 96% or Above: 80%

- Train each small school clerical staff on how to pull up attendance rosters so they can schedule parent conferences for counselors and AP.
- Provide ongoing professional development on the importance of staff attendance related to student achievement.
- APs and clerical staff will monitor attendance and provide support to teachers.

<p>Description of Services that address: Parent, Community and Student Engagement</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - Responses from parents and students participating in the survey 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Teacher training quarterly on:</p> <ul style="list-style-type: none"> • Developing a welcoming & positive classroom environment. • Holding data conversations with parents • Develop and plan grade-level or discipline-specific events. • School Parent Compact, & utilizing parent volunteers in school activities. • Expand parent participation in Academic Programs/Instruction such as Open House, Back to School Night, Literacy Night, Math & Science Night, SLC Night, class visitation, and classroom support for teachers • Expand parent education/enrichment activities through Parent Center workshops, and college awareness workshops. • Increase parent participation of Parent-Teacher Conferences through the distribution of flyers, personal phone calls and use of ConnectEd. • College counselors will launch A-G & IGP awareness campaign for parents and students. • EL coordinator, and counselors provide parent education/enrichment activities through Parent Center workshops, and college awareness workshops, parent volunteer meeting, and ELAC meetings. • Hire a community representatives to operate as a liaison between school and community • Provide general supplies for conducting and promoting parent meetings and workshops. • Parent Support Staff providing monthly reports on student progress to SSC and Advisory Committees. • Monthly Parent training on the following topics: A School Parent Partnership Using the school as a Compact together with Title I Parent Involvement, School Policy, Graduation Requirements, College Readiness Workshops, Financial Aid Workshops, Literacy, Math, Science Workshops, Common Core Readiness Workshops, School/Student data review and relevance, How to support Learning at Home, Using Technology to access academic resources, as well as Promise Parent College that informs parents on what their child needs to graduate and post-secondary options. • Provide parent training on the annual review of the School Report Card and other relevant student achievement data. • Build capacity of parents through parent leadership training sessions, contracted instructional services, and parent conference (CABE and COBA) 	<p>13,847</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89% • Parent/Caregiver Participation on School Experience Survey: 64% • Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98% • Percentage of Parents Who State "My school provides resources to help me support my child's education.": 95%

and maintain consistent representation (SSC, SDM, and ELAC).

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<ul style="list-style-type: none"> • The School-Wide Positive Behavior Plan, which includes a policy and clearly defined ways of resolving conflicts, was developed by all stakeholders and will be implemented by staff members on an ongoing basis. • PSWs will provide school based counseling support for students and their families in order to improve their emotional health and academic success as a result. • Campus Aide will assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus to ensure campus safety. • Administration will develop specialized roles and responsibilities for every member of the campus safety team and parent volunteers to provide comprehensive training to build capacity and ensure a comprehensive plan for supervision that includes security of all entrances/exits and increased visibility of safety staff throughout the campus. <p>The School Psychologist will:</p> <ul style="list-style-type: none"> • Meet with at-risk students and families concerning the trends in attendance & behaviors • Provide early interventions and consultations for parents and staff • Provide individual or group counseling during or beyond the day • Assist in designing interventions to address students with high behavior referrals, absences, and/or suspensions • Refer students with high absenteeism to academic interventions for skills they missed <p>The School Nurse will follow-up on health concerns that contribute to poor achievement and chronic absenteeism:</p> <ul style="list-style-type: none"> • Health related counseling and education • Staff development concerning health-related issues and counseling • Participate in multi-disciplinary teams 	<p>5,000</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach: 100% • Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25% • Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100% • Percentage of Facilities that are in Good Repair: 100% • Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88% • Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 14,075	0.00 0	0.00 0	0.00 0	0.00 14,075
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 5,736	0.00 0	0.00 0	0.00 0	0.00 5,736
12106 12106 - ITIN NURSE (6 Hrs / 0.5 Day)	<input type="checkbox"/>	120041	0.00 81,047	0.00 0	0.00 0	0.00 0	0.00 81,047
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 120,992	0.00 0	0.00 0	0.00 0	0.00 120,992
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	120021	0.00 108,610	0.00 0	0.00 0	0.00 0	0.00 108,610
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 223,364	0.00 0	0.00 0	0.00 0	2.00 223,364
14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	120024	0.00 14,051	0.00 0	0.00 0	0.00 0	0.00 14,051
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 12,500	0.00 0	0.00 12,500
50073 50073 - PARENT CONF ATTND	<input type="checkbox"/>	520002	0.00 0	0.00 0	0.00 509	0.00 0	0.00 509
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00 32,969	0.00 0	0.00 543	0.00 0	0.00 33,512
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00 0	0.00 0	0.00 0	0.00 0	0.00 0
Total			4.00 824,208	0.00 0	0.00 13,552	0.00 0	4.00 837,760

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

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