

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

KING-DREW SH MD/S MG (1872701)



**Superintendent
Austin Beutner**

Board Members

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SCHOOL IDENTIFICATION

School Name: KING-DREW SH MD/S MG (1872701)

Local District: S

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

For additional information on our school programs contact the following:

Principal: BROOKENS, REGINALD D

E-mail address: reginald.brookens@lausd.net

SPSA Designee: CAMPOS, MARICELA Position: ASMT, NONCLSRM, PREP

E-mail address: mxc0699@lausd.net

School Address: 1601 E 120TH ST, LOS ANGELES, CA 90059

School Telephone Number: 3235660420

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

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

REGINALD SAMPLE



07/27/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Superintendent or designee	REGINALD SAMPLE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		<u>07/27/2018</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	HELEN CHOI <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/21/2018</u> <i>Signed Date</i>
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/28/2018</u> <i>Signed Date</i>
Local District Title I Coordinator	ROBERT OYE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/18/2018</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/14/2018	Guadalupe Melchor	Please sign here

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

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

03/20/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Winston Lynch

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/20/2018

Date

Please sign here

BROOKENS, REGINALD D

Typed name of school principal



E-Signature of
School principal

04/13/2018

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> 929,241</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> 15,279</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> 944,520</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.)

Through a learning community focused on medicine and science, King Drew Magnet High School of Medicine and Science will develop students who achieve their highest academic, career and personal potential.

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 engage our students in a rigorous program of academic study beginning with an emphasis on medicine and science. Students develop essential skills in critical thinking, scientific inquiry, effective communication, technology, and personal growth—forging multiple paths to success in a dynamic 21st century 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/>

King/Drew Magnet High School of Medicine and Science is a Los Angeles Unified School located in the Willowbrook community of south-central Los Angeles. The Willowbrook community is in Compton and had a population of 35,983 in the 2010 census with 63.9% Latino and 34.4% African Americans. The school serves students in both LAUSD and Compton Unified. As a part of LAUSD’s integration program, our magnet school provides transportation for district students from a wide area of Los Angeles. Additionally, under the agreement that provided for the land for our site, 10% of our students may come from Compton Unified School District.

There are 41,312 households in the area: 39,230 are family households, with 6,107 as single-parent households (1,081 men, and 5,026 women). 39.3% of residents speak English at home; 59.5% speak Spanish at home (with 51% at very well, 35% well). The foreign born population is 30.7% (with 26% as naturalized citizens) compared to the state’s 26.9%, and the most common country of birth is Mexico at 71%. King/Drew Magnet High School of Medicine and Science is a Los Angeles Unified School The school serves students in both LAUSD and Compton Unified. As a part of LAUSD’s integration program, our magnet school provides transportation for district students from a wide area of Los Angeles. Additionally, under the agreement that provided for the land for our site, 10% of our students may come from Compton Unified School District. The number of socioeconomically disadvantaged students increased significantly between the last two years 2014-2015. King/Drew has serviced 9th - 12th grade students from both the Willowbrook and Los Angeles areas, encompassing the most economically disadvantaged communities for the last 30 years. Current demographic data (www.city-data.com) show that population density in our school’s geographic 3.3 mile-area is very high, at 12,625 people per square mile. Compared to state averages, the median household income, house value, median age, and higher education level are below/significantly below the state average, and unemployment is above the state average:

The average adjusted gross income in the year 2012 was \$25,706 compared to the state at \$72,726. Estimates for 2013 show residents with income below the poverty level as 36.2%, compared to the state average of 16.8%, with 17.2% of residents having an income below 50% of the poverty level, compared to the whole state at 9.5%. 55.3% of adult residents (25 years +) have high school diploma or higher, and only 7% have a bachelor’s degree or higher, and 2% have a graduate or professional degree; 17.7% are unemployed.

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

King/Drew Magnet High School of Medicine and Science is a comprehensive high school, grades 9 through 12, and is a magnet school in LAUSD’s integration program.

3. Indicate student enrollment figures:

For the 2016-2017 school year, the enrollment was 1,549 students.

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

The percentage of low-income students identified on the Title 1 ranking for 2016-2017 was 89%.

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

The Language Classifications for our school in 2016-2017 year are:
 English Only - 51.5%
 IFEP - 8.1%
 LEP - .09%
 RFEP - 39.4%

The racial and ethnic populations of the student body in 2016-2017 are:
 African American - 42.7%
 American Indian Alaska - 0.2%
 Asian - 0.4%
 Filipino - 0.1%
 Latino - 56%
 Pacific Islander - 0.1%
 White (not Latino) 0.6%

Other student population demographics in 2016-2017 are:
 Socioeconomically disadvantaged - 89%
 English Learners - 0.9%

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:

King/Drew utilizes a variety of methods to inform our stakeholders about student progress toward achieving the academic standards, college- and career-ready standards, and the expected student learning outcomes.

Progress reports are issued four times per semester; to ensure home-school communication, King/Drew sends progress reports in two ways at each marking period by: printed progress reports given to students to take home on immediate Friday after teachers turn in grades, and duplicate progress reports mailed home. Before the implementation of the district's current MISIS program, families were able to sign up for ISIS Family module, and were able to check progress marks online. Through the newly implemented Parent Portal, parents are able to have access to their student's grades and transcripts.

Back-to-School, Open House, and PHBAO/PHLAO Conference Nights are held on four nights a year. On Back-to-School Night, teachers give parents and families an overview of course information and expectations. PHBAO Conferences and Open House Nights feature Student-led Conferences where students are the primary agents of the evening, sharing reflections about their academic progress, based on the work they've demonstrated in their classes, and reinforcing self-assessment as a critical component of the learning process.

Student achievement is also shared with families and stakeholders through school events: Science Fair where students submit science projects at the school-level, and science department committee select award winners who often go on to compete in science fairs at the city, county, and state levels; King/Drew Health Fair where students and families come to the school to view exhibits composed by healthcare professionals and to participate in the annual Ernie Roy Scholarship Pancake Breakfast. Gallery walks also reflect student participation in Charles Drew University programs like the HIV mobile Testing Unit, the Mentor Partners for Progress, and the Summer Research Project.

Additionally, as mentioned before, King/Drew keeps in touch with its roots and mission in the community through its continued relationship with its historic partners. At the beginning of the school year, 11th grade students in the Career Program participate in a presentation and community bus tour, explaining the inception of our school. Students are not always aware that King/Drew rose from the ruins of the 1965 Los Angeles Watts riots when community members fought to establish a hospital (now a clinic), a medical school, and a community high school to encourage students from the local community to pursue science and medical careers. Highlights of the tour include: ending with an inspirational "talk" with Sweet Alice herself, still a community activist and living connection to the school's original mission - to rise toward achieving life success through education and learning.

Individual Graduation Plan Review (Four-year Student Personal Learning Plan) - As explained for Criterion D1, overall coursework completion is reviewed with students and their parents or guardians every year; graduation requirements are reviewed; future classes are planned, as well as for summer school credit-recovery purposes. King/Drew was able to offer summer school on our campus, because of CORE Waiver funding.

