

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

HOLLYWOOD SH (1869301)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

Nick Melvoin

Dr. Ref Rodriguez

Kelly Gonez

Dr. Richard A. Vladovic

TABLE OF CONTENTS

District and School Information	1
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
Impact of the Previous Year's SPSA and Recommendations	9
SPSA Evaluation	9
School Review Process Recommendation	10
Comprehensive Needs Assessment	11
School Accountability Report Card	11
School Experience Survey	11
School Quality Improvement Index Report Card	11
School Report Card	11
Smarter Balanced Assessment	11
Comprehensive Needs Assessment / Self-Review Process	11
GOALS	12
Academic Goal—100% Graduation	12
Academic Goal—English Language Arts	13
Academic Goal—Mathematics	14
Academic Goal—English Learner Programs	15
Culture and Climate Goal—Student, Staff, Parent and Community Engagement.	16
Social/Emotional Goal—Attendance, Suspension/Expulsion and Non-Cognitive Skills	17
Title I Required Components for Implementation	18
Schoolwide Program (SWP) / ESSA1114	18
Local District Monitoring	19
2018-2019 School Level Plan for Use of Targeted Student Program (TSP) Funds	20
Budget Summary	21
Attachments	22

SCHOOL IDENTIFICATION

School Name: HOLLYWOOD SH (1869301)

Local District: W

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

For additional information on our school programs contact the following:

Principal: COLACION, EDWARD A

E-mail address: eac3110@lausd.net

SPSA Designee: ROMAN, DANIELA Position: ADVSR, CTEGORCL PGM

E-mail address: droma2@lausd.net

School Address: 1521 N HIGHLAND AVE, LOS ANGELES, CA 90028

School Telephone Number: 3239931700

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.

JUANITA RAINEY WOODS



06/25/2018

Typed name of Local District Director

E-Signature of
Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	JUANITA RAINEY WOODS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	06/25/2018 <i>Signed Date</i>	
Local District EL Compliance Coordinator	ANN PRENTICE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/17/2018 <i>Signed Date</i>
Local District PACE Administrator	TRACI CALHOUN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/18/2018 <i>Signed Date</i>
Local District Title I Coordinator	CELINA REYNOSO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/29/2018 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

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

This school plan was adopted by the School Site Council on the following date: 03/20/2018
School plan approval appears in SSC Minutes. Date

Attested:

Sherri Whitham
 Typed name of SSC chairperson



E-Signature of SSC chairperson

04/03/2018
 Date

Please sign here

COLACION, EDWARD A
 Typed name of school principal



E-Signature of School principal

04/03/2018
 Date

Please sign here

Please print this page and sign.

2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 859,665</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> 14,135</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> 873,800</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.)

It is the mission of Hollywood High School to prepare students for post secondary education and the workforce, and to empower students to be healthy individuals who are lifelong learners and responsible community participants.

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 strive to challenge every student to think critically, communicate effectively, and work collaboratively to foster social justice. To do this, we will provide every student with rigorous, interdisciplinary instruction aligned to academic standards, infusing technology and real-world experience in all content areas.

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Hollywood High School is located on a city block in Hollywood near the heart of Los Angeles, in the geographical center of a metropolitan area of over ten million people. The area served by the school is located in a part of the city considered to be the entertainment capital of the world. Our attendance area is a combination of commercial and residential zones, with families representing a wide cross section of the socioeconomic spectrum. Economically, our student population ranges from upper middle class to economically disadvantaged, but the majority (87% as of 03/06/2017) of our students qualify for the free or reduced lunch program.</p> <p>Hollywood High School is a comprehensive senior high school with a student population of 1498 students in a 9 to 12 grade configuration. Our feeder schools, Le Conte Middle School and Bancroft Middle School, send an approximate 75 students to our freshman class. The rest of our students in the freshman class come from other areas of the city through applications to our two Magnet Programs: Performing Arts and New Media, as well as through applications received by our School for Advanced Studies. A factor contributing to the minor instability of student enrollment numbers may be the accelerated gentrification of the area that forces families of limited resources to migrate to more affordable areas elsewhere. Hollywood High School has sought to ameliorate the effects of reduced student enrollment by augmenting the number of student permits that allow students outside the attendance area to enroll in our school. Furthermore, due to a better academic reputation in the area, as well as the economic uncertainty that many families are currently experiencing, there is a growing tendency of private and charter school students wishing to return to neighborhood public schools such as Hollywood High School. Since 2008, Hollywood High School has operated using a traditional single-track schedule with the Small Learning Community model as the organizational base of our campus. While unique in their design, our small learning communities share the same goals of providing students with more relevant and rigorous personalized instruction.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Hollywood High is a comprehensive senior high school in a 9 to 12 grade configuration.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Hollywood High current student population is 1,498 (as of January 29, 2018– Focus).</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>

For the 2017-18 school year, 86.7% of students qualify for free or reduced lunch.

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

Currently, 23 different languages are spoken by students of Hollywood High. The ethnic composition of the student body is summarized as follows.

- AMERICAN INDIAN/ALASKA NATIVE: 4 Students
- ASIAN: 51 Students
- AFRICAN AMERICAN: 174 students
- LATINO: 1,026 students
- WHITE: 179 students
- FILIPINO: 42 students
- PACIFIC ISLANDER: 4 students
- UNKNOWN: 1 student
- Overall: 1,498 students

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:

The school will offer parents several opportunities to attend presentations led by school staff such as the principal, assistant principals, counselors, coordinators, and teachers where parents will have the opportunity to learn to interpret the results of their child's academic assessment results in their own language. Parents will collaborate in small groups during interactive presentations where they will practice interpreting assessment results.

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

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

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

Other important characteristics of the school:

- Since 2008, Hollywood High has operated using a traditional single-track schedule, and the Small Learning Community (SLC) model as the organizational base of our campus.
- In 2015, the Western Association of Schools and Colleges (WASC) granted us a six-year accreditation term.
- While standardized testing is one measure of student progress, there are a variety of indicators the faculty examines in order to gauge progress towards meeting school-wide goals. Some of these measures include college readiness data, PSAT, student grades, attendance information, and the Fitnessgram. Additionally, the statistics regarding participation in Advanced Placement (AP) coursework provides data about college readiness.
- Through a grant from the California Academic Partnership (CAPP), Hollywood High School, Los Angeles City College, and CSU Los Angeles have been working collaboratively to help our students prepare for post-secondary success. The goal of the grant is to support the implementation of CCSS and ensure that students entering post-secondary institutions are able to test into college level math and English and not have to take remedial courses. Hollywood recently applied to become a CAPP grant demonstration site. The goal of this extension grant is to share and disseminate lessons learned, successful practices, and insights gained on the process of working within a post-secondary partnership while simultaneously trying to implement the Common Core State Standards (CCSS).
- At the end of 2015-16, we were able to replace computers that were beyond useful life and out of warranty. We currently have 25 desktops and 34 Chromebooks in the library that provide access to the internet and Microsoft Office Suite. Students have access to five computer labs, including our state of the art film production lab; 10 mobile computer labs (7 Chromebook carts with 36 units each and 3 Laptop carts with 30 units each); and 105 I pads. Key instructional tools include 30 Laptops and 40 MacBooks for teachers, 85 LCD projectors, 85 document readers, and 10 smart boards.
During the 2017-2018 school year Hollywood High School invested the second allocation of Title I funds almost entirely for technology to provide students equal access in the online assessments, test prep, online classrooms, resources and support. The purchase of technology included: 25 desktop computers for a computer lab in room 226, 10 laptops for teachers, and 5 Chromebook carts with 36-40 devices each.
- The Teaching Career Academy (TCA) has been in existence at Hollywood High School since 2004. TCA has built a strong relationship with the Child Development Program at Los Angeles City College (LACC). Los Angeles Community College provides four Child Development and one English class to assist students in earning a Child Development Associate Teacher Certificate.
- Hollywood's new magnet Media Entertainment and Technology (MET) will continue to strengthen community partnerships that will help support the development of career exploration field trips, job shadows, mentorships and internships which will add a higher level of rigor and relevance to students' learning and professional growth.
- Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education, and real world experience that helps students gain an advantage in high school, postsecondary education, and careers. Linked Learning students follow industry-themed Linked Learning students follow industry-themed career paths. At HHS those paths are teacher education and media/entertainment arts. The main instructional methodology under this initiative is Project-Based Learning, which allows students, especially the ones cited above, more ways to engage in and demonstrate their learning in multiple ways.
- Project-Based Learning is a rigorous and relevant student-centered instructional model that supports inquiry and autonomous learning through the practice of 21st Century skills and the integration of curricular material, thematic instruction, and analysis of community issues. The needs of diverse learners is supported through differentiated instruction. Some teachers have started to organize in cohorts that share the same students and common planning periods where instructional practices, curriculum development, and student achievement are thoroughly discussed. This effective teaching practice is starting to produce gains in student attendance, grades.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

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

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

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

- 100% Graduation – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A
- English Language Arts – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A
- Mathematics – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A
- English Learner Programs – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A
- Culture and Climate Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A
- Social/Emotional Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? Yes No N/A

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:

During the Spring 2015 Self Study Review, the visiting committee recommended that Hollywood High School address the following areas for school-wide growth:

- There is a need to develop clear academic identities in all small learning communities.
- Although there is evidence of differentiated instruction in some classrooms, there is a continued need for consistency and accountability for its implementation in all classrooms.
- Develop a formal process to analyze the results of frequent common assessments in all professional learning communities in order to drive instruction.
- Improve the quality of instruction in Advanced Placement courses in order to increase student achievement on Advanced Placement exams.
- The addition of instructional materials and technology is crucial to increase student achievement.
- Evaluate the effective use of counselors for student support.

