

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

KENNEDY SH (1872501)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

Nick Melvoin

Dr. Ref Rodriguez

Kelly Gonez

Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: KENNEDY SH (1872501)

Local District: NW

CDS Code	County		District				School							
		1	9	6	4	7	3	3	1	9	3	9	9	4

For additional information on our school programs contact the following:

Principal: CHAVEZ, RICHARD J

E-mail address: richard.chavez@lausd.net

SPSA Designee: XIONG, DEAN

Position: ADVSR, CTEGORCL PGM

E-mail address: dax9193@lausd.net

School Address: 11254 GOTHIC AVE, GRANADA HILLS, CA 91344

School Telephone Number: 8182712900

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

Received Delegated Authority 11/13/07 for Approval of School Plans

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

Typed name of Local District Director

E-Signature of
Local District Director

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 Director

Typed Name

Revision Required

Approved

Signed Date

Local District EL Compliance
Coordinator

Typed Name

Revision Required

Meets Federal Requirements

N/A

Signed Date

Local District PACE Administrator

Typed Name

Revision Required

Meets Federal Requirements

N/A

Signed Date

Local District Title I Coordinator

Typed Name

Revision Required

Meets Federal Requirements

N/A

Signed Date

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)	04/10/2018	Edgar Petatan	<i>Please sign here</i>

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: 04/10/2018
School plan approval appears in SSC Minutes. Date

Attested:

Emily Chun

 Typed name of SSC chairperson



04/10/2018

 Date

Please sign here

CHAVEZ, RICHARD J

 Typed name of school principal



04/10/2018

 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> 1,129,272</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> 18,568</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> 1,147,840</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.)

We envision that as a result of the collaboration and communication shared by the Kennedy High School Stakeholders:

- Students will be empowered to assume responsibility for their own quality education.
- Students will graduate possessing critical-thinking and problem-solving skills.
- Students will leave Kennedy prepared to succeed in post-secondary education, technical training, military service, or the work place.
- Teachers will provide a meaningful and rigorous curriculum and an environment of educational excellence for students.
- Parents will work in partnership with the total school community.

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?)

We, the members of the JFK community, strive to offer an effective education to our diverse student population and to provide them with the skills and leadership ability they will need to become productive citizens in today's world.

School Profile Description

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

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/>

John F. Kennedy High School, one of sixty comprehensive high schools in the Los Angeles Unified School District (LAUSD), is a high school located 23 miles northwest of downtown Los Angeles in the middle-class San Fernando Valley neighborhood of Granada Hills.

Groundbreaking on the 27.5 acre site for John F. Kennedy High School took place on March 25, 1969, three years after the Los Angeles Unified School District acquired the land. We opened our doors in 1971 as LAUSD complied with court-ordered integration. Along with students from neighboring areas, many students traveled to Kennedy on buses from across the city. New schools were built in the San Fernando Valley, reducing Kennedy's enrollment. Enrollment at Kennedy HS increased slightly from 2,213 in 2015-16 school to 2,269 in 2016-18. Currently, most students are residents of Granada Hills. Over 200 magnet students are bused in from various parts of Los Angeles to participate in the Architecture, Digital Arts & Film Making magnet program.

The student body of Kennedy HS is cultural diversity. Spanish, Arabic, Filipino, Hindi, Armenian, Urdu, Russian, Korean, Thai, and Punjabi are all languages that can be heard on our campus on any regular day. In addition to being culturally diverse, the student body is also economically diverse. John F. Kennedy High School's Title I status is school-wide. Our percentage of Title I students is at 79% in 2017-18 an increase of 10% from 2016-17. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle class backgrounds.

- grade levels/school configuration

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. We also house an Architecture, Digital Arts & Film Magnet as well as a Gifted-Highly Gifted-High Ability Medical Magnet. Our main school also hosts two SLCs: The Teaching Academy and the Freshman Academy.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. The school houses the Architecture, Digital Arts & Film Magnet and the Gifted-Highly Gifted-High Ability Medical Magnet and two other Small Learning Communities: The Teaching Academy and the Freshman Academy.

3. Indicate student enrollment figures:

Due to several new high schools opening in the 2011-2012 school year, our enrollment has dropped significantly each year. However, there's an significant increase in ninth grade enrollment in 2016-17 with the opening of the Gifted-Highly Gifted-High Ability Medical Magnet.

	Grade 9	Grade 10	Grade 11	Grade 12
2017-2018	624	606	508	480
2016-2017	623	538	462	499
2015-2016	575	548	494	459
2014-2015	532	608	519	434
2012-2013	648	594	560	483
2011-2012	670	582	631	521

*Data provided by MyData 10/2017.

Students at Kennedy speak 22 different languages. Predominant among these are English, Spanish, Tagalog, Armenian, Korean, and Arabic. One part-time EL Designee and three bilingual teaching assistants provide services to English Language Learners (ELL). Our ELL population consists of 174 students. All ESL students participate in a Structured English Immersion Program. The district mandated High Point ELD Program and California English Language Development Test (CELDT) and/or English Language Proficiency Assessments for California (ELPAC) are used for the placement and assessment of the ELD students. All English Learners receive access to the core curriculum through "sheltered" classes implementing Specially Designed Academic Instruction in English (SDAIE) strategies in English, mathematics, social studies, and science.

We have a large population of Long Term English Learners (LTELs). There are 108 LTELs at Kennedy. These students receive instruction in either the Advanced ELD program or in the Language and Literature classes. Both of these programs offer an additional intervention class that is designed to provide assistance to ensure the LTEL students receive access to grade level English curriculum. One part time EL Designee has been assigned to work with our EL population this year. In addition, according to the MyData 22% of our students have IEPs. Our special education program serves 489 students--140 receive district related services, 169 are in the Resource Specialist Program, and 323 are in Special Day Program.

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

John F. Kennedy High School was designated a Title I school during the 2002 school year. The school's Title I status is school-wide, which allows all students to receive Title I services. The percentage of Title I students in 2016-17 was 69%. According to the 2017-18 LAUSD school ranking data, 79% of John F. Kennedy High School students qualified for the federal free or reduced lunch program. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle-class backgrounds.

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

Kennedy High School is racially diverse. However, the student body is predominately Hispanic (81%), white (9%), and Filipino (.3%). According to the 2017 MISIS data, students at Kennedy HS speak 22 different languages at home. Predominant among these are English, Spanish, Tagalog , Armenian, and Arabic.

*Language	Enrollment	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	% of Total Enrollment EL and FEP Students that is EL
Spanish	152	1,013		1,165	54.62% *
Filipino (Pilipino or Tagalog)	3		35	38	1.78%
Armenian	4	16		20	0.94%
Arabic	5	8		13	0.61%
Punjabi	1	8		9	0.42%
Farsi (Persian)	1	7		8	0.38%
Other non-English languages	2		3	5	0.23%
Russian		4		4	0.19%
Urdu	2	2		4	0.19%
Vietnamese		4		4	0.19%
Korean	1	3		4	0.19%
Khmer (Cambodian)			3	3	0.14%
Thai	2	1		3	0.14%
Tongan		1		1	0.05%
Turkish	1			1	0.05%
Pashto		1		1	0.05%
Mandarin (Putonghua)		1		1	0.05%
Japanese		1		1	0.05%
Hindi		1		1	0.05%
Ilocano		1		1	0.05%
Assyrian		1		1	0.05%
Bengali		1		1	0.05%
Cantonese					0.00%
Cebuano (Visayan)					0.00%
French					0.00%
Indonesian					0.00%
Italian					0.00%
Portuguese					0.00%
John F. Kennedy High School Total		174		1,115	60.43%
Los Angeles Unified District Total	2,133				
Los Angeles County Total	633,621	157,619		217,155	59.15%
California State Total	1,511,354	329,292		421,896	49.7%
	6,228,235	1,332,405		1,323,837	42.65%

*Data provided by MISIS November 2, 2017.

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:

When communicating with parents, we use a range of strategies. Faculty and staff conduct individual phone calls to parents and guardians in order to secure help in monitoring their student's academic progress. Schoology and Connect-Ed are used to contact parents and guardians electronically; information from the Connect-Ed call will also be emailed to parents and guardians in English or Spanish. The school sends a monthly newsletter and a Parent Center calendar to all parents to remind parents of parent workshops and parenting classes. The school also sends home student progress reports in both English and Spanish every five weeks and a final report card at the end of each semester.

For senior students in danger of failing, the counseling office sends an additional letter informing parents and guardians of their child's academic progress and the intervention programs available at the school site. LAUSD also mails home individual student Smarter Balanced Assessment Consortium (SBAC) test results and the School Report Card. Workshops are organized by the coordinators, the Parent Community Representative, and administrative staff to help parents understand the SBAC data, A-G requirements, and Common Core State Standards with parents. John F. Kennedy also maintains an updated web site with information on school activities and testing information.

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 checked="" type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input checked="" 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 type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Reed |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

Architecture, Digital Arts & Film Magnet
Gifted-Highly Gifted-High Ability Medical Magnet

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation. The 2017-2018 SPSA Evaluation is due on or before October 31, 2018.

Optional: After indicating whether the school met the Measurable Objective(s) for each Goal, you may write comments in the textboxes below each Goal to clarify or discuss issues related to the Measurable Objective(s).

Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year in each of the following areas?

100% Graduation – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

100% Graduation – Optional Comments: The school will continue to implement academic intervention program during the day and on Saturday to help students to be on track to graduate. Administrators, teachers, coordinators, and counselors will continue to monitor student progress.

English Language Arts – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

English Language Arts – Optional Comments: The English department will continue to review SBAC data, modify the pacing plans, and adjust their instruction to meet students needs. Teachers will continue to use Pearson assessment to monitor student progress and provide supplemental support to at-risk students.

Mathematics – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

Mathematics – Optional Comments: The department will implement formative assessments including UCLA diagnostic test, review data (including SBAC), and modify instruction to meet the needs of at-risk students.

English Learner Programs – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

English Learner Programs – Optional Comments: SDAIE strategies including the use of Thinking Maps will be implemented to help students understand complex English language concepts and at-risk students will be referred to intervention programs as needed.

Culture and Climate Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

Culture and Climate Goal – Optional Comments: Teachers will be trained in restorative justice and reflective exam wrapper. In addition, teachers will implement SEL activities, participate in SEL instructional rounds, and support student with social /emotional needs.