Parents and students, along with faculty and staff, complete a district-wide survey about issues ranging from school environment, college planning, graduation, and standardizing testing rates. Responses are collated and published by LAUSD, who sends the results to all stakeholders. Findings from the School Report Card are used by King/Drew as focal points to highlight for celebration, as well as for improvement via faculty and department meetings, as well as in School-Site Council meetings.

Parents have several ways to learn about what is happening academically at King/Drew. Coffee with the Principal is held the first Tuesday of the month to inform them about issues and to provide a forum for discussion, and parents also serve on ELAC and SSC. Parent classes are also offered both at morning and evening hours at King/Drew, based on parent availability. Parents learn about specific issues and have an opportunity to discuss common problems and give input.

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.

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

Other important characteristics of the school:

Our school's inception in 1982 was the result of a grant from the Robert Wood Johnson Foundation for curriculum development. A group of community activists, concerned parents, physicians and administrators from Charles R. Drew University and King/Drew Medical Center spearheaded the concept of King/Drew Magnet High School. Their goal was to address the under-representation of people of color, i.e. African American, Asian, Latino and others in the health care professions. Charles R. Drew University, King/Drew Medical Center (also affiliated with UCLA) and the Los Angeles Unified School District's Office of Integration collaborated to develop a plan to build a school that would provide students of the Watts community with hands-on experience in careers in the health care professions. The late Los Angeles Supervisor, Kenneth Hahn, set aside a 3.8-acre property located across the street from Augustus Hawkins Mental Health Facility of the King/Drew Medical Center and adjacent to Charles R. Drew University of Medicine for the express purpose of building the school envisioned by the Watts community.

King/Drew Magnet High School began as a medical magnet high school to meet the needs of the under-represented young people with an interest in medicine and science. The hospital program, one of the first in the district, was the focus of the magnet program. Students were encouraged through exposure to the clinical units and research labs at Charles Drew University and the King/Drew Medical Center to pursue a career in medicine or science and then return to serve their communities. With a population of 220 students in grades 10-12, King/Drew students were assigned to a clinical/research site five hours a day, one day a week. The program thrived and additional sites were established at CSU, Los Angeles, CSU, Dominguez Hills and UCLA, as well as community outpatient clinics. As the school grew academically, adding honors and AP classes, so did its reputation for achievement in scientific research. When NASA accepted the research project of one of our students, King/Drew's reputation soared to a new level. The hard work of the staff and members paid off. The school gained a reputation as an excellent high school with high academic standards. King/Drew was achieving the goals set by the founding members from the community.

College and Career Focus - Our current program features a college preparatory schedule for all students, fulfilling the A-G University of California requirements, as well as extracurricular opportunities including: clubs, special events, connections to state and national organizations and community outreach and service. The Careers Program is designed to give students the opportunity to work in medical, social service, educational, and science research environments in order to encourage the pursuit of a career in these fields following high school. Although only eleventh grade students are considered for admittance into the program, more King/Drew students per year experience Careers than when all King/Drew's students participated in the Hospital program. This year, 260 juniors are taught, supervised, and supported by the Magnet Coordinator and two Careers instructors.

Students work at over six main sites across the Los Angeles area, with up to 30 students at various locations at each site, Mondays through Thursdays. These placement

sites include the Veterans' Affairs Medical Center (VA) in Westwood and the VA Downtown Ambulatory Care Center, Ronald Reagan UCLA Medical Center, Watts Healthcare Corporation, Martin Luther King Jr. Multi-Services Ambulatory Care Clinics (MLK MACC), and an early childhood development site at 118th Elementary School.

Research opportunities are available again at Charles Drew University, our magnet coordinator works with Dr. Jay Vadgama, Director of Research and Dee Fleming, Program Coordinator, who assist with placing Careers students with researchers and their projects. Another opportunity for our Careers students is the Partnership for Progress (P4P) program, which pairs third year medical students from UCLA/Charles Drew Medical School Program with juniors in our program. Through an application process, students will be awarded a mentor; advisors for college applications and SAT preparation will also be introduced at four workshops during the year. From the USC Pharmacy School, the PEP program enters its second year at King/Drew. Students who are interested in careers in pharmacy are given mentoring and tours of USC. Meetings are held weekly at King/Drew. Through our affiliation with UCLA, twenty students (ten on Tuesdays and Wednesdays), and the Ronald Reagan UCLA Medical Center, our students are going beyond shadowing of hospital professionals, including doctors and nurses, to receive medical mentoring.

The Distance Learning project includes two additional partnerships with Kotzebue High School in Kotzebue, Alaska (thirty miles north of the Artic Circle) and Farrington High School in Honolulu, Hawaii, Careers students, as part of their curriculum, present to all subject and grade-level students power point presentations and boards concerning their medical sites to emphasize the benefits and lessons they have learned.

Another important component of bringing the career program to the larger K/D community is to create annual projects and a Career Day based on the National Institute of Health (NIH) annual theme. In the last three years, students researched and developed projects based on Holistic Health and Global Health; this year's theme, Forensic Science, supports our school's devotion to educating the whole child. All of our Career students research a particular topic under the umbrella of Forensics and write a research paper and produce an iMovie and movie poster that are presented during the thematic week in May 2017. We include guest speakers that are involved in careers related to the theme in an annual Career Day.

Shared student learning opportunities provided through the Magnet Office allow for discussion across grade levels and courses; all these programs and opportunities emphasize that - whether in the Careers Program or not - King/Drew is focused on its medical and science designation.

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:

WASC Recommendations:

Goal #1: Continue to integrate the Common Core State Standards and other new standards into curriculum, instruction and assessment, to meet the learning goals of all students.

Rationale: King/Drew has already made considerable progress in implementing the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), and we want to continue to focus on critical thinking, reading and writing across all subjects so that students are prepared for college and career. We will utilize current research to improve instruction, emphasize non-fiction and evidence-based close reading across the curriculum, use data analysis and interpretation across the curriculum, and provide supports and differentiation for all students, including at-risk student groups (English Learner/EL, Standard English Learner/SEL and Long Term English Learners/LTEL, and other at-risk student sub-groups, such as mid-range students, across the curriculum). We will provide rigorous learning opportunities for students that not only develop common core skills but also enrich their knowledge of medicine and science.

Recommendation: As the school continues to integrate the Common Core State Standards and other new standards into curriculum, instruction, an assessment - there is a need to develop collaborative opportunities, within and between departments, to facilitate: the assimilation of data-driven instructional practices, and the creation of rich cross-curricular and thematic instruction for all students. Emerging assessment and data analysis practices need to become systemic and comprehensive in order to support an increase in academic rigor. Science instruction needs to continue increasing rigor and integration across the curriculum in ways that meaningfully relate to the aegis of the school's focus on medicine and science.

Goal #2: Develop the leadership capacity of staff and faculty to accomplish self-identified WASC Action Plan Goals and Single Site Plan Goals.

Rationale: The key to successful implementation of the Action Plan and Single Plan for Student Achievement will require the integrated participation and ongoing commitment of all stakeholders to revisit the plan and focus on areas of growth to effect change for transformative teaching and learning. We will develop participatory and collaborative structures to expand leadership capacity in the areas of: Curriculum, Instruction, and Assessment (building on the WASC Focus Group work), in order to unify change efforts, foster innovation, and build durability of instructional programs, supporting student growth and achievement.