During the Spring 2018 Mid- Cycle Revisit, the visiting committee recommended that Hollywood High School address the following areas for school- wide growth:

- Targeted specific and systemic Professional Development for all teachers across all grade levels to ensure an understanding of how best to recognize and implement differentiated instructional practices.
- A system needs to be developed and implemented to ensure proper training of teachers of AP courses to ensure content knowledge and best practices for teaching Advanced Placement level curriculum.
- Technology needs to be integrated into instructional practices to enhance student learning.
- Develop and implement a systematic approach for collection and dis aggregation of data from assessments to assist with driving instruction.
- Develop and implement a school-wide focus on increasing the level of rigor in all classes across curricular and grade levels.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>On December 14, 2017 Principal Sanchez, led SSC with an overview of the SPSA and the school goals for 2017-18. Assistant Principal Gambero and D. Roman, CPA, presented a mid-year review of progress towards goals including 100% graduation, English Language Arts and Mathematics proficiency, and English Learners performance on the fall Reading Inventory assessment. Ms. Torres presented the attendance data.</p> <p>On January 18, 2018 Ms. Gambero provided an update on graduation progress that included the fall grades. Ms. Roman presented the data from the fall IABs in math and English. The members reviewed the data and used the Why protocol to identify the root causes.</p> <p>On February 15, 2018 members reviewed current year goals and discussed availability of data elements to analyze progress. SSC members analyzed the data regarding Graduation; English Language Arts; Mathematics; English Learner Programs; Student, Staff, Parent and Community Engagement; and 100% Attendance, Suspension/Expulsion and Non-Cognitive Skills). They identified the areas of need and made recommendations for implementing in the 2018-2019 SPSA including actions, strategies, and interventions.</p> <p>On March 15, 2018, Principal Colacion went over the descriptions of the various positions in the school bought with Title I funds (nurse, psychologist, CPA, etc.). Pages of the Program and Budget Handbook were distributed to members as well as a copy of the Federal and State Education Programs Budget at a Glance sheet with proposed budget expenditures for 2018-2019. Mr. Colacion proposed the Title I Budget expenditures and the SSC voted to approve it.</p> <p>On March 20, 2018, SSC went through each Goal, and the strategies selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the strategies in each of the four different component in each Goal section (Lesson Planning, Data Analysis, and Professional Development, Effective Classroom Instruction, Interventions Beyond the Regular School Day and Other Supports, Building Parent Capacity and Partnership to Support the Academic Goal). At the end of this session, SSC unanimously approved the 2018-2019 SPSA.</p> <p>On April 3, 2018, SSC approved a revised Budget for 2018-2019. The original budget approved on March 15 had been reviewed by LAUSD fiscal services and some minor revisions were made to align the budget with district guidelines.</p>	12/14/2017, 03/20/2018, 01/18/2018, 04/03/2018, 02/15/2018, 03/15/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	The members reviewed CELDT, Reclassification data and SBAC data for ELs. They identified the areas of need and made recommendations for implementing in the 2018-2019 SPSA.	01/26/2018, 02/21/2018

<input checked="" type="checkbox"/> WASC Focus Groups	<p>In preparation for the WASC Mid-Cycle Progress Report presentation to the visiting committee, Hollywood High School created three specialized Focus Groups consisting of collaborative teams (all stakeholders, including administrators, certificated staff, classified staff, parents and students) with specific knowledge in relation to the WASC recommendations.</p> <p>The focus group areas include Organization: Vision and Purpose, Governance, Leadership, Staff and Resources; Standards-based Student Learning: Curriculum; Standards-based Student Learning: Instruction; Standards-based Student Learning Assessment and Accountability, and School Culture and Support for Personal and Academic Growth Culture.</p> <p>Focus Groups analyzed and synthesized quantitative data, and used these findings to refine the goals of subsequent WASC Areas of Focus to meet Recommendation #4: Improve the quality of instruction in Advanced Placement courses in order to increase student achievement on Advanced Placement Exams, Recommendation #5: The addition of instructional materials and technology is crucial to increase student achievement and #6: Evaluate the effective use of counselors for student support.</p> <p>These meetings allowed participants to provide input in the interpretations and implications of trends and patterns in school wide data, and to construct strategic plans for developing strategies to meet critical learner needs as identified in the SPSA.</p>	<p>01/16/2018, 10/03/2017, 11/07/2017, 12/05/2017</p>
---	---	---

**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:

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

1. List key findings related to 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

Graduation data:
 Hollywood High School’s graduation rate increased by 0.6% to 89.2% in 2016-2017 from 88.6% in 2015-2016.
 Hollywood High School’s percentage of students on track for completion of A-G Requirements decreased by 4.5% from 54.5% in 2015-2016 to 50% in 2016-2017.

English Language Arts Data:
 Based on the 2016 - 2017 Smarter Balanced Assessment Consortium (SBAC) English Language Arts results, the percentage of students who met or exceeded the standards went down from 71% in 2015 -2016 to 69 % in 2016 - 2017.
 The percentage of students who scored Above Standard went up in all ELA claims: in Writing went up 2%; in Speaking and Listening went up 5%; in Reading went up 3%, and in Research and Inquiry went up 8%.
 However, we saw an increase in the percentage of students who tested Below Standard in two of the claims; in Writing increased by 2%, in Research and Inquiry increased by 3%. The percentage of students who scored Below Standard in Speaking and Listening stayed at the same level of the 2015-2016 school year and in Reading we dropped by 1%.

Mathematics Data:
 Based on the 2016 - 2017 Smarter Balanced Assessment Consortium (SBAC) Math results, the percentage of students who met or exceeded the standards went up from 30% in 2015-2016 to 32% in 2016 - 2017.
 The percent of students who scored Above Standard went up in two of the Math claims: in Concepts and Procedures went up 4%, in Problem Solving went up 2%.
 However, the percentage of students who scored Above Standard in Communicating Reasoning decreased by 2%.
 In addition, the percentage of students who tested Below Standard in Concepts and Procedures decreased 4%,in Communicating Reasoning stayed at the same level, and in Problem Solving it increased by 5%.

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

Graduation:
 While the graduation rate at Hollywood High School had remained strong, there are still many students who struggle to pass A-G required courses with a grade of C or better due students struggling with reading comprehension and performing below benchmark in meeting the standards.

Mathematics:
 While data shows slight gains made in overall mathematics scores, students continue to struggle with Problem Solving and Communicating Reasoning as measured by the Smarter Balanced Assessment Consortium (SBAC).

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

Hollywood High School Counselors conduct one on one parent/student conferences on Saturdays and after school to accommodate parent work schedules and availability to review the student's Individualized Graduation Plan and A-G requirements as well as credit recovery options for students to get on track for graduation and A-G Requirements. In addition, counselors are available during the school day for parent/student conferences and during nutrition/lunch with the counselor of the week rotation.

Hollywood High School Counselors conduct two ninth grade classroom presentations, one tenth grade presentation and one eleventh grade presentation reviewing the students' transcript, graduation and A-G requirements. In addition, the counselors meet one-on-one with every tenth, eleventh and twelfth grade student to review the student's transcript, graduation and A-G requirements, as well as Credit Recovery options in summer and/or during the school year with PASS and Adult School Credit Recovery.

Hollywood High School Counselors work with the Credit Recovery PASS Coordinator to ensure students in the eleventh and twelfth grade are enrolled in PASS Credit Recovery if needed in the areas of English and Math. Also, Hollywood High School Counselors work with the Adult School to ensure students in the eleventh and twelfth grade are enrolled in Adult School Credit Recovery if needed in the areas of Health and Social Science. In addition, the Hollywood High School Counselors monitor monthly if the students are attending and completing assignments in adult school.

English Language Arts:

The English department has instated interim assessments to target identified areas of weakness including Listening and Speaking, and Research. These interim assessments are hosted on the California Assessment of Student Performance and Progress (CAASPP) portal, allowing students to both assess their content-based skills and practice test-taking skills using the online platform.

One of our goals for next school year is the implementation Accelerated Reader licenses for all students in grades 9-11. We want to work on more students reading non-fiction books to align more with Common Core State Standards and Smarter Balanced assessments.

Mathematics:

Teachers in the math department are working towards incorporating instruction that reviews basic concepts and terminology in a way that is more explicit so that students understand the expectations for transferrable skills. At the root of the struggle related to math concepts and procedures is a deficit in applying reasoning skills to justify their answers. To address the struggle with critical thinking and applying reasoning skills, math instructors are working to align instruction with characteristics of testing methods so that students are more clearly able to understand the transfer of knowledge from their coursework to the testing environment. In the past two years, the math department has worked on the test structures that address error analysis, justification of solutions, and conceptualization with scenarios. Additionally, department-based common assessments have been provided online through Schoology to allow students to acclimate to the technology platform.