Social/Emotional Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

Social/Emotional Goal – Optional Comments: The School-wide Positive Behavior Intervention and Support will be implemented to support student learning and create a culture and climate that will foster individual development and social responsibility.

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:

1. Professional Development focused on effective instructional practice for achievement of the Common Core standards and success on the upcoming Smarter Balanced test.
2. All departments need to develop common assessments which align with the Common Core State Standards and effective methods of data analysis to guide instruction.
3. Increased parent communication and participation in school events including student academic progress, the WASC process, and Instructional Rounds.
4. Consistent implementation of technology as part of the instructional program needs to be improved.
5. Common pacing plans and clear, rigorous expectations need to be established across all departments.
6. Community and business partnerships, which provide students with real-world experiences and personal support, need to continue to be increased.

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	<p>The CPA presented the new SPSA format to the School Site Council, discussed all sections, and worked in small groups to identify key strategies to improve student learning and parental involvement.</p> <p>Needs assessment survey was distributed to all stakeholders on Feb. 13, 2018. On April 4, the CPA reviewed the 2018-19 SPSA and the Title One budget rough draft with the School Site Council. Recommendations were taken into consideration and amendments were made to the SPSA and the Title One budget.</p> <p>The CPA presented, reviewed, and discussed the 2018-19 SPSA and the 2018-19 Title One budget final draft with the council on April 20, 2018. SSC reviewed and voted on the draft 2018-2019 SPSA plan and the 2018-2019 categorical program budget.</p>	12/11/2017, 01/16/2018, 04/04/2018, 04/10/2018
<input checked="" type="checkbox"/> Departments	<p>The CPA met with the math and English department chair to discuss the math and English sections of the SPSA and identify needs assessment to support student learning.</p> <p>CPA met with School Base Management and Instructional Leadership Team and discussed sections of the SPSA. Data from the School Report Card, SBAC, District Mark Reports, and Saturday Intervention/Credit Recovery Program were shared and discussed to develop action steps to meet the needs of students.</p>	12/04/2017, 01/08/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>The CPA met with EL Designee and discussed the new 2018-19 SPSA. Needs assessment for the EL program will be discussed with ELAC and stakeholders.</p> <p>ELAC recommended that the SS approve the draft 2018-2019 SPSA and the 2018-2019 categorical budgets.</p>	01/09/2018, 02/09/2018, 04/10/2018

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 checked="" 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 checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input checked="" 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 school’s graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Our graduation rate has increased slightly from 85.5% (2015-16) to 85.7% (2016-2017). According to LAUSD Insights "ACADEMIC REQUIREMENTS, CURRENT GRADUATING CLASS" 76% of this year's seniors are on track to graduate. With various academic intervention programs offered to seniors and close monitoring, it is estimated that the school's graduation rate will increased in 2017-18.

Kennedy High School Graduation Rate Over Time

Class of	Cohort Students	Cohort Graduates	Cohort Graduation Rate
2016-17	480	459	85.7%
2015-16	476	407	85.5%

According to MyData, the number of our students that the Department of Education considers “on track” with A-G requirements has increased significantly. The data revealed that 64% of Kennedy HS students are on track to graduate. However, in two or three more years (in 2020 and 2021), based on our improvement ratio, the school is expected to have 86% of students to be on track by 2020 and 97% on track with college A-G prerequisites by 2021. Only 3% of students are expected to be missing four or fewer A-G components. See data below.

Grad Year	% Tier 3: Missing 5+	% Tier 2: Missing 3-4	% Tier 1: Missing 1-2	% On-Track	# of Students
2018	7%	7%	22%	64%	497
2019	6%	6%	19%	69%	503
2020	2%	4%	8%	86%	581
2021		2%	1%	97%	621
Grand Total	4%	4%	12%	80%	2,202

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

Students who are not on track for graduation struggled to meet their A-G requirements. District mark reports revealed that for fall semester 770 students received a D or lower grade in math. Algebra 1 and Algebra 2 continued to be the greatest challenge for students--105 students received a failing grade in Algebra 1 and 121 students received a failing grade in Algebra 2. For ELA, 330 students received a D or lower grade, 144 students received a D or lower grade in Science-Biological, and 259 students got a D or lower grade in social science.

2016-17 Smarter Balanced Assessment data revealed that a high number of students in various subgroups scored Below Standards in the Concepts and Procedures claim in mathematics and Writing claim in ELA. Data from the 2016-17 Early Assessment Program revealed that 94 (21%) out of 432 students are Not Yet Demonstrating Readiness for college level work for ELA and 127 (28%) out of 440 students are Not Yet Demonstrating Readiness for college level work in math.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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

Teacher will work in partnership with parents to address the needs of at-risk students. To improve the graduation rate, the administrators and coordinators will routinely share and discuss ongoing goals and key strategies with stakeholders. At the departmental level, teachers will examine assessment data and collaborate to improve student proficiency levels. Students who are not on-track for graduation and struggled to meet A-G requirements will continue to receive support through Saturday School, Winter/Spring Plus, Adult School and supplemental services including before and after school tutoring and other interventions such as Level Up and Credit Recovery. Communication to assist struggling students include ConnectEd and/or individual teacher conferences, Schoology/LAUSD parent portal communicate, letters sent home, website postings, and phone messages.

School data from 2016-2017 revealed that Algebra 1, Algebra 2, and elements of ELA continued to pose a challenge for many of Kennedy’s students. Kennedy adopted

a systemic approach in technology such as IXL, Accelerated Reader, the Google Apps, TurnItIn, and No Red Ink to help students grasp content standards. Ongoing professional development on these instructional tools/strategies will be provided to teachers. To increase personalization and improve student monitoring, additional staff will be hired to lower the class sizes. Teachers will continue to contact parents of struggling students by the five-week mark and monitor them as outlined in the School-Parent Compact. These efforts and more active communication to stakeholders will help improve student achievement.

In addition, the Instructional Leadership Team (ILT) will provide professional development during PD Tuesday schedule, PD and collaboration during the regular schedule, PD and time for teacher collaboration after the regular school day on the following key ideas:

1. Test data analysis using MyData and/or state and local student achievement data such as SBAC, District Interim Assessments, CELDT, and other local benchmarks including department developed assessments.
2. Facilitate data driven conversations in the department meetings.
3. Using data, the academic departments will review and amend the SMART goals, review measurable objectives, and develop strategies or short-term action plans to achieve the goals as outlined in the Single Plan for Student Achievement (SPSA).
4. Implement curriculum fully aligned to the Common Core State Standards (CCSS) to ensure that all students receive a rigorous academic instruction in reading, writing, and mathematics.
5. Review the Big Ideas Math and content standards in both mathematics and ELA.
6. Discuss, inform, and train teachers on the new A-G requirements and how to help students become college and career ready.
7. Core departments to emphasize DOK and coherence in the curriculum.
8. Student centered instruction that focuses on collaborative activities and the application of skills.
9. Teachers to conduct cross-curricular instruction and/or activities to focus on English and Language Arts and Literacy in history/social studies, science, and technical subjects standards to ensure that students are college and career ready in literacy.

To maximize instructional time, teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding to support at-risk students. All teachers are to practice good teaching strategies that include:

- CCSS based instruction.
- Establish clear expectations of student achievement goals using the White Board Configuration and classroom social contract.
- Provide rigorous academic instruction that emphasizes DOK instead of memorization of facts.
- Create and utilize CCSS curricular and assessment materials.
- Use clear definition in discussion and reasoning.
- Create a nurturing learning environment to support student learning.
- Counselors, teachers, and coordinators will monitor student learning and refer students to Saturday School academic intervention programs.
- Teachers will communicate with parents/guardians using Schoology, Blackboard Connect, and/or personal phone calls.

The Instructional Leadership Team (ILT) will continue to provide support to classroom teachers on white board configuration, clear expectation/lesson objectives, standard based lessons, and use instructional rounds to identify effective instructional practices. The administrative leadership team and categorical programs will provide professional development and training hours for core subject teachers to develop and analyze Common Core type of assessments. In addition, teacher release days will be budgeted to allow teachers to observe best practices, implement instructional rounds, and review department data to inform instruction.

The ILT will provide rich and meaningful professional development focused on:

- Data driven instruction.
- The instructional shifts in ELA, mathematics, social studies, and science (NGSS) and develop intervention strategies to support student learning.
- Differentiation of instruction using technology including computer apps, web programs, and on-line teacher tools such as Google Classroom, Schoology, Edmodo, MyData, etc.
- Problem solving teaching/learning model.
- Academic rigor as related to Common Core and Depth of Knowledge (DOK).

Teachers will be empowered and encouraged to attend conferences to acquire researched base instructional strategies and improve their instructional practices. Classroom teachers will differentiate instruction including the use of web-based instruction, Blended Learning strategy, cooperative learning groups, Socratic seminars, projects, and independent research to allow students to think, practice, and integrate new ideas into growing knowledge structure. Teachers will model, demonstrate, and create “real-life” word problems related to mathematics to address Common Core Mathematics 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**

N/A

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

By June of 2019, with the implementation of rigorous academic programs and close monitoring of student progress, the school's graduation rate will increase by 10% from 85.7% to 95.7%