Recommendation: King/Drew has a need to develop leadership capacity of staff and faculty to accomplish self-identified WASC Action Plan Goals and Single Site Plan Goals.

Goal #3: To increase the purposeful use of technology to support learning by students and teachers alike.

Rationale: Technology continues to evolve rapidly, and focus groups identified a continuing need to improve student and teacher understanding of technology. We want to develop our technology plan to reflect a systemic approach for integrating technology into teaching and learning, by aligning student and teacher needs to differentiated types of technology and uses, developing an infrastructure for material management and timely support, and continuing to provide teacher training, as we fully implement the Common Core State Standards, Next Generation Science Standards, and Smarter Balanced Assessment Consortium online testing. As we design curriculum, instruction, and assessment that use technology purposefully, students will find real-life connections that will prepare them for college and career.

Recommendation: Both classroom infrastructure and timely support of instructional technology needs alignment with student and teacher needs, including effective technology plan that purposely relates to differentiated curriculum and the instructional needs of all students.

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	The Comprehensive Needs Assessment began on our 01/23/2018 meeting and concluded on our 02/06/2018 meeting. During the 03/20/18 SSC meeting all stakeholders were able to analyze data from MyData, student grades, School Experience Survey Report and SBAC results. After analyzing data, all stakeholders had the opportunity to review the results of not only our intervention programs but the validity of the rest of the resources that were invested last year to improve our Graduation, Proficiency, Parent Engagement, EL proficiency and Social Emotional goals. Because we ran out of time, there was a need to have another meeting to continue with the evaluation of resources. During the second meeting there was a conversation about how the school would have to revamp the current after school and Saturday intervention programs based on last year's SBAC results. Also, we have noticed an increase in students in the 9th grade not passing their core classes so we had to analyze this and next year's Summer Bridge program and Professional Development Plan in order to see what the training is that teachers will need in order to improve proficiency among our 9th grade students. This conversation will continue after we receive all funding information. Since ELAC had done their Needs Assessment and reviewed the SPSA at an earlier date, SSC was able to hear their recommendation and respond. During our last meeting we approved the 2018-2019 SPSA and Budget.	08/29/2017, 11/28/2017, 09/26/2017, 01/23/2018, 10/10/2017, 02/06/2018, 11/14/2017, 03/20/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC had their Comprehensive Needs Assessment on 12/13/2018 meeting. Committee members had the opportunity to analyze data from MyData (Reclassification Rates), School Experience Survey Report, SBAC and RI results. After analyzing data, all members had the opportunity to review the results of strategies that had been implemented the previous years. Members made a recommendation to SSC that there should be additional funds allocated for tutoring and Supplemental Instructional Materials for all EL students in English. At the following meeting, all members had the opportunity to review the data from the previous meeting in order to develop measurable objectives for the 2018-2019 SPSA.	12/13/2017, 03/14/2018
<input checked="" type="checkbox"/> Other: WASC Chair	WASC Chair and Targeted Student Population Advisor reviewed WASC recommendations in order to align them to our SPSA. Then we reviewed our schools statistics and profile which need to be included in our SPSA.	01/23/2018

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

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

All graduation rates were met by all subgroups over the past three years, from 97% in the year 2014-2015 to 98% in the year 2016-2017, and to ensure that all graduation targets are met and continue to show growth, there needs to be further emphasis on students who are not meeting the A-G Requirements. 200 incoming 9th grade students are failing 2-4 academic core classes due to low academic skills as well as having trouble acclimating to a new rigorous academic environment.

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

Even though our A-G rates are above the district's average - 68% in the year 2014-15 to 77% in the year 2016-17 - improvement can be made in providing supports and differentiation across the curriculum for all students, including at-risk student groups (EL, SEL, LTEL) and other at-risk groups, including mid-range students (students with GPA of 2.0 - 2.7). King/Drew accepts students from over 105 feeders which gives us a broad range of academic levels.

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

Our Summer Bridge program and software, Read 180, have been instrumental in ensuring that all incoming 9th graders who are at risk of not meeting A-G requirements, acquire all the strategies necessary to be successful in all academic core areas.

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

N/A

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 spring 2019, we will increase the number of students on-track for meeting A-G requirements in the core content areas, by 3% - from 77% to 80% - as measured by academic grades.

*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
Using the My Data alert system, grade level counselors will work with those students and parents after school and Saturdays who are not meeting A-G requirements. During this meeting student and parents will select two areas that they will agree to work on specifically. A second meeting will take place before the beginning of the second semester with students and parents to assess progress. If no progress is made on the two areas, a third meeting will occur before the end of the school year.	09/17/2018 05/17/2019	Principal and administrator in charge of counseling will meet with counselors to monitor and reviewing student achievement data, monitor classroom instruction, grades and progress towards graduation.
An additional secondary school counselor will monitor and case manage student progress for targeted students, as well as to reduce student-to counselor ratio.	07/01/2018 06/30/2019 New	Principal and administrator in charge of counseling will monitor Counselor and activities through meeting logs and updates.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	30040572	N/A	110161	115,775	1.00	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
Software License Maintenance to provide for the use of technology to allow students to access a variety of core resources, including integrated ELD, which will allow them to explore the content in deeper and more meaningful ways beyond the classroom.	07/01/2018 06/30/2019	Administrator in charge of English department and TSP Program Advisor will monitor course success through monitoring and reviewing student achievement data, monitor classroom instruction, grades and effective use of strategies. Administrators and teachers will monitor the effectiveness of the use of technology through classroom observations and evaluation process

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

Academic : 100% Graduation

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order for all students to be successful in passing all graduation requirements, we will provide students with an after school and Saturday intervention program that will address the needs of all underperforming students in their A-G core courses. Tutorials will begin 09/17/18 through 05/31/19 for students in grades 9-12 in the following content areas: English, Math, Social Science and Science. • Custodial support will be needed for intervention programs held afterschool and on Saturdays.	09/17/2018 05/31/2019	Principal, administrative staff and TSP Program Advisor will monitor and review student achievement data, monitor classroom instruction, and evaluate intervention program goals annually to determine if goals and objectives were met. TSP Program Advisor will monitor classified support through logs

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	9,647		100

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Student led conferences will focus on students conducting a portfolio review of their work with their parents, in the core content areas and will include reflection on Common Core State Standards /Next Generation Science Standards.	10/24/2018 03/26/2019	Principal, administration and teachers will evaluate and monitor the implementation and progress of these conferences through monitoring and reviewing student achievement data, monitoring classroom instruction, observations and evaluation process.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Principal, Coordinator, PSW, School Counselors and Community Representative will facilitate/provide workshops for parents during regular school day/ afterschool/ Saturdays, to help support their child to be college and career ready: <ul style="list-style-type: none"> • Monthly Coffee with the Principal • CA Dashboard • Changing Graduation Requirements • IGP (Individual Graduation Plan) • Importance of daily Attendance • A-G Requirements • Choosing a College or University • Career Pathways • Transition into Higher Learning • High School Culmination requirements • Student Recognition Award Assemblies • ELAC meetings • GATE Monthly Parent meetings • Student-Led Conferences • Parent/volunteer training 	08/18/2018 05/13/2019	Principal, administration and TSP Program Advisor will evaluate and monitor the implementation and percentage of parent involvement of these conferences through observations, surveys and evaluation sheets. Observations, surveys and evaluation sheets will assist in monitoring the effectiveness and relevance of workshops.