Teachers will continue to use concrete to abstract lessons using math manipulatives, SDAIE and cooperative learning strategies to ensure greater access to content and will use ALEKS as a tool in planning lessons, homework and intervention activities and to review progress of individual students.

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

N/A

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

By June 2019, there will be an increase of 2% in the graduation rate from 90% to 92% as measured by the California School Dashboard.

By June 2019, the number of students on track meeting A- G requirements will increase by 5% from 50% to 55% as measured by the LAUSD My Data System.

By June 2019, the percentage of eleventh graders meeting or exceeding standards in ELA will increase by 2% from 71% to 73% as measured by the summative SBA ELA scores.

By June 2019, the percentage of eleventh graders meeting or exceeding standards in Math will increase by 8 % from 32% to 40% as measured by SBA Math scores.

By June 2019, the percentage of eleventh graders performing below standards in Problem Solving (as defined by the SBA) will decrease by 4% from 31% to 27%.

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

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will provide professional development to all staff regarding way to effectively encourage and communicate expectations of college attendance to students at all grade levels. The professional development activities will be conducted by our College and Academic Counselors on regular school days. PD will be conducted in multiple sessions over the course of one week in order to not pull out the teachers from their classroom.	08/13/2018 06/10/2019	The administration team will collect evaluations and documentation of the PD and observe lesson delivery and classroom expectations for higher learning.
Teachers will attend professional development during and beyond their regular assignment facilitated/supported by the Categorical Program Advisor (CPA). Alternatively, teachers will attend local training. PD opportunities will begin prior to the start of the school year for teachers to begin honing in on strategies that will be the focus of the school year (how to scaffold student engagement, eliciting critical thinking and discussion techniques) to support the common core shifts and SBAC claims. Some of the PD will be a follow-up to the professional development offered at the local district on strategies for Integrated ELD, including language objectives and practice with ELPAC Task Types for English learners, conference attendances, and school wide adopted strategies. Other PD will be planned and delivered by the Inter-coordinated Council (ICC) on how to scaffold student engagement, eliciting critical thinking and discussion techniques that are especially needed with our socio-economically disadvantaged, English learners (ELs), and Students with Disabilities (SWD) groups. CPA Non-Tutor= 50hrs @ \$79.07/hr	08/13/2018 06/10/2019	Coordinators, assistant principals and principal will collect and review evaluations of PDs to guide future meetings. Administration will conduct classroom observations and provide feedback of strategies used. Evidence collected will be reviewed at ICC.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Categorical Program Advisor/Intervention Support Coordinator will support/attend grade level meetings. Teachers will meet during (Teacher Release Days 20 days @ \$475 = \$9,500) and/or beyond the school day (Teacher X Time 200 hours @ \$80 = \$16,000) to hold monthly Grade Level Professional Learning Community (PLC) meetings. The purpose of the PLC is to improve student learning and mastery of CCSS from a subject-specific lens, with a focus on critical learner needs: ELA, math, and graduation for all students, particularly students with disabilities (SWDs), and English Learners (ELs). The expectation of all participants is to regularly engage and collaborate with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes. Every PLC member will:</p> <ul style="list-style-type: none"> • Engage in lesson study cycles • Identify areas of student need • Develop common lessons and assessments • Analyze periodic assessments • Identify students at risk of not meeting grade level ELA/math standards • Plan and design differentiated lessons to meet the needs of at risk students • Incorporate strategies learned in PD into lessons and units • Reflect and evaluate lessons and refine actions • Look at student work to determine effectiveness • Observe one another • Share best practices <p>Best practices will include:</p> <ul style="list-style-type: none"> • Discussion techniques and student participation • Quality and purpose of questions • CCSS-based projects activities and assignments • Purposeful and productive instructional groups. <p>At the end of each cycle, samples of student work, student work examination protocol forms, and peer observations forms will be collected.</p>	<p>08/13/2018 06/10/2019</p>	<p>Coordinators, assistant principals and principal will collect and review evaluations of PDs to guide future meetings. Administration will conduct classroom observations and provide feedback of strategies used. Evidence collected will be reviewed at ICC.</p>
<p>To support at-risk students, the school will support the implementation of the California Common State Standards (CCSS) to prepare students for College and Careers for the 21st Century by providing professional development (PD) on Teacher Time Tuesdays as well as during and/or beyond the regular assignment. The CPA will collaborate with SLC Leads and ICC to provide professional development to teachers on the following topics:</p> <ul style="list-style-type: none"> • Justify solutions in multiple formats, constructing viable arguments (visual, oral, written) • Use of technology to support project based learning • Create high level thinking tasks that are standards aligned • Academic discourse among students • In-class intervention strategies that focus on text- dependent questions such as close reading, modeling, cooperative grouping, check for understanding, sentence starters, activating prior knowledge, depth of knowledge activities. 	<p>08/13/2018 06/10/2019</p>	<p>The principal and administration team will conduct weekly classroom observations to monitor the implementation of the PD strategies and will review student work, assessments and grades for effectiveness.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs /)	N/A	N/A	10377	9,500		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10378 - TCH REL DTD SUB CAT (6 Hrs /)	N/A	N/A	10378	9,500	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	4,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	16,000	0.00	100