*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
The Categorical Program Advisor will ensure the proper administration of the Title One Program and be in compliance with district, State, and Federal mandates. In addition, the CPA will provide direct services to students, conduct professional development activities including the facilitation of effective instructional programs, monitoring academic intervention program and student progress, and coordinate parent workshops/activities to promote parent involvement.	08/14/2018 06/30/2019	The principal and/or administrative designee will review sign in sheets, the School Experience Survey Report, Title One Ranking report, WASC report, and analyze the School Report Card for positive feedback to determine the effectiveness of the program.
Staff Training--to provide Schoology training to both certificated (100 teachers for 10 hours at training rate) and classified staff (8/9-8/10) on the Learning Management System (LMS). Staff will review the new system, activate and manage their account, create classes and learning objectives, manage their grade book, upload/share documents, manage communication with user groups including students, parents, and the administrators. In addition, teachers will continue to receive training on online apps and technology such as the Viewsonic Viewboards and other digital media/recording to differentiate classroom instruction. Core department teachers will also meet at least once a semester to: 1. review and adjust pacing plan. 2. analyze data--including but not limited to the District mark reports, SBAC, interim assessment, the School Experience Survey Results, and department's common assessment. 3. discuss and implement department intervention. 4. discuss best practices and modify instructional practices to meet the needs of the students.	08/08/2018 04/13/2018	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.
Teachers will be empowered and encouraged to attend conferences to acquire researched base instructional strategies and improve their instructional practices. Conferences include but not limited to CUE (March 2019) and core content related conferences such as CATE, 2018 Curtis Center Conference Program, California League of High School Mathematics Conference and English Conference, the California Science Education Conference, Social Studies Conference (March 2019), UCLA Center X, CAFE (March 2019), and AMAE. Classroom teachers will differentiate instruction including the use of web-based instruction, Blended Learning strategy, cooperative learning groups, Socratic seminars, projects, and independent research to allow students to think, practice, and integrate new ideas into growing knowledge structure. Teachers will model, demonstrate, and create "real-life" word problems related to mathematics to address Common Core Mathematics Standards.	08/13/2018 06/30/2019 New	The principal and/or administrative designee will review conference materials, agenda, sign in sheet, and evaluation forms to determine the effective of the program.
Coordinator X time (non-tutor) for the CPA to work outside of the basic assignment (August 8 -14 days--20 hours) to plan professional development, organize parent workshops and training as well as support meeting with parents during orientation before the new school year, provide in-services, plan and monitor (82 hours) the federal meal program initiative, review categorical program mandates, develop and monitor intervention programs (Saturday School in the fall and spring semester), and 3 days (June 11- 13--18 hours) at the end of the school year to conduct equipment inventory and contact vendors to close the book for the programs.	08/14/2018 06/30/2019 New	The principal and/or administrative designee will review sign in sheets, the School Experience Survey Report, Title One Ranking report, WASC report, and analyze the School Report Card for positive feedback to determine the effectiveness of the program.
Teacher Related Day to day sub will be provided to core departments to meet, collaborate, and review instructional pedagogy as well as to discuss findings from instructional rounds to refine instruction to better meet the needs of students (Sept.17-19) . Core subject teachers will also review and refine common pacing plans, common assessments, and develop rigorous inter-disciplinary activities/projects to help students understand and master content standards.	08/14/2018 09/28/2018 New	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effective of the program.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30055183	N/A	117360	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	1000	11316 - STAFF TRNG R 1 CERT	N/A	N/A	11316	30,200		100
CE-ESSA T1 Schools(7S046)	1000	21676 - STAFF TRNG R 3 CLSS	N/A	N/A	21676	1,146	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10378 - TCH REL DTD SUB CAT (6 Hrs /)	N/A	N/A	10378	1,434	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	9,489	0.00	100
CE-ESSA T1 Schools(7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	10,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs /)	N/A	N/A	10377	7,539	0.00	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
To support the integration of technology, the Micro-computer Support Assistant will provide technology support to the classrooms and maintain computer labs including the Chromebook carts, laptop carts, and review education software/apps and programs to support student learning.	08/14/2018 06/30/2019	The principal and/or administrative designee will monitor and provide guidance to ensure that the school's technology needs are met.
Education Resource Aides (one six hours and one three hours) to work with teachers in English, World History, and Algebra 1 and 2 classes and reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning.	08/31/2018 12/15/2018	The principal and/or administrative designee will monitor and review sign in sheets, District Mark Reports, and student interaction in the classrooms to determine the effectiveness of the program.
Provide curricular trips to the Holocaust Museum (2 buses), the Reagan Library (2 buses), Science Center (1 bus), and Natural History Museum (1 bus) to differentiate and maximize learning and to help students make connections to classroom instruction as related to science, social science and reading and writing content standards.	08/31/2018 05/01/2019	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.
Office Tech to provide support to the instructional program through making phone calls to parents of participating students in intervention program, organizing and sorting student information, data entry, and filing of documents.	08/14/2018 06/30/2019 New	The principal and/or administrative designee will review sign in sheets, program information, and school report to determine the effectiveness of the program.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Additional technology will be acquired to help students become 21st century learners and make technology an integral part of the instructional program. Teachers will differentiate instruction using Google Classroom and Schoology and provide students with the tools needed to learn beyond the textbook, collaborate, and conduct independent research. General Supplies include the following: 1. 4 chromebook carts (160 chromebook x \$206.30 = \$33,008 plus; tax \$3,053.24); sub total of \$36,062 2. 10 LCD projectors x \$455 = \$4,550; 10 LCD projector bulbs x \$41 = \$410; 10 ELMO x \$414 = \$4140 (Tax \$879) sub total of \$9,979. General Supply Tech grand total =\$46,041	08/14/2018 06/30/2019 New	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.
To acquire supplemental reading materials to enhance the classroom instruction in Biology, history, and ELA. Student workbooks will be acquired to supplement classroom instruction in US and World History classes. Biology for NGSS written to meet the requirements of the Next Generation Science Standards (NGSS) for High School Life Sciences (HS-LS) will be acquired to help science teachers implement activities aligned to NGSS and boost student interest. In addition, high interest titles will be purchased to engage students in active reading and as result improve literacy skills. The following titles will be acquired for students to use in the classroom: 180 days, Scholastic Magazine—Science World, Flipped, Looking for Alaska, The book thief, Divergent, Paper Town, Flowers for Algernon, Thirteen reasons why, Speak, Tuck everlasting, Sisterhood of the traveling pants, Go ask Alice, Star girl, Something wicked this way comes, Just listen, Marked, Bloodlines, Before I fall, unwind, The last unicorn, the maze runner, If I stay, The blue sword, Crank, Vampire Academy, Forever, A wizards of Earthsea, The princess diaries, 13 Little Blue Envelopes, It's kind of a funny story, Miss Peregrine's home for peculiar children, I am the messenger, Feed, Along for the ride, etc.	08/13/2019 10/29/2018 New	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.
Non-Capitalized equipment--to acquire 4 chromebook carts (\$1,625 each x 4 = \$6,500 + tax (\$601.25); sub total of \$7,101.25 to support student learning in the classroom using chromebook; 3 Viewsonic Viewboards at \$4,284.60 each = \$12,853.86 + tax \$1,191 = \$14,044.86; delivery & set up charges \$72.50 each x 3 = \$217.50sub total for viewboards = \$14,262.36 Grand total for NonCap Equipment = \$21,363.61for teachers to differentiate instruction and make technology an integral part of their classroom instruction and increase student achievement.	08/14/2018 08/31/2018 New	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	46,041	0.00	100
CE-ESSA T1 Schools(7S046)	1000	20705 - ED RES AIDE SP C1T/5 (3 Hrs / 5 Days)	30445018	N/A	20705	11,217	1.00	100
CE-ESSA T1 Schools(7S046)	1000	20705 - ED RES AIDE SP C1T/5 (6 Hrs / 5 Days)	30445017	N/A	20705	44,165	1.00	100
CE-ESSA T1 Schools(7S046)	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	21,364	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	48,336	0.00	100
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	TM153627	N/A	25690	69,491	1.00	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
<p>Acquire an office technician to provide support to the Title One Program and assist with the summoning of students, contact parents of at-risk students, support the school and students with daily attendance check, Title One meal eligibility, send out reminder to students on intervention program, and help the Parent Center with parent involvement activities. The typical duties will include: preparing letters and reports, data entry for intervention and finance, maintaining files and records for Title I information, and will assist with other documentation and communication related to the Title I Program.</p> <p>Clerical relief will also be provided for support of providing title I related services due to extended absences by the office tech.</p>	<p>08/13/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review daily logs, sign-in sheets and the School Report Card to determine the effectiveness of the program.</p>
<p>To increase the achievement levels of at-risk students and low-income students, the school will focus on setting high standards, a challenging curriculum, effective enrichment intervention program, and acquiring highly qualified teachers. Kennedy High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School Based Management Team, The Instructional Leadership Team, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology like MISIS, JupiterEd, Mastery Connect, Google Classroom, and other instructional programs and/or software/apps. 2. Provide sub coverage for teachers to observe best practices and/or participate in Instructional Rounds and also to review disaggregated data at the beginning of each semester (August 22-27, 2018 and January 14-17, 2019) to identify at-risk students and develop departmental strategies and interventions. 3. Identify and provide at-risk students in ELA with Accelerated Readers program. 4. Provide at-risk students in math with Ingenuity or IXL program. 5. Teachers and counselors to communicate and/or meet with the parents of at-risk students and enroll them in the Saturday Credit Recovery Program. 6. LTEL, ESL, and resources teachers to meet after the regular work day to review student data, collaborate, and develop scaffolding activities to be implemented with sub groups in the classroom. <p>Teacher X-time (non-tutor) for teachers and coordinators to work outside the regular work day (August 8 - August 29) to review LAUSD Schoology modules--Learning Management System (LMS) and Teacher Grade book. Also, for coordinators to plan and monitor Saturday Intervention Program (Sept. 17 - Dec. 7 & January 14-18, 2019) to help students to be on track to graduate.</p>	<p>08/20/2018 01/17/2019</p>	<p>The principal and/or administrative designee will review sign-in sheets and district mark reports to determine the effectiveness of the program.</p>
<p>Tutor X time will be provided for teachers to work after the regular work day to help students in the After School Tutoring Program (starting August 20, 2018 - June 3, 2019) and in the Learning Center for math, English, science, and social science classes. The Learning Center will continue to be supported by the Title One Program and ARC, an award-winning after school and experiential educational program from Beyond the Bell. The goal of the tutoring program is to advance the educational and personal success of students through strategic and high quality instructional support including student mentorship and one-on-one and/or small group tutorial services.</p>	<p>08/20/2018 06/07/2019 New</p>	<p>The principal and/or administrative designee will review daily logs, sign-in sheets, District mark reports, and the School Report Card to determine the effectiveness of the program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2700	21477 - CLERICAL RELIEF	N/A	N/A	21477	1,000		100

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	40,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	11,907	0.00	100
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	2,220	0.00	100
CE-ESSA T1 Schools(7S046)	2700	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	TM360209	N/A	26288	65,473	1.00	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
<p>The school will continue to build partnership with parents and the community to support the academic growth of students. Teachers will monitor student progress and contact parents/guardians if a student's grade falls below a D. The Parent Center will continue to build stronger, healthier families by empowering parents through resources, services, and parenting education. Parents/guardians will be issued Kennedy HS Parent Passports and will be encouraged to attend school events and activities.</p> <p>Coordinators, counselors, teachers, and the Parent Center Community Representative will help facilitate parent workshops, classes, and provide basic conversational language class to help non-English speaking parents understand the school culture, expectations, and policies. Teacher activity differential will be provided to teachers to help build parent capacity and support parent engagement.</p> <p>The Parent Center will have computers linked to the school's website, LAUSD parent portal, and Schoology. Additionally, the school's Title I Coordinator, TSP Coordinators, Counselors, administrators, and school staff will collaborate with the Parent Center to provide workshops based on parents' needs and help parents expand their capacity to support their children emotionally, socially, and intellectually. Workshops and classes include:</p> <ol style="list-style-type: none"> 1. ESL speaking class 2. A-G requirements 3. College/financial aid information 4. Common Core State Standards 5. The Single Plan for Student Achievement 6. The School Safety Plan 7. The School Report Card 8. Parent Compact and Parent Involvement Policy 9. Restorative Justice 	<p>08/13/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review workshop agenda, sign in sheets, and parent responses on the School Report Card to determine the effectiveness of the program.</p>
<p>Supplemental instructional materials from Woodburn Press "How to get good grades" and Channing Bete "Common Core State Standards," will be acquired for parent workshops and classes.</p>	<p>08/13/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review workshop agenda, sign in sheets, and parent responses on the School Report Card to determine the effectiveness of the program.</p>

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:

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

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

The 2016-17 SBAC data revealed that 59% of the 11th graders who took the SBAC test scored "Meets/Exceeds Standards" an increased of 1% from 2015-16. 38% scored "Standard Met" and 41% scored "Not/Nearly Met Standard", a slight improvement from previous year (42% "not/Nearly Met Standard"). According to the data, Reading and Writing claims were the biggest challenge for the students in all the significant subgroups.