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

Recent SBAC scores (2016-2017) show 79% met or exceeded the standards in English-Language Arts. The Common Core State Standards claim where students demonstrated lowest achievement is Listening & Speaking at 28% above standard. There needs to be more emphasis on listening and speaking strategies, in combination with reading comprehension and writing strategies, as revealed in recent interim Assessment Block results showing 26% above standard. Specifically in 9th and 10th grade in order to improve our SBAC scores in the 11th grade. 21% of 12th grade students who did not meet or exceed the standards in English-Language Arts will need more emphasis on reading comprehension and writing strategies in order to be college ready.

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

King/Drew accepts students from over 120 feeders which gives us a broad range of academic levels. In order for these students to be able demonstrate achievement growth on Common Core State Standards, there needs to be a school-wide emphasis on: discussion techniques, student engagement, purposeful and productive grouping, and meaningful uses of technology in 9th, 10th, 11th and 12th grade to increase proficiency in listening, speaking, reading comprehension, and writing strategies.

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

Tutorial programs for 9th, 10th, 11th and 12th grade students and Intervention programs such as Read 180 that have been in place to improve school-wide proficiency have had a positive effect on student achievement levels.

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

N/A

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, we will increase the number of students that demonstrate above-standard achievement in the speaking and listening claim from 28% to 31%, as measured by end-of-year SBAC test results.

By June 2019, we will increase the number of students that meet or exceed the standards in English-Language Arts by 3% - from 79% to 82% - as measured by end-of-year SBAC test results.

By June 2019, we will increase the number of students that demonstrate above-standard achievement on the Interim Assessment Block from 26% to 29%.

*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
To ensure and support the implementation of the Common Core Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for all subgroups. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and purposeful and productive groups. Professional development will be held during the school day, or beyond the regular basis for instructional teams. Professional development will focus on: <ul style="list-style-type: none"> • Reading comprehension • Close Reading • Writing curriculum which addresses: the writing process, writing strategies, conventions, and academic vocabulary, and alignment to SBAC claims • Formative assessments • Webb Depth of Knowledge (DOK) • Analysis of student work • Data analysis 	08/20/2018 06/10/2019	Principal will monitor PD topics, agendas, sign-ins for teacher attendance as well as monitoring and reviewing student achievement data, monitor classroom instruction.
To ensure and support EL students' access to core content in their classes, we will provide teachers and staff access to professional learning. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and purposeful and productive groups. Professional development will be held during the school day, or beyond the regular basis for instructional teams. Professional development will focus on: • Reciprocal Teaching Strategies • Academic vocabulary development • Incorporating language objectives into core content lessons • Analysis of student work • ELPAC • Webb Depth of Knowledge (DOK) • Data analysis • Developing Common lesson plans that are based on access to core strategies and integrated ELD	08/20/2018 06/10/2019 New	Principal, Admin. Staff and TSP will monitor PD topics, agendas, and sign-ins for teacher attendance and ensure that every teacher implements the strategies learned through classroom observations and the provision of actionable feedback.

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
A class size reduction teacher(s) is needed to reduce class size and teacher to student ratio, especially in 9th and 10th grade, resulting in an increase of student achievement	07/01/2018 06/30/2019	Principal will monitor CSR teacher through classroom observations and evaluation process as well as reviewing student achievement data and monitor classroom instruction.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to support instruction and at risk students achievement in ELA Teachers will share the implementation and outcomes of the instructional strategies learned from professional development, in a variety of departmental and intradepartmental settings, such as: <ul style="list-style-type: none"> • Conducting classroom observations to monitor and assisting each other in implementing the most effective strategies. • Working with teachers to interpret, manage, use formative assessment data, and examine student work. • Coordinating intervention Programs • Facilitating analysis of data 	09/17/2018 06/10/2019	Principal, TSP Program Advisor and National Board Certified Teacher/Reading Specialist will monitor activities through monitoring and reviewing student achievement data, monitor classroom instruction, agendas, updates, logs and delivery of PD lessons.
Information Technology Support Technician is needed to install personal computer systems for student use and troubleshoot hardware and software malfunctions. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy.	07/01/2018 06/30/2019 New	Principal will monitor IT Support Technician activities through overall success of technology equipment and programs as well as monitoring and reviewing student achievement data and classroom instruction.
To maximize the instructional time for English Learners TSP Program Advisor will provide demo lessons on effective use of reciprocal teaching strategies and conduct professional development on access to core content for ELs. • Will conduct classroom observations to monitor and assist teachers in implementing these strategies. • Work with teachers to interpret, manage, use formative assessment data, and examine student work. • Coordinate intervention Programs • Facilitate analysis of data • Conduct ELPAC awareness activities focused on ELs	08/14/2018 06/03/2019 New	Principal will monitor TSP Program Advisor activities through agendas, updates, logs and delivery of PD lessons

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)	30445283	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools(7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30396552	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
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30431300	N/A	25690	69,491	1.00	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
In order for all students to be successful in scoring at the proficient level in ELA, and all other academic core content classes: - Students in danger of not meeting proficiency will receive intensive instruction after school. These students will be grouped by content strand and/or at-risk indicators. Tutorials will begin after 5 week report card of each semester and end at the conclusion of each semester. Tutorials will run for 5 weeks.	09/17/2018 05/31/2019	TSP Program Advisor and selected teachers will monitor and evaluate intervention program goals annually to determine if goals and objectives were met through monitoring and reviewing student achievement data, monitor classroom instruction and classroom observations.
Read 180 software will be necessary to support ELA intervention.	08/13/2018 06/07/2019	Teachers will conduct pre and post assessments for intervention programs and review student achievement data.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	172		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops will focus on: • Access to the Common Core • Home supports for academic achievement • Support writing • Reading comprehension strategies • Analyzing SBAC data • Building academic vocabulary • Depth of Knowledge (DOK)	08/18/2018 05/13/2019	TSP Program Advisor and Community representatives will monitor and evaluate success of workshops through sign-ins from parent participation and evaluation sheets at workshops.

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

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

ACADEMIC GOAL — MATHEMATICS

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

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

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

Recent SBAC scores (2016-2017) show that 40% of tested students met or exceeded the standards in mathematics. The Common Core State Standards claim where students demonstrated lowest achievement is Communicating Reasoning, at 19% above standard. 34% of 9th, 10th, 11th and 12th grade students are receiving a D or F in their math courses. 200 9th and 10th grade students are failing their math courses.

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

King/Drew accepts students from over 120 feeders which gives us a broad range of academic levels. In order for 9th, 10th, 11th and 12th grade students to further their achievement of the Common Core State Standards, additional focus needs to include: class discussion, subject area writing, standards-based projects, and practical applications of technology in order to increase proficiency in all math claims.

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

Intervention programs will focus on targeting those 9th, 10th, 11th and 12th grade students who are at risk of not meeting proficiency targets. Students will be grouped according to end-of-course assessments, and after school tutoring and Saturday intervention will be offered to students who are in danger of not meeting the academic standards. Intervention programs that have been in place to improve school-wide proficiency have had a positive effect on student achievement levels.