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Design effective master schedule that allows opportunities for all students to take and complete A-G courses. Allow ample opportunities for students to retake A-G courses that are needed to meet graduation requirements.	08/13/2018 06/10/2019	The principal and the administration will conduct classroom observations and analyze student progress report cards.
CSR Math teachers (2 @ 111,682= \$223,364) will allow for a more personalized student support in a small class setting as a result of the smaller teacher to student ratio. Teachers will plan and deliver appropriate instruction, provide direct instruction and intervention to address the targeted needs of the students using the strategies emphasized during PD. Teachers will also use a multi-tiered approach for students at-risk of academic failure and English learners.	08/13/2018 06/10/2019	The principal and the administration will conduct classroom observations and analyze student progress report cards.
The Categorical Program Advisor (0.5 position @ 67,389) or Intervention Coordinator (0.5 position @ 67,389) will provide support in order for teachers to implement key strategies and promote effective learning to address the needs of all students. The CPA (Coordinator X Time @ \$80/hr = \$4,000) will provide support via the following actions: <ul style="list-style-type: none"> • Assist teachers in creating lessons and facilitate delivery of lessons that provide scaffolds for all students, especially our lowest achieving subgroups • Coordinate pullout intervention programs during the school day • Work with teachers to manage and interpret formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions to small and whole groups within the classroom 	08/13/2018 06/10/2019	The principal will monitor the CPA and Intervention Coordinator's collaboration with teachers through classroom observations, feedback from faculty, and student progress on grades and formative assessments.
Teacher Assistants (three 6 hr positions @ \$18,448 =\$ 55,344) will provide instructional support across multiple content areas under the direct supervision of a highly qualified teacher. Teacher assistants will be strategically placed to work in classrooms where students have been identified as being at-risk in order to allow the teacher to provide greater assistance to the students needing in-class intervention.	08/13/2018 06/10/2019	The principal and the administration will conduct classroom observations for appropriate use of Education Aides.
Teachers will be provided with supplemental materials to enhance ELA instruction. We will purchase: <ul style="list-style-type: none"> • Composition notebooks for journal writing • Culturally Relevant Classroom Library sets for all grade levels • Renewal of Accelerated Reader (AR) Site License 	08/13/2018 06/10/2019	The principal and the administration team will review POs for appropriate purchases and the usage of supplies.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental materials (\$24,000) will be used to support math instruction: <ul style="list-style-type: none"> • ALEKS as initial software purchase to supplement math instruction and intervention. • Composition notebooks for journal writing 	08/13/2018 06/10/2019	The principal and administration team will review POs for appropriate purchases and the usage of supplies.
Curricular trips (8 trips @ 370 = \$3,000) for college fairs and career exploration will be provided as opportunities for students to gain an understanding of college expectations and career pathways. Students will attend informational sessions to gather information to compare and contrast colleges. The 8 trips will be to: 1 UCLA, 1 USC, 2 Cal State LA, 2 Cal State Northridge, and 2 Los Angeles Community College.	08/13/2018 06/10/2019	The principal and the administration will approve the trips destination, date and attendance.
IT Support Technician (one 8 hrs position @ \$69,491) will assist teachers or other certificated employees to perform duties to support the technological needs of all students such as: <ul style="list-style-type: none"> • install and maintain computer systems for student use • troubleshoot hardware and software malfunctions • ensure technology is available for students to benefit from supplemental literacy and math programs 	08/13/2018 06/10/2019	The CPA, principal and administration team will monitor Microcomputer Technicians activities with logs, updates and staff feedback.
Provide access to "Turn-it-in", "Accelerated Reader" and "Star Reading" (\$16,000 to renew licenses). Turn-it-in" a writing online program where at-risk students can submit core content assignments through software license renewal. Additionally, "Turn-it-in" provides formative feedback in real time to teachers on students' writing. Thus allowing teachers the ability to provide students with immediate feedback on their writing assignments. "Accelerated Reader" and "Star Reading", are supplemental internet-based publication through software license renewal. "Accelerated Reader" and "Star Reading provides intervention activities with reading comprehension and provides formative feedback in real time to teachers on at-risk students' reading Lexile levels needs.	08/13/2018 06/10/2019	Principal and administration team will conduct classroom observations, analyze student progress report cards, and monitor online usage reports as well as library teacher sign-ups.
The Library Aide (one 3 hour position @ (\$13,545) will support students access the school library to learn research techniques and be provided support to meet their reading level needs – especially for those students at-risk of not meeting the standards. Library Aide will provide assistance to students and teachers in the school library media center and perform clerical and computer duties to support the library functions.	08/13/2018 06/10/2019 New	Principal and administration team will conduct classroom observations, analyze student progress report cards, and monitor online usage reports as well as library teacher sign-ups.
Hollywood HS will integrate technology to facilitate the differentiation of instruction and intervention for students in ELA, math, science, and social studies (General Supplies Technology: \$36,737. It will also provide equity and access to socioeconomically disadvantaged students to modern technology, Students will be provided with Chromebooks to assist them with standard-based projects, writing assignments, and access to online instructional programs (ALEKS, Accelerated Reader, Turn it In). (estimated cost of \$225 per chromebook)	08/13/2018 06/10/2019 New	Principal and administration team will conduct classroom observations, analyze student progress report cards, and monitor online usage reports.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30434401	N/A	117360	67,389	1.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30054587	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30330692	N/A	107762	18,448	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30434347	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30401416	N/A	25690	69,491	1.00	100
CE-ESSA T1 Schools(7S046)	2420	21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)	30371005	N/A	21021	13,545	1.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	770		100
CE-ESSA T1 Schools(7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	15,300	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	2,872	0.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30424738	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30424740	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	24,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	3,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	16,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	36,737	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Based on the data analysis findings, our school will implement a math intervention program (Supplemental Instructional Materials \$2,000 and 100 hrs of Tutor Teacher X Time @ \$80 = \$8,000). The program during and beyond the regular day to address the needs of students not meeting proficiency levels in mathematics. The intervention will focus on the subgroups at greatest risk of not meeting course standards: the socioeconomically disadvantaged subgroup, ELs, SWD, and our 9th grade Algebra 1 courses. Teachers will identify at risk students through Periodic Assessments, Teacher Created Common Assessments, and Student Work.</p> <p>The CPA and/or the Intervention/Prevention Support Coordinator will organize and monitor the after school intervention program. Teachers will work closely with the LACER after school program to coordinate services beyond the regular school day. Beyond the Bell will supply all students attending tutoring a light snack right after school. The Intervention Program will focus Concepts and Skills as well as problem solving and justifying solutions. Two 8-week sessions during each semester (Fall and Spring) will be provided. The program will implement/use the following:</p> <ul style="list-style-type: none"> • Teacher provide in-class intervention from professional development • Students receive intensive instruction after-school • Online instructional software available after-school hours for students. These will include online software like ALEKS, Khan Academy, Geogebra, and other programs suggested by teachers. • Locally designed materials for tutoring program for students not meeting course proficiency in math • Time for students to complete assignments and projects 	<p>08/13/2018 06/10/2019</p>	<p>The principal, intervention coordinator and administration team will monitor and evaluate intervention program by analyzing student grades, common assessment results, and set student growth targets to determine if objectives are being met.</p>
<p>Teachers will identify at risk students not meeting ELA CCSS through Interim Assessments, Teacher Created Common Assessments, and Student Work. The CPA and/or the Intervention/Prevention Support Coordinator will organize and monitor the after school intervention program in ELA. The Intervention Program (Supplemental Instructional Materials \$2,000 and 100 hrs of Tutor Teacher X Time @ \$80 = \$8,000) will focus on reading comprehension and writing. Beyond the regular assignment, teachers will work closely with the LACER after school program to coordinate services. Two 5-week sessions during each semester (Fall and Spring) will be provided. The program will implement/use the following:</p> <ul style="list-style-type: none"> • Locally designed/teacher intervention materials • Accelerated Reader • Write Time to support writing skills • Reading for pleasure 	<p>09/17/2018 05/31/2019</p>	<p>The principal, Intervention Coordinator and administration team will monitor and evaluate intervention program by analyzing student grades, common assessment results, and set student growth targets to determine if objectives are being met.</p>
<p>The school will purchase supplemental Instructional Material for intervention program which will include composition books for journal writing, easel pads for group projects and presentations, and hand held whiteboards to increase student engagement in small group work.</p> <p>In order to address the varying levels of math readiness of our at risk students and to better tailor math instruction, Hollywood High will purchase ALEKS as math software program initial purchase. ALEKS will be implemented during and after school in math classes as an online tool to help with mastery of math concepts.</p>	<p>08/13/2018 06/10/2019</p>	<p>The principal and administration team will review POs for appropriate purchases and the use of supplies these supplies in the intervention program.</p>
<p>Hollywood High counseling department (120 hrs of Counselor X Time @ \$80/hr = \$9,600) will continue to provide services to students beyond the regular assignment. Counselors will meet with parents and students who are failing or in danger of failing after the mid-term and 15-week grade marks are issued to accommodate families who cannot attend the school events that are scheduled during the school year. These parent conferences will take place on selected Saturdays and evenings each semester.</p>	<p>08/13/2018 06/10/2019</p>	<p>The principal and administration team will monitor the activities/logs of the counselors meeting parents beyond their regular assignment.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>PSA counselor (Two days @ \$48,397) will use a 3 tiered approach to promoting attendance. It will begin with prevention which includes:</p> <ul style="list-style-type: none"> • train teachers, students and parents on correlation between attendance and success • support a positive school climate strategies that include clean campus, supervision on campus and culturally sensitive environment • incorporate a recognition program with assemblies, monthly goals, and attendance incentives <p>For students not responding to prevention, need supplemental services that include:</p> <ul style="list-style-type: none"> • developing and monitoring individualized attendance plans • participating in multidisciplinary teams such as SSPT and SART • providing parents education workshops • conducting home visits • providing students counseling individually or in groups <p>Additionally, she will collaborate with the Healthy Start Coordinator, Dean, Nurse, and School Psychologist to refer students to outside agencies to support positive replacement behavior. This has been implemented as part of restorative justice as an alternative to suspensions to get to the root of the undesired behavior.</p>	<p>08/13/2018 06/10/2019</p>	<p>The principal and administration team will monitor the activities/logs of the the PSA counselor implementation of incentive programs through monthly data reports of attendance, student, parent and staff feedback</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	30413728	N/A	14496	67,389	1.00	100
CE-ESSA T1 Schools(7S046)	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	770	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	16,000	0.00	100
CE-ESSA T1 Schools(7S046)	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	9,600	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-13,990	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-5,010	0.00	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
<p>Our school will provide parent workshops to inform parents of the many options available to help ensure their children attend college (and of the specific requirement to qualify for college as well as the benefits of college attendance and college degrees). Parents will acquire a comprehensive understanding of LAUSD graduation requirements by attending workshops that provide general information about A-G requirements and by learning specific strategies to support their children's progress toward graduation. In Addition, the school will provide resources and materials to assist parents in understanding A-G requirements (including LAUSD Graduation Requirements – PowerPoint presentations and handouts).</p>	<p>08/13/2018 06/10/2019</p>	<p>The principal and/or designee will analyze workshop evaluation data to assess effectiveness of the workshops. The school will also review the School Experience Survey to help determine the effect and the effectiveness of the activities.</p>
<p>The Community Reps with support from CPA will provide/organize monthly parent trainings to support literacy at home (Two full time position 720 hours each at \$17.17/hr. for a total of \$24,726) Parents will be provide information on Close Reading, the instructional strategy being implemented in the classroom to improve reading comprehension. Parents will be trained on the following topics to support literacy at home:</p> <ul style="list-style-type: none"> • Questioning Techniques • Discussion Strategies • Writing Strategies 	<p>08/13/2018 06/10/2019</p>	<p>The principal and/or designee will analyze workshop evaluation data and attendance logs to assess effectiveness of the workshops. The school will also review the School Experience Survey to help determine the effect and the effectiveness of the activities.</p>
<p>Parents will learn methods and strategies that will reinforce and enhance students learning in the area of mathematics by attending workshops conducted by math teachers, CPA, or Intervention Coordinator. We will offer these at least twice per semester (after school or on Saturday). The workshops and web-based resources will include the following topics:</p> <ul style="list-style-type: none"> • Understanding Smarter Balanced testing • Questioning techniques • Graphic organizers used to solve word problems • Creating a math-friendly environment at home <p>In order to make parents aware of rigorous math tasks, mathematics and science teachers will organize Math and Science Nights for parents and students. The school will fund a teacher differential to support the above activities.</p>	<p>08/13/2018 06/10/2019</p>	<p>The principal and/or designee will analyze workshop evaluation data to assess effectiveness of the workshops. The school will also review the School Experience Survey to help determine the effect and the effectiveness of the activities.</p>

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	18,555	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	6,185	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	1,540	0.00	100

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

1. List key findings related to student proficiency in 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

Based on the 2016 - 2017 Smarter Balanced Assessment Consortium (SBAC) English Language Arts results, the percentage of students who met or exceeded the standards went down from 71% in 2015 -2016 to 69 % in 2016 - 2017. The percentage of students who scored Above Standard went up in all ELA claims: in Writing went up 2%; in Speaking and Listening went up 5%; in Reading went up 3%, and in Research and Inquiry went up 8%. However, we saw an increase in the percentage of students who tested Below Standard in two of the claims; in Writing increased by 2%, in Research and Inquiry increased by 3%. The percentage of students who scored Below Standard in Speaking and Listening stayed at the same level of the 2015-2016 school year and in Reading we dropped by 1%.