According to the Star Testing data, 9th and 10th graders reading level scores are on the rise. This increase is largely attributed to the implementation of the Accelerated Reader program.

The adoption of the Pearson textbook and subsequent testing systems provide data for teachers to review and inform instruction. The data revealed that students across all grade levels have a difficult time isolating and explaining "theme" as pertains to storytelling.

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

Pearson testing data revealed student weaknesses in several areas, particularly in isolating theme in storytelling (whether it be short story, play, or poem) as well as an understanding of writing structure. Pearson test structure is relatively new to the teachers. Data are still being collected, compiled, and reviewed. More in depth data will be available in fall of 2018 for teachers to review and discuss best practices.

Lastly, instructional strategies will be discussed and developed in department meetings to teach the concept "theme". The department is looking to use the programs provided by Pearson, as well as some of the methodologies espoused by Kelly Gallagher, to address writing theory and help students improve test scores.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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 increase of proficiency levels on the common department assessments will take longer, as the introduction of the Pearson platform means the common assessments have changed. Baseline data will be needed to measure growth. Once we have contrasting information, the department will work on methods to meet the objective.

The ELA department will continue to collect Pearson data to chart out student weakness and contrast them to 2017-18 academic year. Content areas in need of additional work include understanding connotation within informational documents, language conventions, and understanding writing structure. Teachers will use other technological applications like Pearson and Turn It In to help students improve their writing. The following strategies will be utilized by the department to help students learn content standards and be on track to graduate.

1. AR (Accelerated Reader) spread to all four grade levels instead of just 9th and 10th.
2. Daily reading for students and writing 3-5 times per week.
3. Use RADAR (a system of writing revision recommended by Kelly Gallagher) to create student driven revision of writing.
4. Have student utilize TurnItIn on all first drafts to catch plagiaristic issues early.
5. Develop a common department remediation/expectation policy.

To ensure that the department is meeting the measurable objectives, ELA teachers will continue to provide remediation including one-on-one conferencing, parent communication via Schoology and Blackboard Connect, scaffolded assignments to bring students up to grade appropriate skill levels, use mastery grading to provide students a chance for remediation, tutoring after school, and differentiated instruction to address the different learning style of individual students.

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

N/A

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

By May 2019, after the implementation of rigorous common core standards based instruction, the number of students scoring "Standard Met" will increased by 10% from 38% in 2016-17 to 48% in 2017-18.

*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
<p>Teacher (non-tutoring) X Time will be budgeted for teachers to work outside of their basic assignment to prepare and facilitate teacher training. Four teachers (4 teachers x 6 hours = 30 hours) will create and facilitate modules, Schoology LMS and Teacher Grade Book in Schoology and user groups, on August 9-11, 2018 and every Wednesday and Thursday in the month of August (1 hours for 120 teachers). Teachers will be trained on other instructional software and how to effectively use and integrate the new technology including apps such as TurnItIn, No Red Ink, and Google Classroom and Schoology. The Pearson textbook comes with numerous technological components such as Listenwise, an audio program, and several online testing programs, which can help provide the department with more accurate and timely testing data to inform instruction. Knowledge and mastery of these programs will be vital to help students become college and career ready.</p> <p>Additional professional development training time will be provided to the English teachers to align content and teaching practices with Common Core principles. English teachers will:</p> <ol style="list-style-type: none"> 1. Receive training in Accelerated Reader--computer-based program that teachers use to monitor students' reading practice and progress. 2. Review student SBAC data and Pearson data, reflect on instruction, and develop department intervention program to assist at-risk students. 2. Review and amend the department pacing plans. 3. Collaborate and meet in horizontal and vertical teams to review instructional alignment and plan student centered projects. 4. Review the content and reading shifts in the different grade levels and meet with teachers in other discipline to develop inter-disciplinary projects. 	<p>08/14/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, and district mark report to determine the effectiveness of the program.</p>

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
<p>Acquire 2 Class-Size-Reduction teachers for the English department to lower the teacher to student ratio and increase personalization, academic focus, and rigor to improve student learning.</p>	<p>08/14/2018 06/30/2019</p>	<p>The principal and/or administrative designee will monitor academic instruction, review district's mark reports, and provide instructional support to ensure the effectiveness of the instructional program.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Materials--to acquire class sets of different reading novels for the English teachers to help students identify themes or central ideas of texts and meaning of words and phrases as they are used in the text and to teach students how to analyze different particular point of views or cultural experiences as reflected in a work of literature from outside the United States. Reading titles include but not limited to 180 days, To kill a Mockingbird, Brave New World, Lord of the Flies, Thousand Splendid Suns, Maus Vol. 1, Siddhartha, Unbroken, and Hiroshima.	08/14/2018 12/14/2018	The principal and/or administrative designee will monitor classroom instruction, student work, and district mark report to determine the effectiveness of the instructional program.
Four days of Day-to-day sub teacher benefits will be acquired for each class sized reduction teacher (2 CSR x 4 days = total of 8 days).	08/14/2018 06/30/2019 New	The principal and/or administrative designee will monitor academic instruction, review district's mark reports, and provide instructional support to ensure the effectiveness of the instructional program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424419	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools(7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424260	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	2,868		100

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
To close the achievement with disadvantaged subgroups and students who are struggling normally, Kennedy High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups: 1. The School Based Management Team, The Instructional Leadership Team, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology such as Google suite, Jupiter Grades, Mastery Connect, and other programs that will increase student learning. 2. Ongoing monitoring of EL students by coordinators and teachers and refer students to the Saturday school program. 3. Develop a system of referral and support from resource teachers in the Special Ed. Learning Center. 4. Provide sub coverage for teachers to review disaggregated data at the beginning of each semester to identify at-risk students and develop departmental strategies and interventions. 5. ELD and resources teachers to meet and develop scaffolding activities for the CCSS materials. 6. Continue after school tutoring services for ELA and provide support to at-risk students. 7. ELA chair to coordinate with the counselors to identify at-risk students for the Accelerated Reader Program.	08/13/2018 06/07/2019	The principal and/or administrative designee will intervention curriculum, class rosters, sign in sheets, and the districts mark reports to determine the effectiveness of the program.

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
<p>Translators and interpreters will be provided to teachers who need to contact non-English speaking parents to aid in the furthering of their child's education. Teachers to use Schoology and Blackboard Connect to communicate with parents and solicit support. Teachers will contact and/or meet with parents/guardians of students who received a grade lower than a D in their classes.</p> <p>Workshops on ELA Common Core standards and school expectations and English classes will be provided to parents to better support their children's learning.</p> <p>Initiatives such as Parent University allow parents to come to Kennedy HS on a Saturday and speak with department representatives who will explain the principles of Common Core to maximize parental involvement in the child's education.</p>	<p>08/13/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review teachers' phone log, emails data, JupiterEd message board data, and communiques to determine the effectiveness of the program.</p>

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:

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

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

According to the 2016-17 SBAC assessment data 79% of the students who took the test scored Not/Nearly Met Standards and 21% scored Met/Exceeds Standards. 59% of the students tested scored Below Standards on claim Concepts & Procedures; 51% scored Below Standard on Problem Solving, and 33% scored Below Standards on Communicating Reasoning. Concepts and Procedures claims were the areas that students of significant subgroups struggled with the most. 60% of English Only (EO) students, 44% of Initially Fluent English Proficient (IFEP), 83% Limited English Proficient (LEP), and 61% of Reclassified Fluent English Proficient (RFEP) students scored Below Standards. "Problem Solving" was also problematic for the subgroups mentioned above with EO having the highest percentage (64%) scoring Below Standards. The December 2017 District Marks Report (fall semester grades) revealed that 383 (19%) students received a D grade and 387 (19%) students received a F grade in math. The 2016-17 School Report Card data revealed that only 2% of the 11th graders tested on the Early Assessment Program are College Ready; 28% Not Yet Demonstrating Readiness, and 50% Not Demonstrating Readiness.

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

Many students who passed the previous math class during the summer or at middle school are not prepared for the academic rigor of high school. As many teachers adjusted their instruction to emphasize depth of knowledge and skill based learning students' mathematics deficit and low content retention are evident. Analysis of student work revealed that many students were not exposed to some foundation math concepts that are essential for the next math level. For Algebra 1, factoring quadratic or trinomials, graphing linear and quadratic functions are the biggest challenge for the students. For Geometry, trigonometric ratios, volume and surface area of solids pose the greatest challenge for the students. Solving quadratic equation and applying quadratic functions to real world problems are the challenges for students in Algebra 2. In addition, as reflected in the ELA assessment, many students entered high school with very low reading and writing skills. This posed an additional challenge to students due to the shift in math instruction to include Common Core related instruction that consists of reading, writing, and analysis to solve word problems. An important underlying issue that hindered student learning in math classes is the high number of students to teacher ratio. Large classes resulted in decrease personalization and negatively impacted student achievement.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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 implemented data chat with all the departments. This provides opportunity for the school leadership team to work closely with teachers and identify critical areas of needs, discuss strategies to assist and monitor at-risk students, and provide intervention as needed. To increase personalized learning and to accelerate students' acquisition of math concepts, the school will offer IXL Algebra 1 as an elective. Financial Algebra 2 will also be offered to provides an alternative math course pathway for students. Academic tutoring and support will continued to be offered before and after school to help students with their academic needs.