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

N/A

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, we will increase the number of students that demonstrate above-standard achievement in the communicating reasoning claim by 5% from 19% to 24%, as measured by end-of-year SBAC test results.

By June 2019, we will increase the number of students that meet or exceed the standards in mathematics, by 3% - from 40% to 43% - as measured by end-of-year SBAC test results.

By June 2019, we will decrease the number of students not passing their mathematics course, by 3% - from 34% to 31% - as measured by end-of-year student report cards.

*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>To ensure and support the implementation of the Common Core Standards, we will provide teachers and staff access to professional learning to accelerate proficiency to all subgroups. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of inquiry based strategies, student discussion facilitation, standard-based projects, student engagement and purposeful and productive cooperative groups. Professional development will be held during the school day or beyond the regular basis for instructional teams. Professional development focus will be on:</p> <ul style="list-style-type: none"> • Formative assessments • Webb Depth of Knowledge (DOK) • Standard Based student projects • Differentiating instruction for those students not meeting proficiency • Cooperative learning • Analysis of student work • Data analysis • Plan and develop differentiated lessons • Instructional Rounds • Understanding SBAC Assessments 	<p>08/20/2018 06/14/2019</p>	<p>Principal will monitor PD topics, agendas, sign-ins for teacher attendance as well as monitoring and reviewing student achievement data, monitor classroom instruction and classroom observations.</p>
<p>To ensure and support EL students' access to core content in their math classes, we will provide teachers and staff access to professional learning. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and purposeful and productive groups. Professional development will be held during the school day, or beyond the regular basis for instructional teams. Professional development will focus on:</p> <ul style="list-style-type: none"> • Reciprocal Teaching Strategies • Academic vocabulary development • Incorporating language objectives into core content lessons • Analysis of student work • ELPAC • Webb Depth of Knowledge (DOK) • Data analysis • Developing Common lesson plans that are based on access to core strategies and integrated ELD 	<p>08/20/2018 06/14/2019 New</p>	<p>Principal, Admin. Staff and TSP will monitor PD topics, agendas, and sign-ins for teacher attendance and ensure that every teacher implements the strategies learned through classroom observations and the provision of actionable feedback.</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
Information Technology Support Technician is needed to install personal computer systems for student use and troubleshoot hardware and software malfunctions. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs.	07/01/2018 06/30/2019 New	Principal will monitor ITSupport Technician activities through overall success of technology equipment and programs as well as monitoring and reviewing student achievement data, monitor classroom instruction and classroom observations.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to support instruction and at risk students achievement in math teachers will share the implementation and outcomes of the instructional strategies learned from professional development, in a variety of departmental and intradepartmental settings, such as: <ul style="list-style-type: none"> • Conducting classroom observations to monitor and assisting each other in implementing the most effective strategies. • Working with teachers to interpret, manage, use formative assessment data, and examine student work. • Coordinating intervention Programs • Facilitating analysis of data 	09/10/2018 06/14/2019	Principal and TSP Program Advisor will monitor activities through agendas, updates, logs, classroom observations, delivery of PD lessons, monitoring and reviewing student achievement data and monitor classroom instruction.
A class size reduction teacher(s) is provided in order to reduce class size and teacher to student ratio, especially in 9th and 10th grade, resulting in an increase of student achievement and instructional focus for at risk students.	07/01/2018 06/30/2019	Principal will monitor CSR teacher through classroom observations, evaluation process, monitoring and reviewing student achievement data and monitor classroom instruction.
In order for all students to be successful in scoring proficiency in mathematics both inside and outside of the CORE classes: <ul style="list-style-type: none"> • Students in danger of not meeting proficiency will receive intensive instruction afterschool. These students will be grouped by claims and/or risk indicators. • All incoming 9th grade students who show a need for intervention, as determined by a math formative assessment, will continue to be placed in a Math Tutorial Intervention Course to help them reach proficiency in their Algebra I course. <p>Tutorials will begin after the 5 week progress report card of first and second semester and end at the conclusion of each semester.</p>	10/01/2018 06/07/2019	TSP Program Advisor and selected teachers will monitor and evaluate intervention program goals annually to determine if goals and objectives were met through monitoring and reviewing student achievement data, monitor classroom instruction and classroom observations.
To close the achievement gap for ELs, school will provide additional instruction and intervention in language development in mathematics. Tutoring after school will be necessary to provide intervention opportunities to ELs and LTELs not meeting standards in mathematics. Tutoring will be provided in small groups (9 – 12 students). Intervention will focus on: <ul style="list-style-type: none"> • Assisting ELs and LTELs meet the mathematics requirements. • Providing additional ELD support 	09/10/2018 05/31/2019 New	Principal, TSP Program Advisor and selected teachers will monitor and evaluate tutoring program goals and assessment data quarterly to determine if goals and objectives were met Teachers will conduct pre and post assessments to determine effectiveness of the tutoring program

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30018783	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30336205	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		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops will focus on: • Access to the Common Core • Home supports for academic achievement • Using technology to increase mathematical literacy • Analyzing SBAC data • Building academic vocabulary • Depth of Knowledge (DOK) - Math Practice	08/13/2018 05/17/2019	Principal, administration and TSP Program Advisor will evaluate and monitor the implementation and percentage of parent involvement of these conferences through observations, surveys and evaluation sheets. Observations, surveys and evaluation sheets will assist in monitoring the effectiveness and relevance of workshops.

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

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

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

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

<input checked="" type="checkbox"/> CELDT
<input type="checkbox"/> School Report Card
<input checked="" type="checkbox"/> MyData
<input 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 type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

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

King/Drew Magnet High School met their Reclassification targets for the 2016-2017 school year and their CELDT annual growth targets slightly increased (from 58.3% in 2015- 2016 to 60% in 2016-2017).
 •The percentage of LTELs who scored Basic or above on RI was 50% in 2016-2017 which was higher than the district average of 15%.
 •Even though King/Drew Magnet High School met their reclassification targets, they decreased from 45.8% in 2015-2016 to 39% in 2016-2017 school year.

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

Professional Development on effective SDAIE strategies and ELD instructions will help with LTELs attaining English proficiency.

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

Through research-based access to core strategies, school-wide English Learner progress monitoring and targeted intervention, English Learners will be able to access the core curriculum and progress towards reclassification.

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

N/A

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

By spring of 2019, the percentage of Long Term English Learners attaining a score of Basic or higher on RI will increase from 50% in 2016-2017 to 53%.

*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	<i>Academic : English Learner Programs</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To ensure and support EL students' access to core content in their classes, we will provide teachers and staff access to professional learning. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement and purposeful and productive groups. Professional development will be held during the school day, or beyond the regular basis for instructional teams. Professional development will focus on: <ul style="list-style-type: none"> • Reciprocal Teaching Strategies • Academic vocabulary development • Incorporating language objectives into core content lessons • Analysis of student work • ELPAC • Webb Depth of Knowledge (DOK) • Data analysis • Developing Common lesson plans that are based on access to core strategies and incorporating ELD 	08/13/2018 05/31/2019	Principal, Admin. Staff and TSP will monitor PD topics, agendas, and sign-ins for teacher attendance and ensure that every teacher implements the strategies learned through classroom observations and the provision of actionable feedback
Teacher Release Days releases teachers of EL students to participate in professional development or to plan common enhanced ELD lessons and engage in ELD lesson study, incorporating the aforementioned ELD strategies during their regular assignment.	08/13/2018 05/31/2019	Principal will meet with staff who attended conferences/trainings to plan PD they will present to staff.