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

The English department now uses SBAC data in combination with formative and summative classroom assessments to inform PLC work and drive instruction. The percentage of students overall who have met or exceeded standards for ELA has remained consistent and is an area of strength for Hollywood High School. The English department has instated interim assessments to target identified areas of weakness including Listening and Speaking, and Research. These interim assessments are hosted on the California Assessment of Student Performance and Progress (CAASPP) portal, allowing students to both assess their content-based skills and practice test-taking skills using the online platform.

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 English department has instated interim assessments to target identified areas of weakness including Listening and Speaking, and Research. These interim assessments are hosted on the California Assessment of Student Performance and Progress (CAASPP) portal, allowing students to both assess their content-based skills and practice test-taking skills using the online platform. One of our goals for next school year is the implementation Accelerated Reader licenses for all students in grades 9-11. We want to work on more students reading non-fiction books to align more with Common Core State Standards and Smarter Balanced assessments.

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

The ELA goal is addressed under 100% Graduation

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

*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

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

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

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

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

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

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

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

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

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

Based on the 2016 - 2017 Smarter Balanced Assessment Consortium (SBAC) Math results, the percentage of students who met or exceeded the standards went up from 30% in 2015-2016 to 32% in 2016 - 2017.
 The percent of students who scored Above Standard went up in two of the Math claims: in Concepts and Procedures went up 4%, in Problem Solving went up 2%. However, the percentage of students who scored Above Standard in Communicating Reasoning decreased by 2%.
 In addition, the percentage of students who tested Below Standard in Concepts and Procedures decreased 4%, in Communicating Reasoning stayed at the same level, and in Problem Solving it increased by 5%.

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

While data shows slight gains made in overall mathematics scores, students continue to struggle with Problem Solving and Communicating Reasoning as measured by the Smarter Balanced Assessment Consortium (SBAC).

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

Teachers in the math department are working towards incorporating instruction that reviews basic concepts and terminology in a way that is more explicit so that students understand the expectations for transferrable skills. At the root of the struggle related to math problem solving and communicating reasoning is a deficit in applying reasoning skills to justify their answers. To address this issue, math instructors are working to align instruction with characteristics of testing methods so that students are more clearly able to understand the transfer of knowledge from their coursework to the testing environment. In the past two years, the math department has worked on the test structures that address error analysis, justification of solutions, and conceptualization with scenarios. Additionally, department-based common assessments have been provided online through Schoology to allow students to acclimate to the technology platform.
 Teachers will continue to use concrete to abstract lessons using math manipulatives, SDAIE and cooperative learning strategies to ensure greater access to content and will use ALEKS as a tool in planning lessons, homework and intervention activities and to review progress of individual students.

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

Mathematics goal included in the Graduation goals

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

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

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

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

Academic : Mathematics

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

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

Focus Area: Effective Classroom Instruction

Academic : Mathematics

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

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

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 if any Focus Area above is addressed.

Academic : Mathematics

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

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

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

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

- In 2016-2017, the percent of English Learners who made progress towards English Proficiency decreased from 75.5% in 2015-2016 to 71.7% as measured by the English Learner Progress Indicator on California Dashboard.
- In 2016-2017, the reclassification rate decreased from 19.8% to 15% based on the October 2018 Fall Survey Data.
- In 2016-2017, the number of students at Below Basic on the RI was 90%.
- Based on the 2016 - 2017 Smarter Balanced Assessment Consortium (SBAC) English Language Arts results, the majority of English Learners scored Below Standard or Near Standard in all ELA claims: Reading 95%; Writing 90%; Speaking & Listening 95%; Research/Inquiry 81%.
- In 2017-2018, the number of English Learners is 116. In order to meet our reclassification goal of 22% we need to reclassify 26 students.

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

The decline in reclassification highlights the struggle our English Learners are having with meeting the three criteria for reclassification especially achieving a basic score on the Reading Inventory assessment. The data demonstrates that the English Learners need additional support in all SBAC claims where the majority of them are scoring Below Standard. The Scholastic Reading Inventory (SRI) data demonstrates similar results with 90% scoring Below Basic in reading.

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

English Learners face the same obstacles as the native speakers, but also face additional language barriers in attaining proficiency in core subject areas. Targeted professional development for English learner data review, skill needs, support for assessments and preparation of students to meet reclassification criteria will be our focus for 2018-2019. Reading comprehension is a critical need, thus a shift from AR points to lexile level and monitoring will be a focus in the coming year.

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, Hollywood HS will decrease the % of English Learners at Below Basic on the Reading Inventory test will decrease by 10% from 90% to 80%.

By June 2019, Hollywood HS will decrease the % of LTEL students from 38% (31/82 ELs) to 33% (27/82 ELs).

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Hollywood High School will enhance English learners language development and progress towards reclassification by regularly providing Designated and Integrated ELD professional development to teachers of English learners during or outside the instructional day regarding the new ELD Standards to teachers of English Learners, including: <ul style="list-style-type: none"> • Review of the ELD Standards layout, horizontal and vertical progression and the essence of each ELD standard • Use of Constructive Conversation Skills (create clarity, fortify, and negotiate) for structured student-to-student interaction using academic language during designated ELD • ELD Standards-based progress-monitoring tools such as the Student Progress Form-Constructive Conversation Language Sample • Development of ELD Objectives 	08/13/2018 06/10/2019	The principal will ensure that every teacher implements the strategies learned during professional development through classroom observations and actionable feedback.
Hollywood High School will provide integrated ELD professional development during and outside the instructional day to teachers of ELs to support ELs during ELA, math, science, and social science instruction, including: <ul style="list-style-type: none"> • Constructive Conversation skills and strategies for structured student-to-student interactions using academic language during integrated ELD • Development of content and language objectives • Academic vocabulary development strategies and discipline- specific reading and writing strategies 	08/13/2018 06/10/2019	The principal will ensure that every teacher implements the strategies learned during professional development through classroom observations and 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 Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Hollywood High School will provide release time to teachers of ELs for data analysis and ELD or content lesson planning during or outside the instructional, incorporating strategies to support language development during Designated and Integrated ELD strategies</p> <p>The EL Designee will conduct professional development around Designated and Integrated ELD, facilitate Designated ELD and Integrated ELD lesson planning and provide demonstration lessons using the Constructive Conversations Skills during Designated ELD. The Intervention Coordinator will also support the following actions/tasks to enhance Designated and Integrated ELD instruction:</p> <ul style="list-style-type: none"> • Increase teachers' use of student data to inform instruction (CELDT, SRI, Interim Assessment Blocks, SBA, and student writing samples). • Conduct Integrated and Designated ELD lesson studies and debriefs 	<p>08/13/2018 06/10/2019</p>	<p>The principal will monitor planning sessions and implementation of planned lessons.</p> <p>The principal will monitor activities of EL Designee and will provide actionable feedback.</p> <p>The principal and administrative team will monitor the implementation of lesson studies and provide feedback on the progress to EL Designee. Findings will be incorporated into subsequent PD.</p>

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

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To support ELs/LTEs who are not making adequate progress, the following action steps will be implemented:</p> <ul style="list-style-type: none"> • Conduct 15 hours of targeted after-school intervention/tutoring for EL/LTEs. • Students needing support in ELA or math will receive tutoring as appropriate • Students needing additional ELD support will receive tutoring as appropriate (Emphasize LTEs, potential LTEs, and students who have remained at the same CELDT level for two or more years) • Tutoring for ELs will be conducted in small groups of 8 to 10 students <p>English Learners with an IEP will be closely monitor by the EL Designee and received targeted support in the learning center.</p>	<p>08/13/2018 06/10/2019</p>	<p>Intervention Coordinator and EL Designee will monitor LTEs academic progress.</p> <p>Principal will supervise instruction in tutoring program and provide 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: 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
Hollywood High School will conduct the following parent engagement activities related to English Learners: <ul style="list-style-type: none"> • Family Literacy workshops for EL parents twice a year • Parent workshops/training related to CA ELD standards, Constructive Conversation Skills and reclassification readiness three times per year • LTEL Designee conducts LTEL Student-Parent Meetings twice per year 	08/13/2018 06/10/2019	The principal will monitor activities of EL Designee and parent representatives with activity logs, and parent center sign-ins and evaluations. The Parent Rep. will also provide actionable feedback.

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

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

Based on the LAUSD School Experience Survey Results 2016-2017, the number of surveys completed were as follow:

- Students: 1,139
- Parents: 675
- Employees: 146
- Teachers: 70

Of the 1,139 students who completed the survey:

- 72% said that they receive regular feedback and progress from teachers and counselors.
- 88.5% said that they know the A- G requirements
- 82.7% said that they have access to honors and AP courses.
- 73.6% feel safe on campus
- 78.6% feel respected
- 66.4% said that they have a voice in their education

Of the 675 parents who completed the survey:

- 85% said that they feel welcome to participate at this school.
- 86% said that their school provides with opportunities to help them support their child's learning.
- 87% said they feel their child is safe on school grounds.