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

N/A

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

By May 2019, after receiving a rigorous standards based instruction in math, the number of students scoring "Standards Met" on the SBAC will increased by 10% from 18% in 2016-17 to 28% 2018-19.

*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
<p>Math teachers will continue to review the work of Big Ideas and Essential Questions to help students understand the mathematics structure that builds the foundation for academic rigor for math in subsequent grade levels. Professional development and workshops will be provided for the math teachers to review and amend curriculum maps designed to address Common Core State Standards for mathematics and literacy outcomes. Professional development will focus on instructional pedagogy to build students' content knowledge by emphasizing math practice abilities and literacy skills. This includes teachers meeting in vertical teams to review student data including SBAC and department developed common assessment data, develop math related student projects, and word problems applicable to the real world.</p> <p>The math department will meet to review the California English Language Development Standards that described the key knowledge, skills, and abilities in core areas of English language development. The teachers will focus on scaffolding strategies to help ELD students acquire math concepts/vocabulary to access, engage, and achieve grade-level content standards. The strategy "Interacting in meaningful ways" will be reviewed, discussed, and applied in math content to help students achieve college and career readiness. This includes:</p> <ul style="list-style-type: none"> • Collaborative—exchanging information/ideas via oral communication and conversations. • Interpretive—listening actively and asking/answering questions about what was heard. • Productive—expressing information and ideas in oral presentations and supporting opinions or justifying arguments and evaluating others' opinions or arguments. <p>The math teachers will collaborate and receive training on the following specific instructional strategies to improve students learning:</p> <ol style="list-style-type: none"> 1. Cornell note taking strategy to help students understand the purposeful sequence of the instructional lesson and help them learn new skills by building upon prior knowledge and connecting them to previous learning. 2. Consistent use of Thinking Maps across the math department to help students learn math concepts by summarizing, identifying similarities and differences, using nonlinguistic representations, and generating and testing hypotheses. 3. Use journal writing to challenge students to problem solve and think critically. 4. InterLeaving Practice--applying this research based strategy to help students solve math problems (recalling by retrieval practice, reviewing the process, and connecting the process to what they know to remember it). 5. Distribute practice strategy--"chunking" for math; practice is broken up into a number of short sessions over a longer period of time. 6. Review data to drive instruction. Teachers will meet after the regular school day to: <ol style="list-style-type: none"> a. Review department test data including district mark reports. b. Analyze test data and identify the problems related to low test scores. c. Discuss and develop department strategies to address students needs. 	<p>09/10/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review professional development agenda, sign in sheets, instructional lessons, SBAC data, and the District's mark report to determine the effectiveness of the program.</p>
<p>PD Teacher X time will be provided to the instructors that facilitate the Schoology training on August 8 - August 10. Teachers that participated in the Schoology modules LMS and Teacher Grade Book training will be compensated at training rate.</p>	<p>08/08/2018 08/13/2018 New</p>	<p>The principal and/or administrative designee will review professional development agenda, sign in sheets, instructional lessons, and the District's mark report to determine the effectiveness of the program.</p>

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
To close the achievement gap, the school will acquire 2 Class-Size-Reduction teachers to lower the teacher to student ratio in Algebra 1 and/or Geometry and increase personalization and academic rigor.	08/13/2018 06/30/2019	The principal and/or administrative designee will review lesson plan, classroom instruction, and the district report to determine the effectiveness of the program.
Teachers assistants (TAs) to work with a highly qualified teacher to work and support students in Algebra 1 and Algebra 2 classes. TA will reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning of content standards.	08/13/2018 06/30/2019 New	The principal and/or administrative designee will review sign in sheets, classroom instruction, and the district report to determine the effectiveness of the program.
TA Relief will be budgeted for teacher assistants to work with at-risk students in the tutoring center before and after school (August 20, 2018 - Dec. 14, 2018 and Jan. 14 - June 1, 2019), in small groups, and help individual students with his/her academic needs.	08/20/2018 12/14/2018 New	The principal and/or administrative designee will review sign in sheets, student work, and the district report to determine the effectiveness of the program.
Acquire four days of Day to Day sub for class-size reduction teachers as mandated by the district (4 days x 2 CSR = 8 days)	08/13/2018 06/30/2019 New	The principal and/or administrative designee will review sign in sheets and the district report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30371361	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30401857	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	2,868	0.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30427905	N/A	107762	9,226	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13989 - TCHR AST RELIEF LV2	N/A	N/A	13989	4,067	0.00	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
<p>To support at-risk students and improve academic achievement in mathematics, the following intervention will be implemented after the regular school day:</p> <ol style="list-style-type: none"> 1. Counselors, coordinators, and administrative staff will identify at-risk students and refer them to the appropriate intervention program. 2. Provide credit-recovery intervention program: <ul style="list-style-type: none"> • Edgenuity, a computer-based program, to help seniors who need to pass Algebra 2. • Meet with parents and enroll students into the Saturday School Credit Recovery Program. 3. Refer students to the tutoring programs (Before School Tutoring, At Lunch Tutoring, and After School Tutoring). <p>The teachers will establish clear expectation for all their periods and review the School-Parent-Student Compact with students. Students' academic progress will be monitored and the teachers will communicate with the parents when the students' grade is a D or lower. Other intervention strategies include:</p> <ul style="list-style-type: none"> • Use apps such as Kahoot, Khan Academy, and Big Ideas website to differentiate instruction and check for understanding. • Review with students before quizzes and tests—provide and practice answering sample questions. • Allow students to retake tests and quizzes. • Use participation points for class activities. • Use IXL, online math program, to differentiate instruction and/or as extra credit/enrichment activities. <p>Create a school-wide math initiative to address the low math score and pass rate. Teachers will meet to discuss and develop essential math questions, performance tasks, and math problem of the week. A math teacher will demonstrate and record how to solve the “math problem of the week”. The video vignette will be aired on the school's Friday Show and be posted on the school website for students to review at their convenience.</p>	<p>08/14/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review intervention program roster, grade reports, sign in sheets, and social contract to determine the effectiveness of the program.</p>

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
<p>Parent support is key to student academic success. The department will utilize the following strategies to keep parents inform and involve with student learning:</p> <ol style="list-style-type: none"> 1. Use Schoology to inform parents of their student's grade. 2. Teachers to monitor students' grades and contact the parents/guardians when the students' grades drop to a D or lower. 3. Post assignments on the school website and/or Google Classroom. 4. Teachers to make/return parent phone calls on a timely manner. 5. Utilizing Blackboard Connect to support struggling students. 6. Invite parents to participate in parent-teacher conferences and attend math workshops in the parent center. <p>The community rep will provide parent workshops on Math SBAC, Math Standards, Math Strategies, and writing in math to support the parents and students within the math program.</p>	<p>08/14/2018 06/07/2019</p>	<p>The principal and/or administrative designee will review teacher communique logs including Schoology reports, sign-in sheets, and Google Classroom reports to determine the effectiveness of the program.</p>

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 checked="" 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 checked="" 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 |
| <input checked="" type="checkbox"/> | Other: ELPAC |

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

Based on English Learner Accountabilities such as the ones mentioned above plus LTEL and RFEP Data, the following results were observed:

1. Data indicates that in 2015-2016, 73% of ELs graduated in four years an increase of 6%.
2. 2014-15 CELDT annual growth was 44.3%. For 2015-16, the annual CELDT growth was 60.5%
3. In 2016/2017-ELs attaining English Proficiency on CELDT (less than 5yrs) 24.5%,(Met). ELs attaining English Proficiency (more than 5yrs) 41.1% (not Met)
4. Reclassified Fluent English Proficient 2015-16 data indicates an increase in students meeting A-G requirements from 49% to 53%.
5. Our Long Term English Learner (LTELs) population has decreased from 74% to 63%

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

1. Data indicates that our RFEP rate trend decreased from 19.3% in 2014-15 to 11.7% for 2015-2016. The RFEP rate increase to 16% in 2017.
2. ELs who are making progress on the California English Language Development Test (CELDT) decreased from 46% to 44%
3. ELs who score at Basic or higher on the Reading Inventory decreased 4% points. 2014-15 (17%), (Reading Inventory)- 2015-2016 (13% passing rate).
4. A high percentage of LTELS are considered Students with Disabilities which makes it difficult for them to succeed on the RI or RI exam.

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

N/A

EL Data is addressed in the TSP section.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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 following are strategies/actions that contributed to English Language performance:

1. Summer PD on ELD standards and on the new ELD curriculum "EDGE"
2. Local District inservice/workshops on ELD designated/Integrated instruction.
3. Model lessons based on Integrated ELD and Designated ELD provided by MMED.
4. The introduction of Constructive Conversations models (Create, Clarify, Negotiate, Support).

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

Since the school did not meet part of it's measurable objectives, teachers will receive training in the implementation of Integrated ELD instructional strategies to ensure ELs are provided access to the Core curriculum.

To increase the percentage of ELs advancing at least one ELPAC level per year and to increase the number of ELs attaining English proficiency, teachers will be involved in lesson study and data review.

PD activities/tasks to include:

1. Strategies to support ELs with supplemental tutoring services.
2. An afterschool class will be offered to selected students to participate in the RI preparation program (RI Bootcamp).
3. Supplemental instruction will be provided with skill building activities, data analysis and monitoring of LTELs.
4. Academic vocabulary development strategies to increase the percentage of ELs advancing at least one level on ELPAC.
5. Instructional focus on California ELD Standards to increase ELs with disabilities proficiency level.
6. Supplement instruction with skill building activities, data analysis and monitoring of LTELs and RFEP students.

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

- 1. By June 2019, John F. Kennedy High School percentage of LTELs will decrease by 20% from 75.% to 55% or lower working towards the the LCAP goal of 15%. Staff will review data and provide afterschool tutoring and intervention.
- 2. Our Reclassification target LCAP goal will be 22% or higher from the 17/18 (11%) rate of qualified ELs. Special education and LTEL students will be a main focus.