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	<i>Academic : English Learner Programs</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To maximize the instructional time for English Learners, funding will be provided for: TSP Program Advisor will provide demo lessons on effective use of reciprocal teaching strategies and conduct professional development on access to core content for ELs. <ul style="list-style-type: none"> • Will conduct classroom observations to monitor and assist teachers in implementing these strategies. • Work with teachers to interpret, manage, use formative assessment data, and examine student work. • Coordinate intervention Programs • Facilitate analysis of data • Conduct ELPAC awareness activities focused on ELs 	07/01/2018 06/30/2019	Principal will monitor TSP Program Advisor activities through agendas, updates, logs and delivery of PD lessons

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>To close the achievement gap for Long Term English Learners, the school will provide additional instruction and intervention in language development and in the core subject areas. To support the intervention programs, the following expenditures are needed:</p> <p>Tutoring after school will be necessary to provide intervention opportunities to ELs and LTELs not meeting reclassification criteria. Tutoring will be provided in small groups (9 – 12 students). Intervention will focus on:</p> <ul style="list-style-type: none"> • Assisting ELs and LTELs meet the Reclassification requirements. • Providing additional ELD support 	<p>10/01/2018 05/31/2019</p>	<p>Principal, TSP Program Advisor and selected teachers will monitor and evaluate tutoring program goals and assessment data quarterly to determine if goals and objectives were met</p> <p>Teachers will conduct pre and post assessments to determine effectiveness of the tutoring program</p>
<p>Scholastic Reading Inventory consumables will be necessary, as well as general supplies, to provide supplemental services to those ELs and LTELs who are not meeting proficiency or need additional ELD support.</p> <p>Teachers will attend monthly Language Appraisal Team meetings as appropriate to monitor EL and LTEL progress and individual referrals.</p> <ul style="list-style-type: none"> • Referring teachers will be released to attend SSPT meeting with referred student. 	<p>08/13/2018 05/06/2019</p>	<p>TSP Program Advisor will monitor meetings through agendas, logs and monthly goals</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** *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
Parent workshops will focus on: <ul style="list-style-type: none"> • Access to the Common Core • Home supports for academic achievement of EL and LTEL students • Meeting Reclassification requirements <ul style="list-style-type: none"> • Importance of Student Attendance • English Learner benchmarks, LTEL student goal sheet, ELPAC, Reclassification, RI, ELD Standards, grades, SBAC • Reading Strategies/Writing strategies • Integrated/Designated ELD • DOK levels of questioning • Organization and Time Management • MISIS • A-G Requirements <ul style="list-style-type: none"> - Language Development - EL Master Plan I (Identification and Program Options) 	09/10/2018 05/31/2019	Principal, administration and TSP Program Advisor will evaluate and monitor the implementation and percentage of parent involvement of these conferences through observations, surveys and evaluation sheets. Observations, surveys and evaluation sheets will assist in monitoring the effectiveness and relevance of workshops.

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

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

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

All sections are required.

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

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

Further training is needed for all staff at King/Drew Magnet High School regarding ways for the school to develop a welcoming environment for parents. This will help to build a sense of community among all stake holders (parents, staff and students) that will in turn, help with improving overall student achievement.

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

King/Drew Magnet High School serves over 120 feeders, which include students from LAUSD, Compton and Charter Schools. Even though King/Drew Magnet High School has provided several opportunities for parent involvement for the past 5 years (Coffee with the Principal, math and literacy workshops, computer classes, SSC, ELAC, parenting classes, College Night, Open House, PHBAO, etc.), parent participation is still low. Because we have parents coming from different districts it is difficult for some parent to participate in some or all school activities. There needs to be a better understanding by parents of what parent involvement means. Community Representatives will be instrumental in developing a plan to disseminate this information.

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

N/A

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

The percentage of parents responding to the School Experience Survey decreased from 52% to 41%. Community Representatives will be instrumental in developing a plan to increase parent participation.

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

By June 2019, parent participation in academic workshops will increase from 25 participants to 40 participants. The workshops will provide useful resources to help build parent capacity to support their child's education.
By June 2019, the percentage of parents responding to School Experience Survey will increase by 5% from 52% to 57%.

*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
Selected Core teachers will develop and implement plans to involve all stakeholders on how to build a welcoming school environment for parents that will capacitate them to support student learning. • Trainings will include: How to make the Common Core Standards accessible to parents, Building a Welcoming Environment for parents and students, student led conferencing, Building a School- Parent Compact, Developing a protocol for parent classroom visits • Parents will have the opportunity to attend and participate in trainings and workshops developed by both teachers and parent center staff.	08/20/2018 01/31/2019	Principal, administrative staff and TSP Program Advisor will monitor and evaluate program goals quarterly to determine if goals and objectives were met.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Newsletters, Calendars, Flyers, personal telephone calls, school calendar, parent center calendar of events and the School Website will provide frequent communications to parents to ensure home support for the implementation of the Common Core Standards. Multiple communication methods will access different modalities and access points. ConnectED will be used to update parents on school activities, provide timely and pertinent information. • Community Representatives will conduct parent outreach activities and support the operation of the Parent & Family Center. They will also provide monthly reports on community outreach and students' progress to SSC and Advisory Committees	08/13/2018 06/07/2019	Principal, TSP Program Advisor and Community Representatives will review monthly SSC and advisory Committees agendas and minutes that reflect articulation of student progress
Local school advisory committee operating expenses will be needed to assist with communication with parents.	08/13/2018 05/31/2019	Principal, TSP Program Advisor and Community Representatives will monitor expenses monthly

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Workshops and trainings will be provided to parents quarterly on the following topics: <ul style="list-style-type: none"> • Common Core Standards readiness • Literacy and Math • Building self- esteem in both parents and students • Using technology to access academic resources • College and financial aid • How to support your students learning at home <ul style="list-style-type: none"> - California Dashboard - Parent Portal - Supporting Home Learning for all students Parent Workbooks from Woodbury Press will be purchased for parents.	09/10/2018 05/31/2019	TSP Program Advisor will monitor classified support through logs

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	30,906		100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	12,363	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	2,304	0.00	100

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

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

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

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

Even though King/Drew Magnet High School has met all attendance targets for the 2016-2017 school year, the percentage with 96% or higher for students slightly decreased from 77% to 75.7% in 2016-2017.
 Student attendance rate remains at 97% since 2015-2016.
 The percentage of students who feel safe on school grounds increased from 71% to 96% in 2016-2017.

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

King/Drew accepts students from over 120 feeders which gives us a broad range of academic levels and transportation needs. Students who are not bused in, due to LAUSDs milage requirement increase to be able to qualify for transportation, have had a difficult time coming to school on a regular basis.