Of the 70 teachers who completed the survey:

- 76% said that the school's professional development addresses their students' needs.
- 93% said that teachers at this school have changed their instructional practices as a result of the State Standards.

Of the 146 employees who completed the survey, including teachers and administrative team:

- 85% said that this school is a supportive and inviting place for staff to work.
- 95% said that they feel safe on school grounds during the day.

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

- One of the issues affecting culture and climate for students is that only 66.4% of the students who completed the School Experience Survey said that they have a voice in their education and only 72% said that they receive regular feedback and progress from teachers and counselors.
 - For the teachers, an issue may be that only 76% of the teachers who completed the survey said that the school's professional development addresses their students' needs.
 - For parents, the participation rate in the survey is an issue. Also the fact that only 86% of the parents participating in the survey said that their school provides with opportunities to help them support their child's learning.
- Improvements are being made in communicating with our parents. Parents are now beginning to utilize the school website and the Parent Passport/ Schoology. The school will continue to provide incentives for students to return school wide documentation.

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 Parent Center offers many opportunities for parents to participate in the life of the school, from Coffee with the Principal to English and computer classes and workshops dealing with topics such as raising adolescents in the 21st century. There are also parent committees such as ELAC and opportunities for parents to serve on the SSC and the SBM. Also, all parents are encouraged to log on to the LAUSD Passport to receive updates of their child's academic and attendance progress through Schoology. Teachers use Blackboard Connect, the phone, the internet, and notes home to inform parents about student progress and behavior.

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, the percentage of parents participating in the annual School Experience Survey who respond that their school provides them with opportunities to help them support their child's learning will increase by 5% from 86% to 91%.

*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
The Community Representative, who is fluent in a language spoken in the community, serves as the neighborhood resource adviser for the principal, teachers and staff members. This person will: <ul style="list-style-type: none"> • Support with organizing SSC and Advisory Committees • Support with parent volunteers • Conduct/support monthly trainings and activities in the parent center • Provide interpretation in the parent center • Supports a welcoming environment in the parent center and through out the school by greeting parents during PHBAO, Open House, school events, and when they visit the school. 	08/13/2018 06/10/2019	The principal, CPA and administration team will monitor Community Rep with activity logs, updates and parent center sign-ins.
The school will provide instructional materials/resources for the parent center and support parent training/workshops such as the School Accountability Report Card, the California Dashboard, Graduation Requirements; will purchase materials to inform/instruct parents on A-G requirements, how to apply for colleges, scholarships, and financial.	08/13/2018 06/10/2019	The principal, CPA and administration team will monitor Community Rep with activity logs, updates and parent center sign-ins.
Parent Conference Attendance for parents to attend conferences to empower them to become an integral part of their children's education and learn strategies on how to support academic instruction at home. Parents will attend District-approved conferences like COBA, NABE, and National Title 1 Conference.	08/13/2018 06/10/2019	The principal and administration team will determine which parents will attend conferences and the CPA will review the required documents.
The Community Representative will perform short-term clerical work to help support the implementations of the parent engagement program developed by the parent center. Duties include: <ul style="list-style-type: none"> • Make phone calls to invite parents to trainings, meeting reminders • Help with creating and duplicating flyers, Parent Newsletter • Assist with meal ticket application on-line • Arrange for parent-teacher meetings • Interpret in parent-teacher meetings 	08/13/2018 06/10/2019	Principal, CPA and administration team will monitor Community Rep. with activity logs, updates and parent center sign-ins and evaluations.
Parents will attend workshops on how to reinforce and enhance students learning in all content areas conducted by the Parent Education Bridge for Student Achievement Foundation (six workshops \$333 each).	08/13/2018 06/10/2019 New	The principal and administration team will monitor workshop attendance with parent sign-ins and evaluations with support from the CPA and Intervention Coordinator.

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
The Community Representative will perform short-term clerical work to help support the implementations of the parent engagement program developed by the parent center. Duties include: <ul style="list-style-type: none"> • Make phone calls to invite parents to trainings, meeting reminders • Help with creating and duplicating flyers, Parent Newsletter • Assist with meal ticket application on-line • Arrange for parent-teacher meetings • Interpret in parent-teacher meetings 	08/13/2018 06/10/2019	

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	2,000	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	1,500	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	2,344	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 type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Focus Dashboard and Reports
<input checked="" type="checkbox"/>	Other: MISIS

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

Based on the 2017-2018 attendance data presented on MiSiS and Focus Dashboard and Reports, our 2016-2017 attendance goals were not met. Students with 96% or higher attendance rate dropped from 80.1% in 2015-2016 to 67.3% in 2016-2017.

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

Some of the underlying issues related to key findings include the following:
 * Teachers and parents enabling students
 * Lack of consequences
 * Lack of supervision/parent involvement
 * Missing bus/Transportation
 * Lack of sleep
 * Lack of responsibility to/consistency of following school rules.
 * MISIS: Teachers--Accurate taking of attendance
 One of the reasons why a drop in attendance rate occurred is that we went from having our PSA counselor 4 days a week to 2 days a week. While she conducts attendance campaigns, she is not present enough days to address those students who have chronic absences.
 We also believe that the algorithms being reported by the Teacher Discrepancy Report and Attendance Not Submitted Report in Focus: Reports & Dashboards reflects more accurate numbers than previous years.

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

We will continue to monitor MISIS reports to ensure that teachers take accurate attendance.
 SART's will be increased to provide more interventions for our at-risk students. SSPT is also meeting twice a month to address the needs of our at-risk students. The school will continue to hold monthly raffles for our students with perfect attendance.

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

N/A

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

By June 2019 the percentage of students with 96 percent or higher attendance rate will increase by 2% from 67.3 % to 69.3%.

*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
The school will implement a school wide attendance program to ensure the number of students losing instructional time is within the target goal of 96% attendance and that the social and emotional interventions are addressed to lessen the number of days absent.	08/13/2018 06/10/2019	Principal and CPA will conduct classroom observations and provide actionable feedback to ensure teachers are implementing strategies learned.
Members of the Student Support and Progress Team (SSPT) which include the Dean, nurse (4 days @ \$92,620), psychologist (1 day \$24,135), PSA counselor (2 days @ \$48,397) among others, will provide professional development to staff during and beyond the regular assignment focusing on improving attendance and implementing the school wide positive behavior plan: <ul style="list-style-type: none"> • The effects of attendance on academic achievement • Analyzing attendance data to identify at-risk students falling below the 96% attendance rate • Restorative justice to provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment • Ways to monitor and correct behavioral problems 	08/13/2018 06/10/2019	Teacher evaluations of PD trainings will be reviewed to inform and modify future trainings as needed.

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
In order to maximize the implementation of the schoolwide attendance plan, Hollywood will utilize the services of the School Psychologist, PSA Counselor, and Nurse in collaboration with the Healthy Start Program, the Wellness Center and community agencies to promote attendance and social/emotional well-being.	08/13/2018 06/10/2019	The principal will monitor the activities of the nurse and training offered to staff, students, and parents.
The school nurse will follow-up on health factors that lead to students' poor achievement and chronic absenteeism. He will provide the following supplemental services: <ul style="list-style-type: none"> • train teachers, students and parents on correlation between health and academic success • support a positive school climate that include clean campus, supervision on campus and culturally sensitive environment • Participate in SSPT, COST, SART to identify necessary support services • Health counseling for at-risk students with health conditions that affect attendance and learning 	08/13/2018 06/10/2019	The principal and administration team will monitor the activities of the PSA Counselor and success of incentive programs through monthly data reports of attendance, student, parent, and staff feedback.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
For students not responding to prevention, need supplemental services that include: <ul style="list-style-type: none"> • developing and monitoring individualized attendance plans • participating in multidisciplinary teams such as SSPT, and SART • providing parents education workshops • conducting home visits • providing students counseling individually or in groups 	08/13/2018 06/10/2019	The principal and administration team will monitor the activities of the PSA Counselor and success of incentive programs through monthly data reports of attendance, student, parent, and staff feedback.
In addition, the school psychologist will collaborate with Healthy Start Coordinator, Dean, Nurse, and PSA Counselor to refer students to outside agencies to support positive replacement behavior. This will be implemented as part of restorative justice as an alternative to suspensions to get to the root of the undesired behavior.	08/13/2018 06/10/2019	The principal and administration team will monitor the log of referrals made to outside agencies by the PSA Counselor, Dean, psychologist and nurse.
The administration will ensure that all staff follow the school wide attendance program: <ul style="list-style-type: none"> • Having protocols for student attendance to avoid erroneous absence records in MiSiS • Monthly recognitions of students and staff with perfect attendance • Teachers and administrators will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies and early warnings for attendance issues 	08/13/2018 06/10/2019	The principal and administration team will monitor the log of referrals made to outside agencies by the PSA Counselor, Dean, psychologist and nurse.
Clerical staff and the Parent Center will support the attendance goal with personalized phone calls and translation of parent communication.	08/13/2018 06/10/2019	The principal will monitor the activities of the clerical staff and parent reps. to ensure phone calls are conducted in a timely manner.
The PSA counselor will use a 3-tiered approach to promoting attendance. It will begin with prevention which includes: <ul style="list-style-type: none"> • train teachers, students and parents on correlation between attendance and success • support a positive school climate strategies that include clean campus, supervision on campus and culturally sensitive environment • incorporate a recognition program with assemblies, monthly goals, and attendance incentives 	08/13/2018 06/10/2019	Principal and administration team will monitor the activities of the PSA Counselor and success of incentive programs through monthly data reports of attendance, student, parent, and staff feedback.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	48,397	0.00	100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 4 Days)	N/A	N/A	12106	92,620	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	N/A	N/A	13222	24,135	0.00	100