*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
To transition from CELDT to ELPAC. The goal will be for ELs to advance at least one CELDT/ELPAC level per year and to increase the number of ELs attaining English proficiency on CELDT/ELPAC. Teachers will receive training in the implementation of daily Integrated/Designated ELD instructional strategies to ensure ELs are provided access to the Core curriculum. PD will take place during department meetings and Banked Tuesdays	08/15/2018 06/10/2019	Administrators will conduct classroom observations to ensure implementation of strategies acquired during professional development. Teachers will be provided immediate feedback on observations.
Implementation of Professional Development activities on effective classroom instruction through research based Integrated/Designated ELD strategies. To improve EL instruction, the Assistant Principal/EL Designee will provide Staff Development during Banked Tuesdays, or through Teacher Release Days and monitor targeted populations (English Learners and RFEPs). Professional Development activities/tasks to include: 1. Skill building activities, data analysis and monitoring of LTELs. 2. Academic vocabulary development strategies to increase the percentage of ELs advancing at least one CELDT/ELPAC level. 3. Targeted California ELD Standards to direct instruction based on students' proficiency level. 4. Lesson planning to integrate Constructive Conversational skills in all curricular areas/subjects. 5. Planning time to develop Integrated and Designated ELD strategies used in lesson study and analyzing student data. 6. Focus on critical elements of SDAIE methodology to enhance existing lessons and instruction. 7. Providing teachers from various departments with PD opportunities to attend at conferences that focus on EL strategies, (California Association for Bilingual Education conference, Assoc. of Mexican-American conference); upon returning, teachers will present key learning and instructional strategies during banked time (TSP funding will used).	08/15/2018 06/10/2019	Administrator, EL Designee, LTEL Designee and counselors will have monthly meetings with departments to discuss student progress. TPS Advisor, LTEL Designee will review student work, review midterm marks, monitor reclassification data, RI and CELDT/ELPAC scores.

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
<p>To maximize effective practices that lead to quality instruction, the following will occur:</p> <ol style="list-style-type: none"> 1. Teachers will be involved in lesson study and data analysis. 2. Development of Designated and Integrated ELD lessons/strategies to include Constructive Conversations skills, SDAIE strategies, Reciprocal teaching, and Cloze Reading strategies. 3. Participation in school-wide professional development planning and delivery, that focuses on English learners. 4. Implement core SDAIE Instructional Strategies to ensure ELs are provided access to core curriculum. 5. Implement strategies to support CCSS ,such as high-rigor activities, project-based assignments, and collaborative work. 6. Access complex text and the development of text-dependent questions. 	<p>08/16/2018 06/08/2019</p>	<p>Administrative staff will monitor activities related to PDs and the LTEL, EL Designee will providefeedback. Administrators will conduct classroom observations to assess the implementation of differentiated ELD/Core instruction. Bilingual TAs will be placed in proper classrooms to provide primary language support and reinforce key concpts.</p>

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
<p>The LTEL Designee and TSP Advisor (EL Designee) will provide support in order to apply key strategies and promote effective learning to address the needs of at-risk EL students and support the implementation of the Common Core/ELD State Standards as they apply to ELs. To provide access to core instruction and intervention for English Learners and LTEs, teachers will:</p> <ol style="list-style-type: none"> 1. Provide 100 hours of tutoring after school for those LTELs who scored BB and FBB on RI. 2. Provide targeted instruction and support for RFEP students not meeting grade-level standards. 3. Provide functional literacy skills activities to students scoring below basic on CELDT/ELPAC. 4. Provide afterschool tutoring to LTEL/ELD students needing foundational literacy/reading intervention as determined by CELDT/ELPAC and RI data results. Students will also be provided with in class intervention by paraprofessional or with supplemental tutorial materials. 5. Provide targeted intervention and support for English Learners not successful in Tier 1 instruction. 6. Provide targeted intervention and tutoring for EL students not succeeding in core classes. 7. Conduct monthly classroom observations and subsequent debriefs focused on Integrated and Designated ELD. (Instructional rounds) 8. Model lessons/workshops for teachers and parents of ELs to enhance student learning and increase student achievement. 	<p>08/16/2018 06/08/2019</p>	<p>Intervention team will analyze student data (CELDT/ELPAC/RI), set student growth targets, analyze SBAC data and create action plans. LTELs academic progress will be monitored by reviewing monthly assessments. Administrator Designee will supervise Intervention/tutoring program and provide feedback to see if program goals andobjectives were met.</p>

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Community Representative, in conjunction with the EL Designee and Administrator, will help build parent capacity and partnership of English Learners parents. The desired activities will include: * ELAC required meetings * Back to School Night, Parent Conference * LTEL parent meetings two times per year. * Parent workshops related to CA ELD standards. * Workshop on A-G graduation requirements. * Reclassification Awareness workshop. * Student/Family literacy evening workshop. * Parent communication via "Schoology" online reporting system * Master Plan Program Options * English Language Advisory Committee functions and requirements * Workshop on transition from CELDT to ELPAC * ELPAC assessment and results workshop for EL parents	08/16/2018 06/08/2019	Administrators and EL Designee along with parent center liaison will monitor and provide feedback via surveys, parent participation and workshops. EL Designee and parent center liaison will debrief on the AMAE and CAFE conference and assist with their presentation to ELAC members.

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 checked="" 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 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 (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

California has been experimenting with an accountability model called the School Quality Improvement Index which uses academic, social-emotional learning, and school culture and climate factors to measure how well public schools are performing. Kennedy scored at or above the district average on all but two of its culture and climate indicators. Unfortunately, JFKHS scored below the District average on items B & F from our 2016 School Climate Survey. Item B. What do students need to see from teachers to improve "Teachers work hard to help me with my school work?" Item F. How do students perceive "Teachers go out of their way to help students?"

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

In order to focus on improving our culture and climate scores, a student survey of 74 9th and 10th graders was conducted. It revealed that students value one-on-one assistance, group/collaborative projects, be challenged by their teachers, and more access to their instructors. Many teachers are already provided excellent support to students in these areas. The school will continue to work on sharing best practices during staff professional development.

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

Kennedy scored at or above the district average on all but two of its culture and climate indicators. We examined our culture and climate factors because our teachers directly support risk-taking and independent thinking while providing multiple measures to show student mastery. Our teachers are also able to directly intervene and help students feel safe on campus. Teachers and staff's hard work, attentiveness, and close monitoring of students at the beginning of the school year and throughout the year led to the improvement.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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

This year, LAUSD administered the school experience survey earlier in the year (September/October) before staff had time to meet and address these factors. Usually, teachers have six to seven months to build relationships with students before the culture and climate surveys are administered. We expect our scores to be lower next year because of this.

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

Kennedy teachers will implement SEL quickwrites in order to help students understand how hard teachers are working to help them succeed. Reflective exam wrappers will be used to help students take responsibility for utilizing tutoring and other teacher-intensive resources provided to them by Kennedy High School.

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

By June 2019, after students participate in SEL activities, 70% of Kennedy students will agree/strongly agree with the following statement: "Teachers work hard to help me with my school work?"

By June 2019, after teachers implement SEL activities in their classes, 65% of Kennedy students will agree/strongly agree with the statement: "Teachers go out of their way to help students?"

*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
<p>Professional development and training to be provided to staff on how to make parents feel welcome at the school site and response to parents request for parent conferences in a timely manner. Teachers, students, and parents will review the amended 2018 School-Parent-Student Compact.</p> <p>The school's Community Representative will coordinate with coordinators, counselors, and staff to provide the following activities in the Parent Center to increase parent involvement:</p> <ul style="list-style-type: none"> • Parent workshops on Schoology, LAUSD parent portal, and how to support student learning. • Provide orientation day(s) before the first day of school and at Back-to-School night. • Collaborate with Parent Teacher Student Association (PTSA) to support parent and school programs. • Encourage parents to be participate in school events/activities. • Recruit parent volunteers for school activities. <p>The community rep will provide parent workshops on the SES. The community rep will provide technology (computers, laptops, chrome books, etc.) for parents and students to complete the SES. The community rep will make available the computer lab, MPR, auditorium, library, and classrooms for the parents and students to complete the SES.</p>	<p>08/14/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review sign-in sheets and evaluations to determine the effectiveness of the program as measured by the SES.</p> <p>The community rep will collect feedback forms, evaluations, and surveys to measure the community reps efforts in supporting the SES.</p>
<p>Provide differential for teachers to coordinate and facilitate workshops and activities (outside the regular work hours) in the parent center to increase parent involvement. Workshop include but not limited to ninth grade orientation, A-G workshops, how to help students get good grades, transitioning to high school, high school expectation and college readiness, and self-esteem /anti-bullying activities to parents.</p>	<p>08/08/2018 10/31/2018 New</p>	<p>The principal and/or administrative designee will review sign-in sheets and the school report card to determine the effectiveness of the program.</p>
<p>Acquire additional chromebooks (10 x \$207 = \$2,070 + \$192 (tax); grand total of \$2,262) and provide workshops and training to parents on the LAUSD parent portal. Coordinators, community representative, and/or the Parent Resource Assistant will help parents activate their account, learn to navigate Schoology and make contact with teachers to support student learning. The chrome books will be housed in the parent center to support parent and community engagement activities.</p>	<p>08/14/2018 08/30/2018 New</p>	<p>The principal and/or administrative designee will review workshop topics, sign-in sheets and the school report card to determine the effectiveness of the program.</p>
<p>Parent Conference Attendance (\$500).-Two Parents will be invited to attend one of these conferences (AMAE, CABE, and COBA) or other parent related conferences. Parent participants will collaborate with the Parent Center Community Rep. and coordinators to share information at council meetings and parent workshops.</p>	<p>03/06/2019 03/09/2019 New</p>	<p>The principal and/or administrative designee will review workshop topics, sign-in sheets and materials from the conferences to determine the effectiveness of the program.</p>

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	12,363		100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	2,262	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	500	0.00	100
CE-ESSA T1 Schools(7S046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	500	0.00	100

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
<p>The school's website will be updated on a regular basis to include a monthly calendar and school activities and events. In addition, the school will use a variety of methods to communicate with parents, students, and teachers including school mail, phone calls, emails, Connect Ed, and scheduled meetings/conferences. Teachers will also use Schoology, LAUSD parent portal, and Blackboard Connect to communicate with parents. Coordinators and administrative designee will provide workshops for parents in the Parent Center to help parents/guardians sign-on and navigate the LAUSD parent portal.</p> <p>The following methods will also be used to improve parent communication:</p> <ol style="list-style-type: none"> 1. Use parent surveys to determine the needs and interests of parents. 2. Use the automated phone system to inform parents of students' attendance. 3. Monthly Coffee with the Administrators to encourage communication between parents and the school. 4. Mail progress reports and encourage parents to follow-up with conferences to maintain academic progress. 5. Teachers to contact parents when a student's grade is a D or lower. 6. Teachers to have students write out homework assignments and/or make "daily homework check" sheet available for parents to monitor student academic progress. <p>Provide clerical relief for personnel to perform duties outside the regular school assignment to prepare documentation, materials, and supplies for intervention and support to improve community outreach for the Parent Center. The clerks will work extra hours on Saturdays starting August 14 - September 1 and make phone calls, organize and schedule Parent Center events.</p>	<p>08/14/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review sign in sheets, phone logs, JupiterEd data report, teacher communiques with parents, and the School Report Card to determine the effectiveness of the program.</p>

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**

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 checked="" 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 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 |
| <input type="checkbox"/> | Other: Pearson Exam |

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

Kennedy HS overall growth mindset score dropped from 66% in 2016-17 to 55% in 2017-18. A 11 point decline. For Social Awareness, the data revealed a 3% drop--61% in 2016-17 to 58% in 2017-18. One of the school's goals is to help students understand social and ethical norms for behavior.