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

Interventions at early warning signs and school-wide awareness done through the Positive Behavior Support Team who monitors at risk students using My Data alert systems. Some of the factors that might explain the increase in the percentage of students who feel safe on school grounds is the increase of campus aides as well as security over the past three years.

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

N/A

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 spring of 2019, the percentage of students with 96% or higher attendance will increase from 75.7% to 79%.

*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			
We will provide teachers and staff access to professional learning in order to establish a school environment that supports a positive growth mindset to improve school safety and discipline, and to mitigate other non-academic factors that hinder student achievement. Professional development will be held during the school day or beyond the regular basis.					08/14/2018 06/14/2018	Principal will monitor PD topics, agendas, sign-ins for teacher attendance as well as monitoring and reviewing student achievement data and classroom instruction.			
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>A school-wide attendance program will be implemented to ensure that instructional time is not lost within the target goal and that the social and emotional interventions are addressed to decrease the number of days absent.</p> <ul style="list-style-type: none"> • Psychiatric Social Worker is needed to provide the following services: - Individual and group counseling to identified students in order to remove some of the barriers that impede learning and the reaching of state standards. - Conduct student risk assessment and provide appropriate safety planning services. -Engage parent, families and communities to decrease barriers to learning and increase social emotional competence. -Offer professional development opportunities on a variety of mental health related topics. <p>• Positive Behavior Support Team will monitor at risk students using My Data alert systems.</p> <p>Leadership will create public service announcements on safety and campus culture that will be televised during homeroom as well as through ConnectED</p>	07/01/2018 06/30/2019	<p>Principal will monitor PSW and Nurse activities through workshop observations and overall success of intervention programs.</p> <p>Principal and Admin, staff will oversee schoolwide policies.</p>
<p>Nurse is needed to provide additional health services to our identified students. Currently, our school has a nurse for a limited time per month. More time is needed to meet the needs of our students in regards to illness and injury follow-up. Nurse will also:</p> <ul style="list-style-type: none"> - health-related counseling and education for parents and families, including home visits. - conduct staff development in health related issues -Participate in SSTP - health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes, hypertension. 	07/01/2018 06/30/2019	Principal will monitor Nurse activities through workshop observations and overall success of intervention programs

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	N/A	N/A	13114	120,992	0.00	100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 4 Days)	N/A	N/A	12106	92,624	0.00	100

Focus Area: **Building Parent Capacity and Partnership to Support the Social / Emotional Goal** *Social/Emotional Goal : 100% Attendance, Suspension..*
**Required if any Focus Area above is addressed.*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Workshops and trainings will be provided to parents quarterly on the following topics: • Building self- esteem in both parents and students • How to support your students learning at home - Anti-Bullying Workshop	10/01/2018 04/26/2019	TSP Program Advisor and Community Representatives will monitor and evaluate success of workshops through sign-ins from parent participation

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

King/Drew offers a diverse curriculum beyond the basic LAUSD requirements to all of its students. All students are expected to fulfill the University of California's recommended A through G requirements in addition to other classes required by King/Drew. Students are expected to maintain a "C" average or better, complete service learning requirements, and meet LAUSD graduation requirements.

There are 24 AP classes offered at King Drew. Honors designation is available in all core subjects, as well. However, it is important to note that 9th grade students may only take AP Human Geography; 10th grade students may only take AP World History. 11th-12th grade students are restricted to 3-4 AP courses per year, and must receive special permission to enroll in more than 4.

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.).

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and in the Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions."

There are mandated and voluntary, tutorial and enrichment programs available to all students, including college support programs.

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 Schoolwide Program Plan was developed with the input of all stakeholders in our School Site Council and English Learner Advisory Committee (parents, and other members of the community, students, teachers, out of classroom personnel and administration). First a Needs Assessment was developed, guided by our school data, in order to identify the key areas where students were not meeting the targets. After areas of need were identified, all stakeholders decided on the resources that would best address the areas of need. All stakeholders understand that our SPSA will need to be evaluated yearly in order to monitor the resources that they decided to invest in.

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
KING-DREW SH MD/S MG (1872701)	S	BROOKENS, REGINALD D

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,587	89.00	2.30	1.00	10183 \$ 399,360 10397 \$ 0 10400 \$ 787,160 10405 \$ 11,510 Total \$ 1,198,030

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

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

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	549,591	Low-income, EL and RFEP	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 87% • Cohort Dropout Rate, High School: 10% • Cohort Dropout Rate, Middle School: .05% • Percentage of Graduating Cohort Completing the A-G with a "C" or better: 46% • Percentage of graduation cohort
<p>All graduation rates were met by all subgroups over the past three years, 97% in the year 2014-2015 to 98% in the year 2016-2017, and to ensure that all graduation targets are met and continue to show growth, there needs to be further emphasis on students who are not meeting the A- G Requirements. Even though our A-G rates are above the district's average - 68% in the year 2014-15 to 77% in the year 2016-17 - improvement can be made in providing supports and differentiation across the curriculum for all students, including at-risk student groups (EL, SEL, LTEL) and other at-risk</p>			

KING-DREW SH MD/S MG (1872701)

groups, including mid-range students (students with GPA of 2.0 - 2.7). While systems are in place to assist all low-achieving students, a discussion among teachers and students suggests that more assistance is needed for mid-range students. By focusing attention on this segment of the King/Drew student population, overall graduation rates will improve.

- The TSP Program Advisor (Program 10183 - 1 pos.) (\$107,747) whose duties include conducting professional development and the facilitation of effective instructional programs, will support and coordinate all activities as part of their direct service provision:
 - Identify targeted students for interventions
 - Coordinate intervention programs
 - Facilitate the analysis of data and student work
- TSP X-Time (Indirect)(Program 10183) (\$4,745)– TSP will need additional time to perform the following services at the close of the school year in order to ensure all compliance items as well as program evaluations have been updated and recorded:
 - Meet with Leadership team to conduct on-going federal program monitoring and planning related to the program
 - Ensure that all program materials have been received, distributed and receivers have been done on LRP.
- TSP Differential(Program 10183) (\$1,539) - To perform duties after the regular school day.
- Tutor Teacher X-Time (Program 10183 and 10400) (\$128,359) - In order for all students to be successful in passing all graduation requirements, we will provide students with an after school and Saturday intervention program that will address the needs of all underperforming students in their A-G core courses. Tutorials will begin 09/17/18 through 05/31/19 for students in grades 9-12 in the following content areas: English, Math, Social Science and Science.
- Assistant Principal (Program 10400) 2 Pos. (\$293,336)- To monitor and coordinate all programs necessary to meet LCAP goals.
- Enroll Z days Couns. (Program 10400) (\$5,693)- To ensure all students are counseled and scheduled before the beginning of the school year.
- Enroll Z days Clerical. (Program 10400) (\$4,201)- To assist counselors with scheduling and enrolling before the beginning of the school year.
- Enroll Z days Admin. (Program 10400) (\$3,971) - To ensure all students are counseled and scheduled before the beginning of the school year.

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

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

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Recent SBAC scores (2016-2017) show 79% met or exceeded the</p>	<p>372,845</p>	<p>Low-income, EL and RFEP</p>	<ul style="list-style-type: none"> • Average Distance from “3” on the

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standards in English-Language Arts. The Common Core State Standards claim where students demonstrated lowest achievement is Listening & Speaking at 28% above standard.