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

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Representatives, in partnership with the Wellness Clinic staff, The Healthy Start staff, the psychologist, and the nurse, conduct a Wellness Fair in October (in the parent center or staff lounge) that will feature workshops and booths on the following topics:</p> <ul style="list-style-type: none"> • Behavioral Health • Stress Management • Parenting Teens • Recognizing Signs of Depression • Diet and Exercise • Community Clinic 	<p>08/13/2018 06/10/2019</p>	<p>The school's leadership team will organize the Wellness Fair by holding planning meetings and inviting various community-based organizations to participate.</p> <p>The Community Representatives, psychologist, nurse, PSA Counselor, and Healthy Start staff will be responsible for organizing the fair.</p> <p>The principal and The CPA will hold a post-workshop meeting to analyze workshop evaluation data and School Experience Survey data on the Social-Emotional and Culture/Climate metrics related to the topics.</p> <p>Principal will monitor activities of Parent Representative with activity logs, and parent center sign-ins and evaluations.</p>
<p>The Community Representatives will work with the by the Parent Education Bridge for Student Achievement Foundation to provide workshops to parents in the parent center during the school day, after school, or on Saturday. The topics for these workshops will include the following topics:</p> <ul style="list-style-type: none"> • Behavioral Health • Stress Management • Parenting Teens • Recognizing Signs of Depression • Diet and Exercise • Community Clinic 	<p>08/13/2018 06/10/2019</p>	<p>Principal, CPA and administration team will monitor Community Reps. with activity logs, updates and parent center sign-ins and evaluations.</p>

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).

Hollywood High School (HHS) exposes and prepares students for post-secondary education and the workforce in many ways. The College and Career Student Resources center is open Monday-Friday 7:30 am-3:30 pm and is has a full time PPS credentialed college and career counselor as well as a California State University and a Los Angeles Community College advisor for one school day once a week. Hollywood High School partners with the Los Angeles City College (LACC) Upward bound program. An Upward Bound college and career adviser works with students for one school day each week and Upward Bound tutors are available to students on Thursdays 3:00-5:00pm. A wide variety of colleges and universities meet with students though out the school year as well as local employers and financial aid experts.

The Hollywood High School College and Career Student Resource center partners with the Live Nation/House of Blues equations program UForward. Students in the Uforward program participate in career exploration, mentoring, and job shadowing. Universal studios are another partner. Universal Studios meets with students and preps them for job interviews as well as gives them priority access to upcoming summer positions. Each year HHS participates in the "Become an Engineer Day" where local engineers give classroom presentations and 9th grade classes attend career exploration workshops in the college and career resource center where they complete an interest inventory at www.cacareerzone.org

Hollywood High School is a college prep school with a large Advanced Placement (AP) Program. The number of students enrolled in AP courses has increased over the past three years. In 2017-2018 the percentage of students taking AP courses is 33.7%. This increase is part of schoolwide efforts to improve equity and access to AP classes for students across all Small Learning Communities. Expanded access to AP classes means the pool of students enrolled in AP classes and taking tests has continued to grow. While equity and access are strong, there are no qualification restrictions for student participation in these courses, and AP class sizes may also have grown. We recognize that the number of students with qualifying scores on AP Tests (most classes under 30%, with the exception of Spanish) is much lower than desired. While there is improvement in some courses, there is considerable variability in pass rates in all AP courses. AP scores do not correlate well with classroom grades, and this needs to be rectified. There is room for improvement in AP instruction to help raise test scores. Additional teacher preparation, including vertical planning for AP curriculum, was also identified as an area of need by faculty. Opportunities for alignment of instruction have been created through the structured work of Professional Learning Communities (PLCs) and through the work of the AP Committee.

There is a robust dual enrollment program at HHS in partnership with LACC. Students can take college classes for both high school and college credit each semester and in the summer. This spring of 2018 LACC is offering English 101, Child Development, and Health 11. For the summer of 2018, LACC will be teaching a 5-week session that corresponds to the LAUSD summer calendar at HHS. The summer courses offered will be Health 11, ASL, Engineering 101 and Psychology.

Students are exposed to college campuses during multiple field trips throughout the school year. Students attend the city-wide Cash for College event, the Black College Expo and the NACAA National College Fair as well as local campus visits. They also attend admission days at both LACC and Santa Monica College as well as on campus Accuplacer testing for all seniors each fall. Seniors take the Accuplacer each fall at HHS in order to get an early understanding of their college readiness as a way to minimize remediation at the college level.

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.).

Hollywood High School continues to implement School-wide Tiered Model to prevent and address problem behavior and to provide early intervening services to students. A comprehensive School-Wide Positive Behavior Intervention and Support (SWPBIS) team oversees alternatives to suspension in accordance with the School Climate Bill of Right and the Discipline Foundation policy. Alternatives to suspension strategies have been utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension was required under California Education Code. Restorative Justice practices provide HHS students, staff, families, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. This approach acknowledges that, when a person does harm, it affects the person they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing. Suspension rates continue to stay low at Hollywood High School. Professional Development has been provided for HHS staff to lead community building circles and other team building activities to strengthen the positive school culture.

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.

In preparation for the WASC Mid-Cycle Progress Report presentation to the visiting committee, Hollywood High School created three specialized Focus Groups consisting of collaborative teams (all stakeholders, including administrators, certificated staff, classified staff, parents and students) with specific knowledge in relation to the WASC recommendations. The WASC Focus Group meetings allowed participants to provide input in the interpretations and implications of trends and patterns in school wide data, and to construct strategic plans for developing strategies to meet critical learner needs as identified in the SPSA.

On December 14, 2017 Principal Sanchez, led SSC with an overview of the SPSA and the school goals for 2017-18. Assistant Principal Gambero and D. Roman, CPA, presented a mid-year review of progress towards goals including 100% graduation, English Language Arts and Mathematics proficiency, and English Learners performance on the fall Reading Inventory assessment. Ms. Torres presented the attendance data.

On January 18, 2018 Ms. Gambero provided an update on graduation progress that included the fall grades. Ms. Roman presented the data from the fall IABs in math and English. The members reviewed the data and used the Why protocol to identify the root causes.

On February 15, 2018 members reviewed current year goals and discussed availability of data elements to analyze progress. SSC members analyzed the data regarding Graduation; English Language Arts; Mathematics; English Learner Programs; Student, Staff, Parent and Community Engagement; and 100% Attendance, Suspension/Expulsion and Non-Cognitive Skills). They identified the areas of need and made recommendations for implementing in the 2018-2019 SPSA including actions, strategies, and interventions.

On March 15, 2018, Principal Colacion went over the descriptions of the various positions in the school bought with Title I funds (nurse, psychologist, CPA, etc.). Pages of the Program and Budget Handbook were distributed to members as well as a copy of the Federal and State Education Programs Budget at a Glance sheet with proposed budget expenditures for 2018-2019. Mr. Colacion proposed the Title I Budget expenditures and the SSC voted to approve it.

On March 20, 2018, SSC went through each Goal, and the strategies selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the strategies in each of the four different component in each Goal section (Lesson Planning, Data Analysis, and Professional Development, Effective Classroom Instruction, Interventions Beyond the Regular School Day and Other Supports, Building Parent Capacity and Partnership to Support the Academic Goal). At the end of this session, SSC unanimously approved the 2018-2019 SPSA.

On April 3, 2018, SSC approved a revised Budget for 2018-2019. The original budget approved on March 15 had been reviewed by LAUSD fiscal services and some minor revisions were made to align the budget with district guidelines.

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
HOLLYWOOD SH (1869301)	W	COLACION, EDWARD A

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,471	97.00	6.00	1.10	10183 \$ 349,296 10397 \$ 0 10400 \$ 791,107 10405 \$ 11,029 Total \$ 1,151,432

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

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

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
- Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate	0	All student groups	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%
10183 Counselor Sec C1T to provide counseling services to students for early identification and intervention for barriers to academic achievement and promote a healthy learning environment. Counselor will meet with students and their parents on a regular basis to keep them informed of their academic progress throughout their high school career to ensure students are on track with A – G and graduation.			

10183

Tutor Teacher X will provide funding for regular status teacher to provide targeted multi-tiered intervention or tutoring outside their basic assignment. The intervention program will meet after-school or on Saturdays. This intervention will target students not making adequate progress in English Language Arts, Mathematics, and Science. English Learners at the Emerging and Expanding ELD levels will be provided additional instruction in foundational literacy and reading comprehension with an emphasis on making inferences and improving lexile levels.

10183

Teacher Release Time will provide release time for high qualified teachers to plan instructional activities during the regular assignment Teachers will analyze student data ad plan differentiated lessons that will support low income students, ELs and foster students. Teachers will visit and observe each other's classrooms to help implement more differentiated instruction strategies and to provide peer feedback on student engagement and academic conversations.