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

SEL quick-writes were distributed to teachers after the winter break. Professional development and training were provided to teachers on using exam wrappers in all departments and grade level teams. The goal is to evaluate how well students taking responsibility for their learning and to help students set reachable goals. Instructional rounds were conducted after the PD session to identify areas of concerns and provide additional support to classroom teachers. Many teachers still need more time and training on how to incorporate SEL strategies into their daily instructional practices. Further evaluation will be conducted during subsequent instructional rounds. The district is changing the items in the School Experience Survey. It is unclear whether schools will be able to use the same items to assess SEL growth in 2018-19.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), 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

Some teachers piloted an LAUSD School Stakeholder Survey which asks students to evaluate each teacher on a set of SEL factors. The information collected from this survey will serve as the school's interim assessment for SEL data. Additional professional time will be needed to help teachers develop SEL lessons, review and discuss student work, and analyze SEL related data.

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

N/A

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

By June 2019, after students participate in SEL activities, the students' growth mind set and Social Awareness scores will increase by 10% from 55% in 2017-18 to 65% in 2018-19.

*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
<p>Survey information including the School Report Card will be reviewed by all stakeholders to create a positive school climate to increase parent involvement. The school and parents will work as equal partners to improve student learning and help student be college and career ready.</p> <p>The school's Community Representative and the Parent Center will continue to support the following events and activities to increase parent involvement:</p> <ul style="list-style-type: none"> • Provide parent workshops that focus on: <ol style="list-style-type: none"> 1. How parents can support student learning in high school. 2. How to help students get good grades. 3. Ways parents can support a positive school climate. 4. How to have a meaningful parent-teacher conference. 5. How to read and understand the School Report Card. • Provide orientation day(s) for incoming ninth graders and parents. • Collaborate with Parent Teacher Student Association (PTSA) to support parent activities. • Encourage parents to be involved in decision making councils. • Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school. 	<p>08/14/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review conference attendance sheets, workshop agenda, sign-in sheets, and the School Report Card to determine the effectiveness of the program.</p>

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
<p>The school will implement the following initiatives to create a culturally responsive and equitable learning environment for students:</p> <ol style="list-style-type: none"> 1. Growth mindset. 2. Restorative Justice. 3. The Three Bs for School Safety--"Be safe, be respectful, be responsible". 4. Great Kindness Challenge. 5. Capturing Kids' Heart Program. 6. Start With Hello Program to address and prevent student isolation. <p>The Social Emotional Learning committee will continue to meet monthly to review the needs of at-risk students and provide professional development trainings to the teachers and staff. Teachers will report and refer students to counselors and the administrative team using MISIS. The school psychologist, counselors, PSA, PSW, and the administrative leadership team will review referrals, students' educational plan, and make the necessary referrals to the appropriate social service agencies such as Camp Grizzly and el Nido.</p>	<p>08/14/2018 06/30/2019</p>	<p>The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the School Report Card to determine the effectiveness of the program.</p>
<p>The nurse will work with the administrative leadership team to develop and articulate the emergency care plans for students with life-threatening health conditions such as severe allergies to peanuts or bee stings, severe asthma or diabetic students with insulin reactions, etc. to the staff. Also, the nurse will provide supplemental health services to students as needed and facilitate professional development on the district mandates and preventative measures to ensure the health and safety of students and staff. The nurse will also conduct health related workshops (disease prevention strategies) to parents in the Parent Center.</p>	<p>08/14/2018 06/30/2019 New</p>	<p>The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the School Report Card to determine the effectiveness of the program.</p>

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

Focus Area: **Building Parent Capacity and Partnership to Support the Social / Emotional Goal**
***Required if any Focus Area above is addressed.**

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
<p>Teacher activity differential to be performed beyond the workday will be provided for two teachers to help build parent capacity and support parent engagement. Parent activities include but not limited to planning the Ninth Grade Orientation, designing parent classes/workshops, and facilitating workshops on parenting and how to help at-risk students maintain good grades. The community rep and teacher receiving the differential will provide parent and student workshops on "Growth Mindset & Social Emotional Awareness."</p>	<p>08/08/2018 12/15/2019</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>
<p>Acquire supplemental instructional materials from Channing Bete and Woodburn Press publications to support parenting workshops. Information title include but not limited to Bullying InfoGuides, Getting Most Out of High School, How to Get Good Grades, Managing Time Well, Parenting Corner, 11 Ways Parents Can Support a Positive School Climate, 9 Ways Busy Parents Can Stay Involved in Their Child's Education, Parent-Teacher Conferences--keeping tabs on your child's success in school, etc. (\$1,161).</p>	<p>08/14/2018 08/30/2018</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school.	03/01/2019 06/07/2019 New	The principal and/or administrative designee will review conference agendas, sign-in sheets, and conference materials to determine the effectiveness of the program.

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	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,161		100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	1,539	0.00	100

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).

The school will use a variety of methods to communicate with parents, students, and teachers including mail, the phone, email, "Connect Ed", and scheduled meetings/conferences. Teachers will also use Schoology to communicate with parents. The Parent Center Community Representative and/or coordinators will provide workshops on LAUSD parent portal to help parents access Schoology, understand LAUSD A-G requirements, college and financial aid information, and work readiness program.

The counselors will visit homerooms and discuss Individualized Graduation Plan (IGP) with students. Parents and students will be involved in the development of a learning plan based on the graduation requirements. Together, they will establish a high school course plan or career and technical education pathway. More importantly, the homeroom teacher and/or advisory teacher will work with the students to develop a graduation portfolio. Seniors will present their portfolio to the administrative leadership team and must demonstrate competency in their senior portfolio presentation to be eligible to graduate. To help seniors be college and career ready, all seniors will participate in the Work Readiness Certificate (WRC) program and demonstrate competency in their interview.

The school's website will be updated on a regular basis to include a monthly calendar and updated school information to ensure that parents and stakeholders are informed. Other methods to improve parent communication include:

1. Using parent survey to determine the needs and interests of parents in designing parent classes and workshops.
2. Using the automated phone system to inform parents of students' attendance and/or parent activities.
3. Providing Parent University classes/workshops for parents on the weekend.
4. Hosting monthly Coffee with the Administrators to encourage parent participation and improve communication between parents and the school.
5. Delivering progress report and encouraging parents to follow-up with conferences to maintain academic progress.
6. Providing meaningful workshops/classes to help parents understand the LAUSD graduation requirements, college and career awareness, Common Core, and how to support and monitor student academic progress.

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.).

The School-wide Positive Behavior Intervention and Support and Restorative Justice Practices will be implemented to support student learning and create a culture and climate that foster individual development and social responsibility. The administrative leadership team, Social Emotional Learning Committee, the Dean of school, Pupil Services and Attendance Counselor, Psychiatric Social Worker, and counselors will provide professional development and training to teachers and staff on the Multi-tiered Approach model to prevent student behavior problems. Restorative Justice practices will be school-wide. The following guiding principles will be utilized to achieve the expect outcome:

1. Respect (e.g. treat others the way one would want to be treated, respect laws, rules, and school authority).
2. Responsibility (e.g. take responsibility for one's actions).
3. Appreciation of difference (e.g. see cultural diversity as an opportunity for learning).
4. Honesty (e.g. act with integrity).
5. Safety (e.g. engage in safe activities and keep the body and mind healthy).
6. Life-Long Learning (e.g. come to school prepared to learn).

Positive behavior expectations will be demonstrated to the students. Intervention services will be provided in the classroom that include parent-student conference, reflective behavior journal writing, and/or small group discussion. Referrals will be made to the administrative leadership team and/or on-site Restorative Discipline coordinator to facilitate support for students with on-going violations or more complicated and serious incidents.

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.

The school Instructional Leadership Team reviewed the school data, District Marks Report, and the SBAC data to determine the needs of the instructional programs. The CPA and EL Designee conducted needs assessments, circulated surveys, and schedule parent meetings to review the new SPSA format and school data. The CPA met with ILT members, presented the new SPSA format, and discussed the six goals and objectives of the SPSA. Strategies were discussed, developed, and a consensus was reached on the action steps to meet the goals and objectives of the SPSA.

The EL Designee scheduled several ELAC meetings and invited parents and stakeholders to attend. School data including the School Report Card were reviewed. Recommendations from ILT were reviewed and discussed. School Site Council meetings were scheduled to discuss the 2018-19 SPSA and the 2018-19 Title One budget. Fliers were posted around the campus and on the school's website to invite teachers, students, parents, and stakeholders to attend. The Title One Coordinator reviewed the objectives and actions steps from the 2016-17 SPSA plan with the council members. The Title One Coordinator presented the needs assessments data, student data, and recommendations from ELAC and ILT to the council. SSC members reviewed and discussed the data and the recommendations from the advisory committees. The council members provided input and supported the writing process with recommendations.

The Title One Coordinator, EL Designee, SEL lead teacher, PSA and PSW, Math Department Chair, English Department Chair, Parent Center Community Representatives, parent and student representatives from SSC and an administrative designee collaboratively worked and drafted the 2017-18 SPSA plan. An emergency SSC meeting was scheduled on April 4, 2018 to review and approve the plan. On April 10, 2018, SSC approved the SPSA final draft and the Title 1 budgets (7S046 and 7E046).