Intervention programs that have been in place to improve school-wide proficiency have had a positive effect on student achievement levels. However, there needs to be more emphasis on listening and speaking strategies, in combination with reading comprehension and writing strategies, as revealed in recent Interim Assessment Block results showing 26% above standard. In order to demonstrate achievement growth on the Common Core State Standards, there needs to be a school-wide emphasis on: discussion techniques, student engagement, purposeful and productive grouping, and meaningful uses of technology to increase proficiency in listening, speaking, reading comprehension, and writing strategies.

- Class-size Reduction Teacher Secondary Social Science (Program 10183) 1 pos. (\$83,504) – Additional Social Science teacher is needed to reduce class size, which will reduce the student to teacher ratio resulting in an increase of student achievement in Social Science.
- Day to Day Substitute CSR Teachers Benefited Absences (4 days) (Program 10183) (\$1,434) to cover the benefitted absence of register – carrying/class-size reduction (CSR) teachers.
- Education Aide III (Spanish Speaking) (Program 10183) (\$44,165) will provide reinforcement and support of instruction to those targeted students in the classroom under the direct supervision of a highly qualified classroom teacher.
- IMA – 10400 (\$47,219) - supplies will be purchased to facilitate our after school and intervention programs (ELD, Read 180 and Math tutorial lab); materials include but are not limited to workbooks, leveled readers, visual aids, manipulatives, realia and DVDs. Also, since our greatest need is in math and science areas, money will be provided for teachers to improve instruction to those identified students who are failing or at risk of failing to meet the standards.
- General Supplies (Program 10183) (\$42,000) be purchased to facilitate all of our intervention programs; includes paper, ink, toners, pencils, composition books, etc.
- Teacher Librarian and Differential (Program 10400) (\$117,445)- To ensure students have access to supplemental reading materials throught the school day.
- 9th Grade Math (1) and English Auxiliaries (1) (Program 10400) (\$37,078)- Needed to reduce class size in those subject areas.

- Smarter Balanced Assessment for ELA
- Average Distance from “3” on the Smarter Balanced Assessment for Math
- Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76%
- Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22%
- Percentage of ELs that did not reclassify within 5 years: 15%
- Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percent of students missing 18 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Even though King/Drew Magnet High School has met all attendance targets for the 2016-2017 school year, the percentage with 96% or higher for</p>	<p>91,935</p>	<p>Low-income, EL and RFEP</p>	<ul style="list-style-type: none"> • Percentage of students attending school 96% or more (172-180 school days): 63%

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students slightly decreased from 77% to 75.7% in 2016-2017. Intervention and support systems that we have in place for students who are at-risk will need to be evaluated in order to ensure an increase in student attendance

- CSR Sec Teacher Elective (Program 10400) 1 pos.(\$91,935) - To provide a variety of electives in order for students to have more options academically.

- Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower): 11%
- Percentage of All Staff attending 96% or Above: 80%

<p>Description of Services that address: Parent, Community and Student Engagement</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - Responses from parents and students participating in the survey 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Further training is needed for all staff at King/Drew Magnet High School regarding ways for the school to develop a welcoming environment for parents. This will help to build a sense of community among all stake holders (parents, staff and students) that will in turn, help with improving overall student achievement.</p> <ul style="list-style-type: none"> • King/Drew Magnet High School serves over 105 feeders, which include students from LAUSD, Compton and Charter Schools. Even though King/Drew Magnet High School has provided several opportunities for parent involvement for the past 5 years (Coffee with the Principal, math and literacy workshops, computer classes, SSC, ELAC, parenting classes, College Night, Open House, PHBAO, etc.), parent participation is still low. Because we have parents coming from different districts it is difficult for some parent to participate in some or all school activities. There needs to be a better understanding by parents of what parent involvement means. Community Representatives will be instrumental in developing a plan to disseminate this information. • The percentage of parents responding to the School Experience Survey decreased from 52% to 41%. Community Representatives will be instrumental in developing a plan to increase parent participation. • Parent participation in academic workshops will increase from 25 participants to 40 participants. The workshops will provide useful resources to help build parent capacity to support their child's education. The percentage of parents responding to School Experience Survey will increase by 5% from 52% to 57%. <p>- Community Representative (.5 positions) (Program 10405) (\$6,182) will conduct parent outreach activities, developing workshops and support the operation of the Parent & Family Center. The community Rep will also provide monthly reports on community outreach and students' progress to SSC.</p> <p>- Advisory Committee Expenses (Program 10405) (\$800) be necessary for SSC and ELAC meetings.</p> <p>- IMA (Program 10405) (\$2,728) Supplemental supplies will be purchased to facilitate our parent workshops; materials include but are not limited to</p>	<p>76,983</p>	<p>Low-income, EL and RFEP</p>	<ul style="list-style-type: none"> • Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89% • Parent/Caregiver Participation on School Experience Survey: 64% • Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98% • Percentage of Parents Who State "My school provides resources to help me support my child's education.": 95%

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workbooks, leveled readers, visual aids, manipulatives, realia and DVDs
 - Parents will attend conferences (Program 10405) (\$1,800) deal with standards based instruction and implementation of the Common Core Standards. This will teach the parents on how to help and support those identified students who are not meeting the standards in all core areas (Western Regional Conference, COBA, CABA)
 - Office Tech (Program 10400) 1 pos. (\$65,473) - To ensure all parents are attended at a timely manner.

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>The percentage of students who feel safe on school grounds increased from 71% to 96% in 2016-2017. Some of the factors that might explain this increase is the addition of campus aides as well as security over the past three years.</p> <ul style="list-style-type: none"> - School Supervision Aide (6 positions)(Program 10183) (\$74,170) – will assist in reducing risk factors affecting student behavior, attendance, and academic performance by maintaining and promoting a proper behavioral environment. - B& G Worker (Program 10400) (\$29,611) - To ensure cleanliness and safety of campus. - Adv. reg. Prep (Program 10400) (\$2,708) - For counselor PD 	<p>106,489</p>	<p>Low-income, EL and RFEP</p>	<ul style="list-style-type: none"> • Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach: 100% • Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25% • Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100% • Percentage of Facilities that are in Good Repair: 100% • Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88% • Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 9,647	0.00 0	0.00 0	0.00 0	0.00 9,647
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
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 92,624	0.00 0	0.00 0	0.00 0	0.00 92,624
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 120,992	0.00 0	0.00 0	0.00 0	0.00 120,992
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
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 30,906	0.00 0	0.00 12,363	0.00 0	0.00 43,269
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
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00 0	0.00 0	0.00 2,304	0.00 0	0.00 2,304
50243 50243 - SOFTWARE LICNS MAINT	<input type="checkbox"/>	580020	0.00 172	0.00 0	0.00 0	0.00 0	0.00 172
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00 37,170	0.00 0	0.00 612	0.00 0	0.00 37,782
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00 83,735	0.00 0	0.00 0	0.00 0	0.00 83,735
Total			6.00 1,012,976	0.00 0	0.00 15,279	0.00 0	6.00 1,028,255

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**