10183

Counselor X-Time will fund four counselors to attend training beyond their regular assignment on a Saturday/4 hours. Counselor will meet with students and their parents after midterm marks are given to keep them informed of their academic progress throughout their high school career to ensure students are on track with A – G and graduation. The emphasis will be ELs, low income students and foster students who are getting Ds or Fs.

10183

Clerical Overtime to Perform short-term clerical help and for overtime payments directly attributable to intervention programs taking place beyond the regular school day.

10183

Custodial/Maintenance Operation Supplies used as the direct result of parental and intervention activities beyond the school day.

10183

Software License Maintenance will purchase the site license renewal of Accelerated Reader, a supplemental internet-based publication. It provides intervention activities with reading comprehension and provides teacher reports to address the needs of students' reading Lexile levels.

10400
Admin X Time-APSCS will work on the master schedule and student schedule one week before B basis begins under the supervision of the Principal. The APSCS will ensure that all student transcripts and schedules are updated to reflect any credits that might have been earned during the summer school credit recovery and various enrichment courses.

10183
Curricular trips for college fairs and career exploration will be provided as opportunities for students to gain an understanding of college expectations and career pathways. The trips will be to UCLA, USC, Cal State LA, Cal State Northridge, and Los Angeles Community College.

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
<p>10183 TSP Program Advisor C1T .5 Position will provide direct services to targeted students during the regular six-hour school day. Direct services to targeted students include: teaching, providing demonstration lessons, conducting professional development activities, including the facilitation of effective instructional programs, conducting program/student evaluation activities, and coordinating and providing parent involvement workshops and activities.</p>	<p>0</p>	<p>ELL RFEP Low Income</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%
<p>10400 Teacher Auxiliary Secondary- a highly qualified teacher assigned to teach one additional class period each day. The teacher receives regular rate. This auxiliary will help with class size reduction in core classes with an emphasis on providing more personalized instruction for English Learners, specially LTELs who need to develop their academic language.</p> <p>10183 Teacher X will fund regular status teachers who attend training outside of the basic assignment. Teachers will attend professional development on differentiation of instruction and strategies to assist targeted students with the CCS, integrating technology in the core classes and questioning techniques. Teachers will review interim assessments data and plan for implementation of instructional strategies across the curriculum to improve speaking, listening, reading and writing across the curriculum. Teachers will be trained to use AR Reading program to differentiate access to primary</p>			

documents.

10183

Staff Training Rate R 1 Cert will provide funds for certificated or classified staff to participate in professional development outside of their basic assignment on strategies for differentiated instruction and increase knowledge base of instructional strategies to provide access to core content course. Professional development topics will be on project based learning, effective instructional groupings, student work protocols, and lesson study.

10183

Coordinator Differential TSP Advisor-A supplemental payment for the TSP Advisor to perform instructional activities outside the regular six-hour workday. These activities include planning and implementing intervention programs and related professional development.

10183

Advisor Reg Prep Time- counselors will work on student schedules one week before school begins under the supervision of the Principal and APSCS. Focus: to increase access and equity to the core curriculum for ELs in all core subjects.

10400

Counselor Secondary X Time- Counselors will work beyond their regular assignment under the supervision of the Principal and APSCS. Focus: to ensure that all targeted students are provided with proper interventions and opportunities for enrichment and to take advantage of all academic programs available on the school campus. Counselors will hold individual meetings with parents of RFEPs and ELs in the evenings and on weekends to discuss students' academic progress as it relates to their language needs.

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
	<p>0</p>	<p>All Student Groups</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%

10183/10400 carryover
 Itinerant Counselor PSA B 2 Days will provide supplemental services that may include: developing and monitoring individualize attendance plans, participating in multidisciplinary teams such as SSPT, and SART providing student counseling individually or in groups, providing parent education workshops, conducting home visits, utilizing the RtI2 model to implement a three-tiered approach to attendance intervention and implementing attendance incentive programs.

Itinerant Counselor PSA B will train teachers, students and parents on correlation between attendance and success and will support a positive school climate that includes supervision on campus and a culturally sensitive environment.

Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
10183 Teacher X Time- to plan and present workshops for parents beyond the regular assignment: Instructional Technology to engage in the School Experience Survey; the reclassification process and the new ELPAC exam; to learn about new Math standards, ALEKs Math Intervention, Share LAUSD updated Master Plan with stakeholders awareness regarding the new NGSS Standards and the ELD standards.	0		<ul style="list-style-type: none"> Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%
10183/10400 Office Technician-Prepare a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software. Compile, interpret, and code data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports. Check forms and records for completeness and accuracy. Maintains files, records, and other information. Respond to employee/public inquiries by telephone and in person to provide or request information for the Assistant Principal's office. Orders, receives, and distributes office supplies. Receive, sort, and distribute incoming and outgoing correspondence. Operate a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc. and may prepare, modify, and update simple spreadsheets.			
10183 Teacher X-Time: will pay for regular status employees performing additional administrative duties to support instructional activities of targeted students			

(e.g., ordering instructional materials, supplies, inventorying of equipment, reconciling budgets, etc.) outside their basic assignment basis.

10183

Instructional Materials Account will purchase supplemental materials to support at-risk students to access CCSS instruction in core content and intervention which includes visual aids, fictional and non-fictional classrooms to support literacy skills.

The school will provide instructional materials/resources for the parent center and support parent training/workshops such as A-G requirements, how to apply for colleges, scholarships, and financial aid.

10400

General Supplies Funds will be used to purchase writing/copy paper, pencils, pens, markers, glue, tape, folders, and chart paper to support tier I and II interventions to all students.

10405

Advisory Committee Expenses- provide coffee and small snacks for parents who attend council meetings and Coffee with the Principal

10405

Parent Conference Attendance- for parents to attend conferences to empower them to become an integral part of their children's education and learn strategies on how to support academic instruction at home. Parents will attend District-approved conferences like COBA, NABE, and National Title 1 Conference.

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
	0	All Student Groups	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

HOLLYWOOD SH (1869301)

10183

School Supervision Aide to support school safety and implementation of the Safe School Plan.

The Aide will be implementing Restorative Justice practices as part of the School Wide Positive Behavior Plan to make sure students are in classrooms receiving instruction.

10400

Building and Ground Worker- to maintain a clean, safe, and orderly school environment that is conducive to learning.

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 1,540	0.00 0	0.00 1,540
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 16,000	0.00 0	0.00 0	0.00 0	0.00 16,000
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs /)	<input type="checkbox"/>	110001	0.00 9,500	0.00 0	0.00 0	0.00 0	0.00 9,500
10378 10378 - TCH REL DTD SUB CAT (6 Hrs /)	<input type="checkbox"/>	110002	0.00 9,500	0.00 0	0.00 0	0.00 0	0.00 9,500
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 2,872	0.00 0	0.00 0	0.00 0	0.00 2,872
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,344	0.00 0	0.00 0	0.00 0	3.00 55,344
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 770	0.00 0	0.00 0	0.00 0	0.00 770
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 67,389	0.00 0	0.00 0	0.00 0	1.00 67,389
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 770	0.00 0	0.00 0	0.00 0	0.00 770
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 48,397	0.00 0	0.00 0	0.00 0	0.00 48,397
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 92,620	0.00 0	0.00 0	0.00 0	0.00 92,620
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	<input type="checkbox"/>	120021	0.00 24,135	0.00 0	0.00 0	0.00 0	0.00 24,135
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

HOLLYWOOD SH (1869301)

14496 14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00	67,389	0.00	0	0.00	0	0.00	0	1.00	67,389
14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	120024	0.00	9,600	0.00	0	0.00	0	0.00	0	0.00	9,600
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	190004	0.00	4,000	0.00	0	0.00	0	0.00	0	0.00	4,000
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00	16,000	0.00	0	0.00	0	0.00	0	0.00	16,000
21021 21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00	13,545	0.00	0	0.00	0	0.00	0	1.00	13,545
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00	18,555	0.00	0	0.00	6,185	0.00	0	0.00	24,740
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
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00	-13,990	0.00	0	0.00	0	0.00	0	0.00	-13,990
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00	-5,010	0.00	0	0.00	0	0.00	0	0.00	-5,010
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00	15,300	0.00	0	0.00	0	0.00	0	0.00	15,300
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	430001	0.00	36,737	0.00	0	0.00	0	0.00	0	0.00	36,737
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00	24,000	0.00	0	0.00	2,344	0.00	0	0.00	26,344
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	2,000	0.00	0	0.00	2,000
50073 50073 - PARENT CONF ATTND	<input type="checkbox"/>	520002	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	1,500
50174 50174 - CURRICULAR TRIPS	<input type="checkbox"/>	580012	0.00	3,000	0.00	0	0.00	0	0.00	0	0.00	3,000

HOLLYWOOD SH (1869301)

50243	<input type="checkbox"/>	580020	0.00	16,000	0.00	0	0.00	0	0.00	0	0.00	16,000
50243 - SOFTWARE LICNS MAINT												
40239	<input type="checkbox"/>		0.00	34,387	0.00	0	0.00	566	0.00	0	0.00	34,953
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			9.00	859,665	0.00	0	0.00	14,135	0.00	0	9.00	873,800

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**