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
KENNEDY SH (1872501)	NW	CHAVEZ, RICHARD J

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
2,171	79.00	8.20	0.60	10183 \$ 407,472 10397 \$ 2,454,057 10400 \$ 980,377 10405 \$ 13,655 Total \$ 3,855,561

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 SY18-19 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	151,979	Low income EL, RFEP, and Foster students	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%

According to last year's report, 84% of our students were on track to graduate. Our goal is to increase the percentage by 10%. The Assistant Principal(\$150,479)- will collaborate with Pupil Services and Attendance counselors, psychiatric social workers, parent center community representative and other staff members to ensure the school is meeting the needs of ELs, low-income and foster youth. Close monitoring of A-G and IGP's requirements will ensure that students meet their graduation goals. Parent workshops will be available to parents to navigate the school/District intervention system via the internet.
 Maintenance and lease of equipment (\$1500) to support the EL, Foster Youth and low-income students instructional Intervention programs during after school/tutoring intervention (Toshiba copier 468).

<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 making annual progress on CELDT - 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 SY18-19 LCAP Targets (proposed)</p>
<p>Amount of TSP Funds Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth Related District-wide SY17-18 LCAP Targets (proposed)</p> <p>Targeted Student Population Advisor/EL Designee (\$71,598) funds to pay for a TSP advisor that assists in maintaining a comprehensive, effective, and compliant program that accelerates the academic achievement of ELs, low income and Foster Youth. TSP advisor will monitor and provide intervention to students not meeting the minimum requirements to pass ELPAC. Duties and responsibilities will also include, providing instructional support for teachers regarding effective learning and academic strategies for ELs, Foster Youth, and low income students; conducting demonstration lessons, and supporting the English Learner Master Plan implementation. Teacher tutor X-direct(9,488) funds to support key EL strategies and promote effective learning to address the needs of at-risk EL/Foster Youth and support the implementation of the Common Core/ELD State Standards as they apply to ELs. Teachers will provide 120 hours of tutoring after school for those ELs/LTELs who scored BB and FBB on RI in ELA and need additional intervention with ELPAC. Professional Development(PD teacher regular @ (7,125)-funds to release teachers of ELs to participate in Master Plan related planning activities such as analyzing EL data, observing best practices, participating in SSPT meetings, or lesson planning for EL related issues. Teachers will be involved in the development of Integrated/ Designated ELD lesson planning and the use of Constructive Conversation skills. ELD State Standards and other teaching strategies that support English Learners, RFEP, Foster Youth and LTELs will be emphasized. Intervention services will target ELs and LTELs</p>	<p>255,493</p>		<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

not making adequate progress on the ELPAC.

The Administrator and EL Designee will also work with the special education department to increase the reclassification rate of special education students and to decrease the LTEL population.

Staff Conference attendance (\$1,500)-funds for teachers to attend institutes, seminars/workshops and conferences such as the Association of Mexican American Educators (A.M.A.E), C.A.T.E.S.O.L, and California Association of Bilingual (C.A.B.E).

Bilingual TAs-degree track-(two @ 6 hrs each, one @ 5 hrs (\$49,780) Under the direct supervision of a highly qualified teacher, will provide one-one tutoring in the areas of ELA, Math and ELD and provide primary language support. They will support instruction by reinforcing key concepts.

Teacher assistant health benefit package (\$15,300)

TSP adviser differential (\$769) funds for the TSP/EL Designee to perform program related activities outside of the regular six hour work day.

Advisory Committee Expense (\$1,000)- To provide training for ELAC parents on intervention programs and implications related to ELS. To purchase refreshments/ snacks and training supplies for parent training.

Supplemental Instructional Materials (SIM/IMA) (\$2,656)- To acquire supplemental instructional materials to support the TSP program targeted populations., for example: classroom library books, realia such as visuals (maps, charts, graphic organizers), manipulative and instructional CDs/Videos). The Scholastic Phonics Inventory program will be purchased (improves decoding skills). Also, TransMath-a high school intervention program for students who lack foundational skills in math.

Non-Cap. equipment (\$75,747)- Funds to purchase 13-70" Full Panel HD ViewSonic Point Touch monitors and 40 Chromebook computers. One Chromebook cart (\$1,625) will be purchased to house computers. These items will be used in the classrooms to supplement the instructional program.

Parent Conference Attendance (\$300).-Two Parents will be invited to attend one of these conferences (AMAE, CABE) or other parent related conferences.

TA Relief- (\$1,627) Funds for hours worked beyond their regular assignment. They will provide intervention to identified ELs and other identified students not meeting the State Common Core/ELD/benchmark standards.

Potential Funding Variance- To adjust budget as needed (\$16,978)

<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> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>

The Administrator overseeing attendance and the PSA counselor will monitor attendance weekly to ensure that students are in school regularly and ready to learn. 2016-17 Data indicates that students with 96% or higher attendance was 84% (87% for 2015-16). District average was 74%. Students with chronic absence for 2016-17 was 7% (5% for 2015-16). The Administrator with the support of the counselors and EL Designee will coordinate the necessary services to ensure that students attend school regularly and prepare to learn. Chronic attendance issues will be addressed during weekly SSPT meetings.

0		<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
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Description of Services that address: Parent, Community and Student Engagement
Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:
 - Percentage of parent participation on School Experience Survey
 - The responses from parents and students participating in the survey

Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
13,655	EO, EL, social economically disadvantaged students, etc.	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

Survey information including the School Report Card will be reviewed by all stakeholders to create a positive school climate to increase parent involvement. The school and parents will work as equal partners to improve student learning and help student be college and career ready.

The school will work with the Parent Education Agency and The Parent Education Bridge for Student Achievement Foundation to provide the following parent classes and workshops:

1. English as a Second Language and English Language pronunciation and conversation
2. Computer /internet use
3. Transition to High School
4. Accessing and using LAUSD parent portal /Schoology
5. Doors to college:
 - A. A-G requirements
 - B. Blueprint to college
 - C. Understanding the college/university system
 - D. Admission Requirements
 - E. Helping your child become more independent
 - F. Goal Setting
 - G. Developing emotional intelligence & studying habit
 - H. Important of family support
 - I. Budget planning

The school's Community Representative and the Parent Center will continue to support the following events and activities to increase parent involvement:

- Provide parent workshops that focus on:
 1. How parents can support student learning in high school.
 2. How to help students get good grades.
 3. Ways parents can support a positive school climate.
 4. How to have a meaningful parent-teacher conference.
 5. How to read and understand the School Report Card.
- Provide orientation day(s) for incoming ninth graders and parents.
- Collaborate with Parent Teacher Student Association (PTSA) to support parent activities.
- Encourage parents to be involved in decision making councils.
- Encourage parents to attend district workshop and/or conference such as CABA and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school.

<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, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - 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 SY18-19 LCAP Targets (proposed)</p>
<p>The Administrator/Coordinator, working in tandem with the Dean, will identify alternatives to suspension and expulsion through early intervention with students at risk (Low Income, Foster Youth, English Learners) and consistent implementation of LAUSD Discipline Foundation Policy. Administrative monitoring (Asst. Principal) and PD will provide teachers and staff with the guiding principles for the School Community (Be Safe, Be Responsible, Be Respectful, Be Life-Long Learners, and Appreciate Differences). The administrative leadership team will continue to use DeskAlert, school-wide communication system, to inform teachers and staff of emergency events and ensure school safety.</p>	<p>0</p>	<p>EI, EO, Low income, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

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
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 1,539	0.00 0	0.00 1,539
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 40,000	0.00 0	0.00 0	0.00 0	0.00 40,000
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs /)	<input type="checkbox"/>	110001	0.00 7,539	0.00 0	0.00 0	0.00 0	0.00 7,539
10378 10378 - TCH REL DTD SUB CAT (6 Hrs /)	<input type="checkbox"/>	110002	0.00 1,434	0.00 0	0.00 0	0.00 0	0.00 1,434
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
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	110005	1.00 9,226	0.00 0	0.00 0	0.00 0	1.00 9,226
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 30,200	0.00 0	0.00 0	0.00 0	0.00 30,200
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
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
13641 13641 - CSR TCHR SEC ELA 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
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
13989 13989 - TCHR AST RELIEF LV2	<input type="checkbox"/>	110005	0.00 4,067	0.00 0	0.00 0	0.00 0	0.00 4,067
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	190004	0.00 9,489	0.00 0	0.00 0	0.00 0	0.00 9,489

KENNEDY SH (1872501)

14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00	11,907	0.00	0	0.00	0	0.00	0	0.00	11,907
20705 20705 - ED RES AIDE SP C1T/5 (3 Hrs / 5 Days)	<input type="checkbox"/>	210001	2.00	55,382	0.00	0	0.00	0	0.00	0	2.00	55,382
21477 21477 - CLERICAL RELIEF	<input checked="" type="checkbox"/>	240002	0.00	1,000	0.00	0	0.00	0	0.00	0	0.00	1,000
21676 21676 - STAFF TRNG R 3 CLSS	<input type="checkbox"/>	290004	0.00	1,146	0.00	0	0.00	0	0.00	0	0.00	1,146
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,363	0.00	0	0.00	12,363
25690 25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00	69,491	0.00	0	0.00	0	0.00	0	1.00	69,491
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input checked="" type="checkbox"/>	240001	1.00	65,473	0.00	0	0.00	0	0.00	0	1.00	65,473
40124 40124 - NON-CAP EQUIP CLSRM	<input type="checkbox"/>	440001	0.00	21,364	0.00	0	0.00	0	0.00	0	0.00	21,364
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	430001	0.00	46,041	0.00	0	0.00	2,262	0.00	0	0.00	48,303
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00	48,336	0.00	0	0.00	1,161	0.00	0	0.00	49,497
50073 50073 - PARENT CONF ATTND	<input type="checkbox"/>	520002	0.00	500	0.00	0	0.00	500	0.00	0	0.00	1,000
50080 50080 - STAFF CONF ATTEND	<input type="checkbox"/>	520002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50174 50174 - CURRICULAR TRIPS	<input type="checkbox"/>	580012	0.00	2,220	0.00	0	0.00	0	0.00	0	0.00	2,220
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00	45,171	0.00	0	0.00	743	0.00	0	0.00	45,914
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Total			10.00	1,129,272	0.00	0	0.00	18,568	0.00	0	10.00	1,147,840

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**